



Teaching & Learning Policy

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A Shared Approach to Teaching and Learning – Back to Basics: A Pedagogical Model

Contents

Introduction	Pg. 2
Key Features of the Teaching and Learning Policy	Pg. 2
The 6 Pedagogical Principles Model	Pg. 4
How is this achieved and what it looks like in the classroom	Pg. 5
▪ Challenge	Pg. 5
▪ Explanation	Pg. 5
▪ Modelling	Pg. 6
▪ Practice	Pg. 6
▪ Feedback	Pg. 6
▪ Questioning	Pg. 7
The Pedagogical Fundamentals	Pg. 7
Continuous Professional Development and Learning (CPDL)	Pg. 8
Other Key Factors Influencing Teaching and Learning	Pg. 8
Reference List	Pg.10
Appendix 1- TWHF Fundamental Elements of Effective T&L	Pg.11

List of policy amendments

Version	Date	Page document	Change	Origin of change e.g. Change in legislation, Policy review.
9.0	September 2025	2	Amendment: Added reference to the Simple Model of Teaching by Goodrich, Mccrea & Lovell (2023)	Policy review, model links with Steplab (new CPDL platform)
9.0	September 2025	3	Amendment: Added reference in the Lesson Design section to the Simple Model of Teaching by Goodrich, Mccrea & Lovell (2023)	Policy review, model links with Steplab (new CPDL platform)
9.0	September 2025	5	Amendment: Added description of Steplab as TWHF chosen professional learning platform	Introduction of a new system.
9.0	September 2025	7	New: Section added referencing new Pedagogical Fundamentals	Policy review; added more guidance on what effective teaching entails
9.0	September 2025	7	New: Section added to briefly outline the TWHF approach to continuous Professional Development and Learning (CPDL)	Policy review; more guidance on TWHF CPDL offer for developing T&L.
9.0	September 2025	9	Amendment: 2 additional points added to the Other Key Factors Influencing Teaching and Learning section (Creating culture & Securing attention)	Policy review; brings approach in line with Steplab
9.0	September 2025	11	New: Appendix display Fundamentals for each of the T&L principles.	Policy review; added more guidance on what effective teaching entails
10.0	September 2026	2	Introduction has been re-written	Added clarity around the purpose of the policy.
10.0	September 2026	2	Curriculum design section has been re-written	Added more specific language to match expectations from latest Ofsted toolkit
10.0	September 2026	3	Lesson Design section has been re-written	Added more specific language to match expectations from latest Ofsted toolkit
10.0	September 2026	3	Mastery and inclusion section has been re-written	Added more specific language to match expectations from latest Ofsted toolkit
10.0	September 2026	8	Continuous Professional Development and Learning section has been re-written	Reworded to match current activity with Steplab and instructional coaching.

Introduction

At The White Horse Federation, teaching and learning are central to our mission of transforming lives through education. We believe that every pupil deserves access to excellent teaching, a rich and ambitious curriculum, and the support needed to achieve their full potential. Through high-quality teaching, we aim to inspire pupils to set ambitious goals, strive for personal excellence, and develop the knowledge, skills, and character required to flourish both within and beyond the classroom.

In an ever-changing world, we are committed to creating inclusive, engaging, and intellectually stimulating learning environments that enable all pupils to succeed. We recognise that effective teaching is the most significant in-school factor influencing pupil outcomes, and we are therefore dedicated to continually developing and strengthening classroom practice across our Trust.

This Teaching and Learning Policy sets out the principles, expectations, and shared language that underpin high-quality teaching in all White Horse Federation schools. Rooted in the Teachers' Standards, it provides a consistent framework for professional practice, ensuring coherence across our academies while empowering teachers to exercise professional judgement in responding to the needs of their pupils and contexts.

The policy supports professional development, instructional coaching, self-evaluation, and quality assurance. It reflects our commitment to evidence-informed practice and establishes a clear vision of what effective teaching looks like across the Trust.

Our approach draws on three complementary and evidence-informed frameworks:

- Making Every Lesson Count (Allison & Tharby, 2015), which identifies six key principles of effective teaching: challenge, explanation, modelling, practice, feedback, and questioning.
- Rosenshine's Principles of Instruction (2012), which synthesises findings from cognitive science, research on expert teachers, and studies of effective instructional design to support learning, retention, and mastery.
- The Simple Model of Teaching (Goodrich, McCrea & Lovell, 2023), which provides a practical framework for improving teaching through a focus on curriculum, explanation, practice, and assessment.

Together, these frameworks provide a coherent foundation for our approach to teaching and learning. They inform our expectations of classroom practice and support our ambition to ensure that every pupil, in every classroom, benefits from consistently high-quality teaching. Through collaboration, reflection, and a commitment to continual improvement, we strive to create a culture where both pupils and staff can thrive.

Key Features of the Teaching and Learning Policy

Curriculum design

A well-sequenced, ambitious, and knowledge-rich curriculum is in place across all phases of education within The White Horse Federation. Curriculum planning ensures progression in knowledge, skills, and understanding, enabling pupils to build securely on prior learning and make meaningful connections over time.

Curriculum content is carefully mapped to promote continuity between year groups, key stages, and phases, supporting successful transitions and long-term learning. Foundational knowledge and skills are prioritised to provide pupils with the essential building blocks required for future learning and success.

Our curriculum is designed to be broad, balanced, and inclusive, ensuring that all pupils have access to rich learning opportunities across the full range of subjects. Leaders and teachers consider the most important knowledge, concepts, and skills within each subject and sequence learning deliberately so that pupils can deepen their understanding, apply their learning, and retain key knowledge over time.

In line with Ofsted's expectations for curriculum quality, curriculum thinking is underpinned by clear progression, purposeful sequencing, and thoughtful implementation. This enables pupils to develop increasingly sophisticated knowledge and understanding, supporting our aim that every child learns more, remembers more, and is prepared for the next stage of their education.

Lesson design

Effective lesson design begins with teachers' professional expertise and their deep understanding of the pupils they teach. This includes knowledge of individual needs, prior learning, class dynamics, school context, and the wider community. Drawing upon this professional knowledge, teachers make informed

decisions that enable learning to be meaningful, ambitious, and responsive to the needs of all pupils.

Lesson planning should be guided by the principles outlined in this Teaching and Learning Policy and informed by the best available evidence about effective teaching and learning. Teachers should use their professional judgement to design learning experiences that support pupils in acquiring, applying, and retaining knowledge over time.

To support reflective practice and continuous improvement, teachers may draw upon Allison and Tharby's Making Every Lesson Count audit tool (2015), which provides a framework for evaluating lesson design through six key pedagogical principles.

Lesson design should also reflect the evidence-informed approaches outlined in:

- Rosenshine's Principles of Instruction (2012), which emphasise the importance of reviewing prior learning, presenting new material in small steps, providing guided practice, asking questions, and securing pupils' understanding before moving on.
- The Simple Model of Teaching (Goodrich, McCrea & Lovell, 2023), which highlights four core components of effective teaching: curriculum, explanation, practice, and assessment.

Across The White Horse Federation, effective lesson design results from the thoughtful integration of evidence-informed approaches with teachers' professional expertise. This ensures that learning is carefully sequenced, appropriately challenging, and responsive to pupils' needs, enabling all learners to achieve success and make sustained progress through the curriculum.

Mastery and Inclusive Practice

The White Horse Federation adopts a mastery approach to teaching and learning, founded on the belief that all pupils can achieve highly. Learning is designed around shared curricular goals, with all pupils working towards the same ambitious outcomes whilst receiving the support, scaffolding, or challenge required to succeed.

Teaching should routinely engage pupils in thinking deeply about their learning. Through effective questioning, discussion, and carefully designed tasks, pupils are encouraged to reason, explain, justify, and make connections between ideas. High expectations are maintained for all learners, ensuring that every pupil can participate successfully in rich and challenging learning experiences.

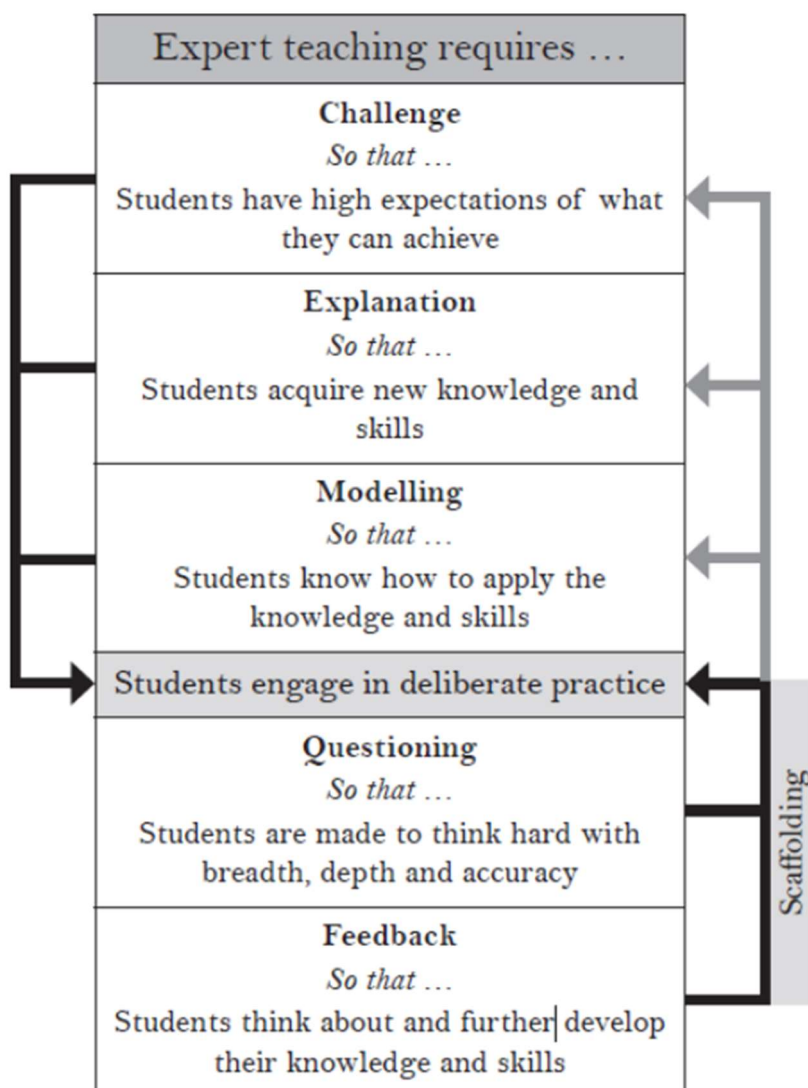
Teachers use ongoing formative assessment to identify misconceptions, gaps in understanding, and barriers to learning. Responsive teaching enables these issues to be addressed swiftly through adaptation, additional explanation, targeted support, or further practice. This inclusive approach ensures that learning remains accessible while maintaining ambitious expectations for every pupil.

Fluency is developed through secure understanding, deliberate practice, and repeated application over time. Explicit instruction plays a vital role in introducing new learning and establishing the foundations for deeper understanding. Learning activities are carefully selected and sequenced to strengthen knowledge, develop understanding, and support long-term retention.

Classwork, and homework where appropriate, should provide opportunities for intelligent practice: practice that is purposeful, carefully structured, and designed to help pupils embed learning, recognise patterns, and apply their knowledge with increasing confidence and independence. Through this approach, pupils develop deep, connected, and durable understanding that supports future learning.

The 6 Pedagogical Principles Model

The Teaching and Learning policy is encapsulated by the following diagram, designed by Shaun Allison and Andy Tharby (2015). Teachers are clear that their role is to teach in a precise way which makes it possible for all pupils to engage successfully with tasks at the expected level of challenge:



How is this achieved and what it looks like in the classroom

While there is no single, prescribed formula for effective teaching, a wealth of research-informed strategies and techniques exists to support and enhance classroom practice. At The White Horse Federation, we recognise that teaching is a creative and adaptive profession—one that relies on professional judgment, responsiveness, and innovation.

The six pedagogical principles outlined in this policy represent core elements of effective teaching. However, their implementation is not rigid or uniform. Instead, teachers are encouraged to apply these principles flexibly, tailoring their use to the subject matter, lesson objectives, and the specific needs of their learners. This approach empowers teachers to present concepts in ways that are both engaging and impactful.

To support the development and refinement of teaching practice, TWHF uses Steplab—a professional learning platform that enables instructional coaching, deliberate practice, and evidence-informed development. Steplab helps ensure that our approach to teaching is not only consistent across the Trust but also continually improving through structured feedback and targeted support.

These principles are designed to provide a shared foundation for high-quality teaching, while allowing space for individuality, creativity, and contextual adaptation. They serve as a guide for planning, reflection, and professional growth, aligned with the frameworks of Allison & Tharby, Rosenshine, and Goodrich et al.

1. Challenge

With the mastery learning model, rather than prejudging potential outcomes and stifling expectations by setting a host of differentiated learning objectives based on prior attainment, have a single challenging learning objective and then think about what each individual student needs to achieve it via the use of the 6 teaching principles.

- What do they struggle with?
- What switches them off?
- How much and what type of support do they respond well to?

All students may have different starting points but should aspire to the learning objective and a teacher is responsive in helping them to work towards it, for example:

- focused questioning
- adult/ peer help with starting their sentences
- some may need to do a draft
- some will need apparatus to help
- some will reach the objective and need to be challenged further

It is about equity of opportunity, not all getting exactly the same to reach the objective. The aim is to keep students in the challenge zone, or as Vygotsky describes, the 'zone of proximal development'

2. Explanation

Three key principles should guide explanations:

1. Plan in to schemes of learning how to **link to and build on something already known**.
 - Begin each lesson with a short review of previous learning (Rosenhine, 2012)
2. Allow for the **limitations of the working memory** when asking students to take on board new information, giving instructions, asking them to sort key bits of information etc.
 - Present new information in small steps with student practice after each step (Rosenhine, 2012)

3. Where possible try to make the **abstract concrete** – think about and plan, how to make abstract ideas make sense:
- Drawing diagrams; demonstrations in science; sharing and discussing images; taking the learning outside etc.
 - Provide scaffolds for difficult tasks (Rosenshine, 2012)
 - Direct explicit instruction (Kirschner, Sweller, Clarke, 2006)

3. Modelling

Explain the key ideas, then model how to do it / what to do with it. This falls in to two main categories:

1. **Model the creation of products/procedures.** For example: write an essay, *show* pupils how to do it and articulate your thinking. Write it out on the board and discuss how/why you are doing each step as you go. Question them on what is being done. Explain, out loud, thought processes. If mistakes are made, point them out.
2. **Deconstruct expert examples and use worked examples** – have an excellent finished product and share it, discuss why it is good.

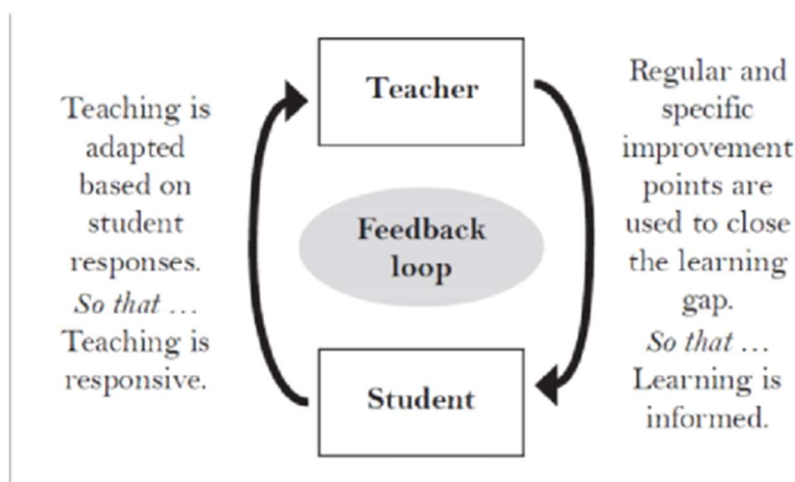
4. Practice

Plan in time, during the lesson and over a series of lessons, for students to practice using new knowledge and skills. Consider the type of practice and its purpose:

1. Practice for fluency and long-term retention – repeating things in order to master them; coming back to things in subsequent lessons etc.
2. Deliberate 'intelligent' practice at the outer reaches of ability – allowing students to make connections and see patterns. Practising at the outer reaches of ability means students will have to layer skills and use them with agility.
 - Guide student practice (Rosenshine, 2012)
 - Require and monitor independent practice (Rosenshine, 2012)

5. Feedback

Plan in how you will give feedback during/after lessons and – for this feedback to be meaningful -how you will allow students to respond this feedback. Feedback is a two-way process and the teacher should use the students' feedback to inform future planning.



Moreover, it is our goal to nurture independent and agile learners who have the skills to be successful in an increasingly globalised and rapidly changing world. To achieve this, we must equip students to be critical and reflective learners in their own right by 'learning how to learn'. Students need to be engaged in their own learning, be part of the creation of their 'next steps' and have the opportunity to assess their own work and that of their peers in a meaningful and useful manner.

- Engage students in weekly and monthly review (Rosenshine, 2012)
- Guide student practice

6. Questioning

Questioning drives thinking. Some questions can be planned for, but some should be responsive to what is happening in the lesson. When considering planned questions, they should be to:

1. Check for understanding – i.e. hinge questions that students should be able to answer at a certain point in the lesson, before they move on.
 - Ask a large number of questions and check the responses of all students,
 - Check for understanding (Rosenshine, 2012)
2. Provoke deeper thinking
3. Increase the ratio of participation and thinking of all students

The Pedagogical Fundamentals

To support the effective enactment of our six pedagogical principles, The White Horse Federation has identified six key actionable elements—referred to as fundamentals—for each principle. These fundamentals serve as practical, observable behaviours that help teachers translate theory into impactful classroom practice.

While we recognise that teaching is not a formulaic process, these fundamentals provide clarity and consistency across our Trust. They are designed to support professional growth, guide lesson planning, and inform instructional coaching. Importantly, they allow for flexibility and creativity in how they are applied, depending on subject, phase, and context.

Each set of fundamentals is:

- Evidence-informed, drawing from research and best practice.
- Aligned with our core frameworks: Making Every Lesson Count, Rosenshine's Principles of Instruction, and The Simple Model of Teaching.
- Integrated into Steplab, enabling focused coaching, deliberate practice, and developmental feedback.

By embedding these fundamentals into our professional learning culture, we ensure that all teachers—regardless of experience—have a clear, actionable pathway to refine their craft and improve outcomes for students.

For a list of fundamentals for each pedagogical principle alongside a detailed description see Appendix 1.

Continuous Professional Development and Learning (CPDL)

At The White Horse Federation, we believe that high-quality Continuous Professional Development and Learning (CPDL) is one of the most powerful drivers of school improvement. Developing and supporting exceptional teachers is fundamental to improving pupil outcomes, reducing educational disadvantage, and ensuring that every child receives the highest quality education.

We recognise that effective teaching is developed through sustained learning, deliberate practice, expert

feedback, and ongoing reflection. Professional growth is a continuous process, and we are committed to creating a culture in which all staff are supported to refine their practice and continually improve.

Our approach to CPDL is:

- Evidence-informed, drawing upon educational research, cognitive science, and effective pedagogical practice.
- Collaborative, promoting professional dialogue, shared expertise, and collective responsibility for improvement.
- Sustained and iterative, focusing on long-term development rather than one-off training events.
- Responsive, addressing individual, school, and Trust priorities while meeting the needs of diverse contexts.
- Focused on impact, ensuring that professional learning translates into improved classroom practice and better outcomes for pupils.

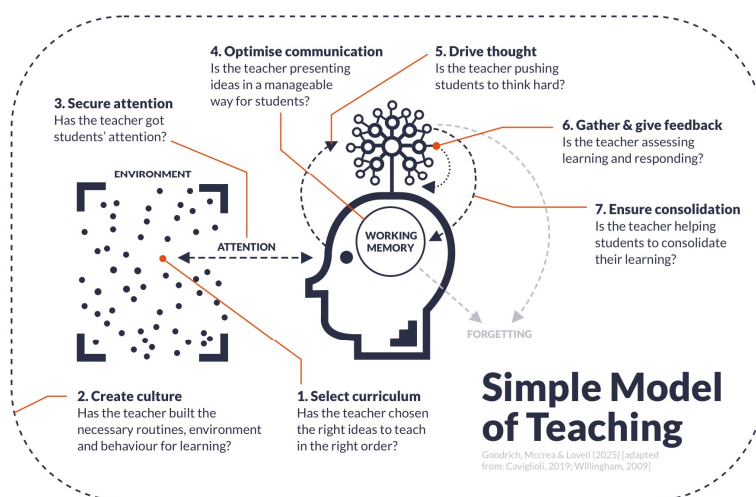
To support this commitment, The White Horse Federation utilises **Steplab** as a platform for instructional coaching and professional development. Steplab enables teachers and leaders to engage in structured coaching cycles that promote deliberate practice and sustained improvement.

Through this approach, staff are supported to:

- Break down complex aspects of teaching into manageable, actionable steps.
- Receive focused feedback aligned with the Trust's teaching and learning principles.
- Engage in purposeful practice designed to strengthen classroom effectiveness.
- Reflect on progress and identify next steps for development.
- Benefit from a consistent approach to professional learning across the Trust whilst recognising the unique context of individual schools.

Instructional coaching forms a central part of our professional development offer. Through regular coaching conversations, observation, feedback, and deliberate practice, teachers are supported to embed evidence-informed strategies that have the greatest impact on pupil learning.

At The White Horse Federation, CPDL is not viewed as an additional initiative but as an integral part of professional life. By investing in the continuous development of our staff, we strengthen teaching, improve outcomes for pupils, and cultivate a culture of excellence, collaboration, and lifelong learning across the Trust.



Steplab's Simple Model of teaching

Other Key Factors Influencing Teaching and Learning

While pedagogical principles and lesson design are central to effective teaching, several additional factors play a vital role in shaping the learning experience. These elements help create the conditions in which great teaching can thrive and learners can flourish.

1. The Role of the Environment

The physical, social, and emotional environment of the school and classroom is foundational to effective learning. Drawing on Maslow's Hierarchy of Needs, we recognise that students must feel safe, valued, and supported before they can fully engage with learning.

The environment should reflect and reinforce the learning journey. Classrooms should be thoughtfully organised and visually stimulating, with working walls and displays that evolve alongside the curriculum. These should serve as tools for:

- Reinforcing key explanations and concepts
- Offering additional challenge and extension
- Showcasing model examples
- Presenting probing questions and prompts
- Supporting the hook or stimulus for learning
- Providing access to relevant resources

A well-designed environment supports not only cognitive development but also emotional wellbeing and engagement.

2. The Role of Parents, Carers and Family Members

Parents, carers, and family members bring invaluable insights into their children's strengths, interests, aspirations, and challenges. Meaningful communication and collaboration between home and school is essential to understanding individual needs and celebrating progress.

At TWHF, we prioritise strong partnerships with families, recognising their role in reinforcing learning, supporting wellbeing, and contributing to a positive school culture. Praise and recognition aligned with school rewards policies help strengthen these connections and build a shared commitment to student success.

3. A Values-Based Organisation

All schools within The White Horse Federation are committed to a Values-Based Education approach. Values such as resilience, responsibility, and collaboration are explicitly taught, modelled, and embedded into daily school life.

These values shape behaviour, influence attitudes, and provide a framework for personal development. Staff play a key role in modelling these values, creating a culture that supports both academic achievement and social-emotional growth. This approach equips students with the skills and dispositions needed to succeed in school and beyond.

4. Creating Culture

A positive school and classroom culture is essential for effective teaching. Culture encompasses the shared beliefs, routines, and expectations that shape how students behave, interact, and engage with learning.

At TWHF, we believe that culture is built deliberately—through consistent routines, clear expectations, and positive relationships. Teachers play a central role in establishing a culture of high expectations, mutual respect, and purposeful learning. This culture supports focus, motivation, and a sense of belonging for all learners.

5. Securing Attention

Learning cannot begin without attention. Drawing on The Simple Model of Teaching, we recognise that securing and sustaining student attention is a prerequisite for effective instruction.

Teachers use a range of strategies to capture attention—from clear signalling and engaging hooks to structured transitions and purposeful questioning. Attention is also supported by reducing cognitive overload, maintaining pace, and creating emotionally safe spaces where students feel confident to participate.

By intentionally securing attention, teachers lay the groundwork for deep engagement and meaningful learning.

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Appendix 1: TWHF Fundamental Elements of Effective T&L



CHALLENGE

Fundamental element	1. High Expectations for All	2. Thinking harder	3. Awe and Wonder	4. Questioning to Extend Thinking	5. Productive Struggle	6. Not limiting expectations
Description	The teacher communicates a belief that all students are capable of high-level thinking and achievement and therefore does not set bars limiting expectations of pupils. They consistently reinforce the idea that effort, strategy, and persistence—not ability alone—drive success, and they avoid capping potential by pre-judging what students can handle.	The teacher selects and designs learning activities that require students to think deeply, make connections with prior knowledge and grapple with complex ideas. Tasks move beyond recall to involve reasoning, analysis, problem-solving, and creativity, ensuring cognitive demand is appropriate and meaningful.	The teacher is inspiring their students with fascination, awe and wonder. Encouraging curiosity and a deep desire to understand the world around them. They engage the students in the learning through narratives, visual aids, concrete examples and different media.	The teacher uses open-ended, layered, and follow-up questions to push students' thinking further. They prompt students to justify answers, consider alternatives, and reflect on their reasoning, creating rich dialogue and intellectual stretch.	The teacher ensures learning takes place just outside of student's comfort zones and they build a classroom culture where challenge is expected and productive struggle is valued. They normalise mistakes as learning opportunities and promotes resilience even when tasks are difficult or uncomfortable. This GROWTH MINDSET enables pupils to grow out of their comfort zones and experience high challenge but low stress.	The teacher supports students with just enough guidance to help them succeed without lowering the bar. They carefully model, prompt, or break down tasks in ways that make challenging content accessible, gradually reducing support as students gain independence. The teacher ensures that they make adaptations that stretch pupils learning at all levels.



EXPLANATION

Fundamental element	1. Clarity	2. Connection to Prior and Future Knowledge	3. The use of Models, Analogies and Misconceptions	4. Minimal Extraneous load	5. Agile instruction informed by AFL	6. Summarisation and Synthesis
Description	The teacher's explanation has clear and precise language which reduces and avoids unnecessary information. The teacher's explanation is deliberate and pitched to enable learners to be successful in their learning/practice. Across the lesson, the teacher presents information in a logical and concise way and is well paced to suit the learners needs.	Learning is explicitly linked to prior knowledge and builds on this. Students are given opportunities to make links between new learning and prior learning which in turn will develop their schema The teacher's explanation is linked to the wider (real) world and learners are provided with opportunities to establish relevance and meaning within their own context.	The most relevant information is prioritised and is presented in a relevant format that suits the context and learner. Model examples and scaffolds are used to support the explanation. Macro and micro models are used to explain the abstract/unseen. Mis-conceptions are explicitly addressed and avoided. The limitations of model/analogies are discussed.	Extraneous load (the level of difficulty contained within the presentation of information) is effectively managed by: Ensuring minimal requirement for learners holding information in their heads to complete a task. Sources of information are integrated into the same place (avoiding split-attention) Verbal information is accompanied with visual representation to support understanding (dual coding).	Teacher elicits evidence of what learners can do throughout their explanation enabling them to monitor what children understand and to quickly identify any misconceptions or mistakes. Using this evidence, the teacher adapts their explanation effectively. Evidence of what learners can do is gathered through a range of strategies including purposeful questioning and mini-white boards task all which promote activate participation.	The most important learning points, that will dictate success, are identified, emphasised and summarised concisely by the teacher. Throughout the lesson, the majority of students' working memory is focused on the intended learning goal. Students are given opportunities to articulate, summarise and reflect on their learning.

MODELLING

Fundamental element	1. Worked Examples	2. Metacognitive Process	3. Backwards Fading	4. Misconceptions	5. Exposure to Excellence	6. Consider Cognitive Load
Description	The teacher constructs worked examples alongside their explanation to illustrate the best practice to students. The teacher ensures they are providing adequate worked examples with clear, logical steps throughout the lesson. Once students know the method, they are encouraged to refer to worked examples to scaffold their learning.	The teacher thinks aloud to show expert decision making throughout their modelling. Through this process of narrating their thought processes, teachers make it explicit to students what they need to do to be successful.	The teacher structures the student's learning to transition from guided to independent practice. Teachers begin with a fully guided example (I do), progress to a partially completed one (We do), and ultimately have students solve problems independently (You do).	The teacher provides planned opportunities to teach students about potential misconceptions. The teacher uses carefully chosen examples to explicitly highlight potential high frequency errors and identify possible misconceptions.	The teacher uses exemplars of excellence to demonstrate high standards. The teacher engages students in a process of evaluation that allows them all to understand the constituent elements that add up to making the exemplars excellent.	The teacher considers the clarity, speed and length of demonstration, as well as how the model is presented to prevent cognitive overload. The teacher repeats and revisits key ideas throughout modelling to help strengthen memory recall and help build students' schema.



EFFECTIVE PRACTICE

Fundamental element	1. Targeted	2. Effective task design	3. Scaffolding and fading	4. Ongoing Feedback & adaptation	5. Retrieval (spaced) practice	6. Developed growth mindset
Description	The specific skill that is to be practiced is clearly identified by the teacher. The learning objective (or intention) is clearly defined and communicated to the students. The specific skills can clearly identified throughout the lesson including explanation; practice and feedback.	The task that is set enables students to practice and develop the identified skill. The task presents the identified skill in a variety of ways (variation theory) enabling students to deepen their understanding. The task encourages the student to "think hard" The task allows the student to move towards independence.	Strategies are in place that help students complete tasks by providing support and gradually removing it. This support can be in the form of an additional adult; frames/word banks and through the use of technology. The end goal of the support is to help students become independent learners whilst offering appropriate support and challenge to the meet students' needs	From their direct instruction, teachers have a clear understanding of what support is required during independent practice. Teachers are flexible with their groupings and scaffolds as a result. Throughout their practice, students are given regular feedback from adults. Opportunities for peer and self-assessment is given.	Whilst developing a specific skill, tasks are also used to give opportunities for students to return to, and making connections with, prior learning. Regular retrieval practice over time improves memory strength and memory recall. Students are given sufficient time to complete tasks and make connections	The teacher has established an environment that is conducive to learning and student feel safe to take risks. Students have developed a growth mindset towards their learning and embrace challenges, and recognise they learn from mistakes and setbacks.



QUESTIONING

Fundamental element	1. Variety of Question types	2. Wait Time	3. Question Sequencing	4. Checking for understanding	5. Extend understanding	6. Encourage participation
Description	The teacher strategically asks a wide range of question types, balancing factual recall with higher-order thinking. The teacher frames questions clearly and purposefully to invite diverse responses and encourage deeper thinking. Some questions asked have been pre-planned to check for potential misconceptions (i.e., multiple choice hinge questions)	The teacher implements consistent and purposeful wait times, allowing all students to formulate responses and contribute to discussions. By giving adequate wait time, the teacher reduces the risk of 'false negatives'. The teacher varies the amount of wait time depending on the type of question they ask.	The teacher sequences and structures questions strategically to scaffold learning and build upon students' prior knowledge The teachers also asks probing questions to deepen understanding while guiding them toward higher-order thinking skills such as analysis, evaluation, and synthesis.	The teacher uses effective questioning to regularly check for understanding across the lesson. This includes; asking for proof, probing, and giving adequate wait time. Through effective questioning, the teacher gauges understanding from the whole class efficiently (and quickly) identifying any potential misconceptions or mistakes.	The teacher facilitates (and models) meaningful dialogue that steps away from simple factual answers. Open-ended (or Socratic) questioning attempts to deepen students understanding and encourage them to link together different ideas. Such questions promote clarification, interrogate assumption; support exploration of viewpoint and perspective; and encourage further investigation of implication and consequence.	The teacher ensures high levels of active participation through questioning and response strategies such as no-opt out; cold-calling; pose/pose/pounce/bounce; and hinge questions. Where appropriate, the teacher gives opportunity for partner-talk and/or group talk.



FEEDBACK

Fundamental element	1. Timely	2. Meaningful and actionable	3. Specific to learning objective	4. Two-way	5. Tailored to individual needs.	6. Self and Peer Feedback
Description	The teacher provides feedback promptly—often during or shortly after learning activities—so students can immediately connect the feedback to their work and make timely improvements. They recognise teachable moments and act quickly to reinforce or redirect learning.	The teacher gives feedback which is precise and is focused on actionable improvements (feeds forward). The teacher's feedback encourages students to improve on a granular level and avoids generic terms or advice. When praise is given, the feedback focuses on the process as opposed to the outcome giving greater impact on future learning.	The teacher aligns feedback directly with the lesson's learning objectives. They make sure students understand how their current performance matches up to expectations and clearly explain the next steps to move forward. Teacher identifies and addresses any misconceptions that may impact future learning.	Through their feedback, the teacher invites students into a dialogue about their feedback, asking questions and prompting reflection. The teacher creates a classroom culture where feedback is a collaborative process.	The teacher tailors' feedback to suit individual student needs, adjusting the level of detail, language, and support based on the student's current understanding and confidence. They use scaffolding to challenge students just beyond their comfort zone, supporting growth without it being overwhelming.	The teacher explicitly teaches students how to reflect on their own work and engage in constructive peer feedback. They model reflective questions, provide structured opportunities for self-assessment, and create routines that normalise peer dialogue. This empowers students to internalise feedback principles and become more independent, self-regulating learners.