



EPCS Principles of Teaching





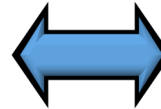
Quality First Teaching and Assessment for Learning



The 'big rocks' which underpin our curriculum delivery are Quality First Teaching and Assessment For Learning.

Quality First Teaching (QFT) is...

- Teaching which is inclusive, ambitious and challenging for all (equity).
- Teaching which is carefully planned and sequenced to support students with acquiring new knowledge and developing knowledge fluency (spaced/interleaved practice).



Assessment For Learning (AFL) is...

- Enables students to make next steps in their learning.
- 'Lets them in on the secret' of how to be successful.
- Identifies misunderstandings and misconceptions, so these can be addressed.

The key whole school pedagogies we use as part of Quality First Teaching and Assessment For Learning are:

1. Stretch and challenge for ALL students through having ambitious curriculum goals and learning objectives.
2. Overtaching - revisiting and practicing knowledge so that it is securely shifted to students' long term memories)
3. Sharing the 'bigger picture' - why we are learning what we are learning, how new learning links to prior learning, the destination the students are working towards, what success will look like)
4. Providing worked examples - 'I do, we do, you do' (using a visualiser where appropriate)
5. SilentSolo - to enable students to work distraction-free when practicing independently
6. Disciplinary Literacy - teaching students to read, write and speak like a scientists, historians, linguists etc.
7. 'Hands down questioning' to accurately check the understanding of all students—no opt out.
8. DIRT (Dedicated improvement and reflection time) - Providing time/setting tasks for students to respond to the verbal and/or written feedback they are given, ensuring the teacher's feedback leads to long term improvements in their knowledge/application of knowledge.

Quality First Teaching and Assessment for Learning lead to...

Students making progress in terms of knowing more, remembering more and being able to apply knowledge and skills to increasingly complex

Lessons@EPCS

Entry Routine

Teacher greets students at the door and welcomes them into the classroom. The teacher checks uniform.
Bags are under desks and coats on the back of chairs and tools for learning are out.
Students quietly settle to learning quickly.
A register is promptly taken.

So that...

Students enter the classroom in a calm and focused manner.
Students are in correct uniform ready to start the lesson.
Learning begins promptly.

Memory recall starter

Teacher gives students a short task, designed to either:
a.) Recap recently taught knowledge.
b.) Recap knowledge from previous topics.
c.) Make links between new learning and prior learning.

So that...

Students revisit material in a way which promotes long term memory.
Students begin to make links between their prior learning, and the content to be taught during this lesson.

Explain

Teacher explicitly shares aims and outcomes for the lesson.
Teacher explains why we are learning what we are learning ('bigger picture')
Teacher explains how new learning links to prior learning.
Teacher provides clear instruction, supported by carefully created/selected resources.
Subject specific terms (tier 3 language) are explicitly taught.

So that...

Students have complete clarity around what they are learning and what success looks like.
Students make links between their prior learning and the content being taught this lesson, aiding the development of their knowledge schemas.
Students quickly grasp key ideas.

Model

The teacher models what success will look, possibly using a visualiser.
Using questioning, the teacher involves the students in the process of creating a successful worked example.
The teacher explicitly explains common misconceptions/pitfalls to avoid.
There is a clear structure of 'I do, we do, you do.'

So that...

Students have a firm grasp of the steps they need to take in order to be successful.
Students have a successful model to draw upon/refer to when practicing independently.

Practice

Teacher designs purposeful tasks which are closely aligned to achieving specific outcomes.
Appropriate scaffolds/support are provided so all students can make good progress.
SilentSolo is used where appropriate
Tasks stretch all students just outside of their comfort zone.
Teacher monitors the students' progress and provides further instruction/modelling if required.

So that...

Students can develop fluency and accuracy in key skills.
Students can clearly articulate improvements they are making.
Students can apply their learning in a variety of contexts.
Students have to thinking hard about what they are learning.

Check

Teacher uses carefully chosen formative assessment strategies to check the progress the students have made against the clearly defined outcomes.
Teacher gives timely written and/or verbal feedback which is specific, accurate and clear, and helps the students to make next steps in their learning journeys.

So that...

Teacher knows which topics to re-teach that were not grasped first time.
Student actions are refocused or redirected, enabling them to make further progress.
Students can swiftly unlock further learning.

Exit Routine

Students stand in silence behind desks
Teacher checks uniform before dismissing students row by row.

So that...

Students leave the lesson in a calm and orderly manner.

EPCS Principles of Teaching

| Principles of strong practice | So that... |
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| 1. High Expectations and Challenge | |
| <ul style="list-style-type: none"> A. Plan ambitious and challenging lessons B. Well established positive routines. C. Consistent application of the school character values and behaviour policy - 'meet and greet,' 'one voice', 'track the speaker' D. Promote active participation; challenge non-compliance or passivity E. Reinforce effort and provide recognition | <ul style="list-style-type: none"> A. Students make progress in terms of knowing more, remembering more and applying knowledge fluently B. Learning time is maximised C. Students can think hard about their learning free from distraction D. All students are engaged in thinking hard about key learning E. Students understand the connection between effort and achievement |
| 2. Quality of Instruction | |
| <ul style="list-style-type: none"> A. Clearly defined learning objectives (success criteria) B. The 'bigger picture' is clearly explained C. New knowledge is founded upon old knowledge D. Highly effective explanations E. The teacher involves the students in the process of creating a successful worked example ('I do, we do, you do'). F. Frequent, carefully targeted questioning G. Key vocabulary is explicitly taught H. Age Related Expectations/exam board assessment objectives are explicitly referred to. | <ul style="list-style-type: none"> A. Students have complete clarity around what they are learning and what success looks like B. Learning is situated within a context and students understand why they are learning what they are learning. C. Students make links between new ideas and concepts they have already encountered. D. Students quickly grasp key ideas E. Students have a successful model to draw upon/refer to when practicing independently. F. Teacher has a sharp awareness of the extent to which students have understood and adapts subsequent instruction accordingly. G. Students can access and confidently use subject terminology H. Students understand what they need to know/be able to do, to be successful |
| 3. Subject Mastery | |
| <ul style="list-style-type: none"> A. Comprehensive understanding of scholarship of the subject. B. Strong understanding of the curriculum, including the next phase and the previous phase C. Misconceptions are anticipated, and if they do arise, are effectively addressed. D. Teacher confidently models, perhaps using a visualiser, and clearly explains the key ingredients of the model response (WAGOLL*) E. Plan for, promote and model the highest standards of disciplinary literacy (reading, writing and oracy) | <ul style="list-style-type: none"> A. Teachers are able to confidently teach to the top B. Teachers understand the long term curriculum journey and support students by making links to prior learning and signposting future learning C. Students overcome common misconceptions D. All students understand what success looks like and how to achieve it. E. Students learn to read, write and speak like Scientists/Historians/Linguists etc with fluency and accuracy (Disciplinary Literacy) |
| 4. Making it Stick | |
| <ul style="list-style-type: none"> A. Making connections between underlying concepts B. Regular low stakes testing C. Practice deliberately, using SilentSolo where appropriate D. Learning is interleaved E. Exploratory talk/think time | <ul style="list-style-type: none"> A. Students can make links across and between key subject skills B. Students can embed learning into their long term memory C. Students can develop fluency and accuracy in key skills D. Students revisit material in a way which promotes long term memory E. Students verbally explore and rehearse knowledge prior to responding/writing. |
| 5. Formative feedback to drive learning forwards | |
| <ul style="list-style-type: none"> A. Timely feedback to maximise learning B. Formative assessment is embedded in every lesson. C. Teacher comments (verbal and written) are specific, accurate and clear D. Students reflect and act upon feedback (DIRT**) | <ul style="list-style-type: none"> A. Students can swiftly unlock further learning B. Teachers know which topics to reteach which were not grasped the first time C. Student actions are refocused or redirected to achieve a goal D. Students improve/upgrade their work |
| 6. Adaptive planning and teaching | |
| <ul style="list-style-type: none"> A. Adapt planning and resources (including the use of other adults) B. Pitch high every lesson C. Support and scaffold for the least able and SEND students D. Adapt teaching as needs emerge | <ul style="list-style-type: none"> A. Provision is made for all students within the planning process. B. Students are challenged in their learning in every lesson C. All students are able to access the learning they are doing D. All students make exceptional progress and the lesson moves at an appropriate pace |

*WAGOLL = What a Good One Looks Like

**DIRT = Dedicated Improvement and Reflection Time

Walkthrus mapped to the EPCS Principles of Teaching

1. High Expectations and Challenge

- **Positive relationships (P36) - Blending warmth, kindness and assertion**
- **Establish your expectations (P38) - Setting and maintaining high expectations**
- Signal, Pause, Insist (P40) - Gaining focused attention on a signal
- Positive framing (P42) - Creating a positive atmosphere through affirmative language
- Rehearse Routines (P44) - Designing, rehearsing and reinforcing common class routines
- Choices and consequences (P46) - Using choices and consequence systems for excellent behaviour
- Collaborative learning: General Principles (P134)

2. Quality of Instruction

- Worked examples and backward falling (P68) - Stepped modeling and practice with worked examples
- Dual coding (P70) - Using images to support conceptual understanding
- Deliberate vocabulary development (P72) - Routines for securing fluency and confidence with words
- Big picture, small picture (P74) - Relating detailed knowledge to a wider framework
- Abstract models with concrete examples (P76) - Making the concrete-abstract connection explicit
- **Live modeling (P78) - Showing how to complete tasks and solve problems**
- **Scaffolding (P80) - Providing temporary supports for learning**
- Metacognitive talk (P82) - Making thought processes explicit
- Set the Standards (P84) - What does excellence look like?
- Head-on Misconceptions (P86) - Anticipating common errors and misconceptions

3. Subject Mastery

- Designing a knowledge-rich curriculum (P50) - Defining the elements of 'knowledge-rich'
- **Sequence concepts in small steps (P52) - Identifying steps needed for strong schema building**
- Coherent mapping (P54) - Mapping a spiral curriculum with authentic connections
- Blend knowledge and experience (P56) - Weaving a range of knowledge inputs and experiences together
- Pitch it up (P58) - Setting high expectations for curriculum content
- Plan for reading (P60) - Embedding reading into the curriculum
- Tiered questions and problems (P62) - Mapping steps in learning through questions
- Deliver core; signpost hinterland (P64) - The core-hinterland concept in practice

4. Making it Stick

- **Quizzing (P112) - Steps for running effective quizzing and routines**
- Elaborative interrogation (P114) - Exploring schema with Why and How questions
- Using a knowledge organiser (P116) - Resources to support students' knowledge checking
- Rehearsal and performance (P118) - The power of rehearsal in practicing for performance
- Peer-support retrieval (P120) - Using students as resources for each other
- **Weekly and monthly review (P122) - Routine knowledge checking to reduce forgetting**
- Concrete examples (P124) - Linking concrete examples to abstract ideas
- **Guided Practice (P126) - Securing early success with supervised practice**
- Independent Practice (P128) - Letting students go to practise on their own
- Building Fluency (P130) - Building from drills into more complex tasks

5. Formative feedback to drive learning forwards

- **Cold Calling (P90) - Selecting students to answer; involving everyone in thinking**
- Think, pair, share (P92) - A routine for structured discussion
- Show-me Boards (P94) - An effective all-student response technique
- **Check for understanding (P96) - A key question: Have you understood?**
- Say it again better (P98) - Generating improved verbal responses
- Probing questions (P100) - Questioning as a set of probing exchanges
- Process questions (P102) - How do we know what we know?
- Feedback that moves forward (P104) - Elements of effective formative feedback
- Feedback as actions (P106) - Five ways to make feedback productive
- Whole class feedback (P108) - Giving feedback to a whole class at once)

6. Adaptive planning and teaching

- Homework as guided study (P136) - Structured tasks for independent home learning
- Enquiry projects (P138) - Designing effective projects with enquiry questions
- Open response tasks (P140) - Showcasing knowledge in any format
- Oracy: Debating (P142) - Steps to setting up in-class debates
- Oracy: Talk for Writing (P144) - Oral rehearsal as a precursor for writing
- Oracy: Instructional Inputs (P146) - Involving students in teaching parts of lessons

- Independent Learning: Pre-reading (P148) - Flipping learning by reading in advance

Bold typeface denotes a 'Core 10' Walkthru - the most essential WalkThrus as selected by an early poll by the first 100 member organisations.