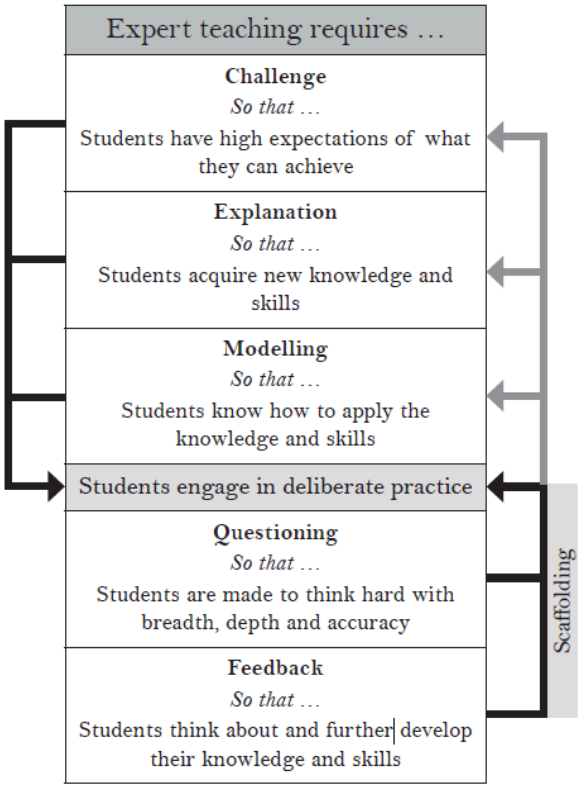
DMAT

Aspiration | Excellence | Transformation

Teaching: *Principles in Practice*

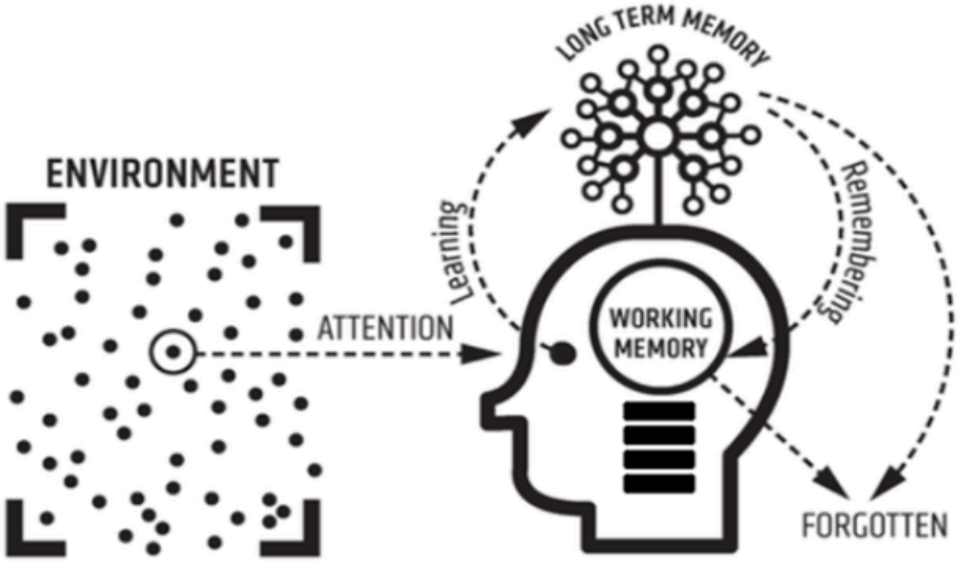
September 2025



The Six Principles & Teaching PiPs

The six principles have been something special for more than a decade at Durrington High School. They provide a framework and common language for expert teaching at our school. These Teaching PIPs are not designed to replace the six principles in any way, in fact they are designed to cement them even further in our practice. Since the six principles arrived, the conversation around great teaching has moved on. This rich discourse has given us the opportunity to enhance our six principles with some core routines that help teachers realise them in their classrooms. As this document will show, the six principles and PiPs are not separate entities, but are interdependent and support each other.

Cognitive Science & Teaching PiPs



Oliver Caviglioli

The purpose of the teaching PiPs is to create the best possible conditions for learning to happen in our lessons. The simplest definition of learning is a change in long term memory. This diagram summarises what cognitive science research tells us about how learning happens:

1. **Environment**: Information is all around us in the environment. Some of this will be useful and is what we want the student to learn, some of it will not be useful and will serve as a distraction.

2. **Attention**: Only a small portion of this information is noticed or focused on — this is attention. Our job as classroom teachers is to make sure students are paying attention to the information we want them to learn.

3. **Working Memory**: The attended information enters working memory, where it is actively processed. Working memory has limited capacity - probably no more than four 'chunks' of information at a time.

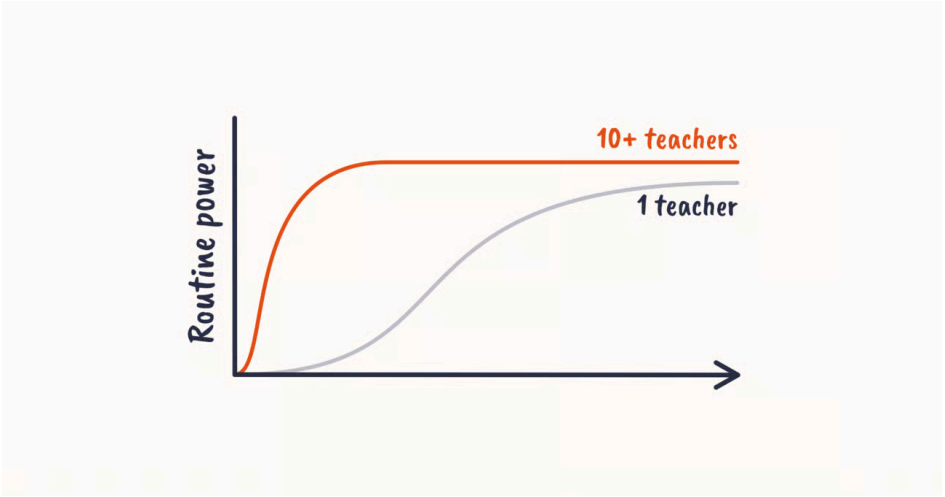
4. **Learning**: Some of this information is encoded into **long-term memory** through learning. This is more likely to happen if we can link it to information that we already know. This forms a network of information that we call 'schema'.

5. **Long-Term Memory**: Once stored, information can be retrieved back into working memory when needed — this is remembering. The more we retrieve this information, the stronger it is stored in our long term memory.

6. **Forgetting**: If the information is not rehearsed or used, it may be forgotten and lost from memory.

It's important to note that this process is the same for learning 'facts' or 'skills'. Both of these count as 'knowledge'. Declarative knowledge is about facts, information and what something is. Procedural knowledge is about how to do something, involving skills and processes. When thinking about our teaching PiPs, it's important to think about how they are supporting learning both kinds of knowledge.

Collective Acceleration & Teaching PiPs



Routines have the potential to be powerful tools for student learning, however their power is only unleashed once they become automated. It can take multiple repetitions of a routine over weeks and months to achieve automation, however we can accelerate the adoption of routines by running it in multiple classrooms in the same way, at the same time.

The PiPs are designed to support this collective acceleration by providing a set of routines that all teaching staff and students can follow; no matter if they are in an Art or Maths class for example. By consistently implementing the PiPs in individual classrooms, DHS staff will be helping each other establish a set of routines that students will become used to and know how to respond to- for example how attention is secured at Durrington or how they are expected to participate in "paired talk" activities.

By automating certain processes and student responses to teacher input within the classroom we can free up Durrington students to think more about the content of their learning, but also feel like they belong more to our community.

Introduction

This 'Teaching: Principles in Practice' guidance document is for current and future teachers at Durrington High School. It is designed to support the implementation of our six teaching principles.

The principles in practice (PiPs) are a series of teaching routines that support, and do not replace, the delivery of rich subject specific pedagogy. Essentially, if we all use these principles as our core teaching routines, it will allow our subject specific pedagogy to flourish. Pupils will understand expectations in aspects such as how they start lessons, attend to our explanations and experience questioning. As a result, lessons will be smoother, calmer and allow learning to take place effectively and efficiently in a subject specific manner. To develop that point further, how an art and history teacher model will be subject specific and therefore different, but how they cold call question pupils during the modelling will be the same.

Not all of the PiPs are designed to be all used in every lesson. However, it is the expectation that DMAT teachers rehearse the PiPs, both inside and outside the classroom, to the point of automaticity. In essence we believe these are the 15 most useful tools teachers have at their disposal, and we want to support all our teachers in becoming experts with them. As a result, much of our professional development is focused on all our teachers, no matter their level of experience, getting better at our PiPs. This means the core of our professional development, our DIPs, SPDS, inquiry questions, instructional coaching and DIP reviews, are all informed and shaped by them.

Format

Each section of this document focuses on one principle. It will include:

- **What it is**
- **PiP Prompt**
- **Why it matters**
- **How to do it**
- **High frequency errors**

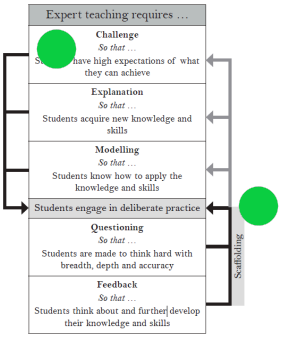
Every PiP is also connected to each of the six teaching principles it relates most directly to. This will help realise our six principles through our PiPs and further codify expert teaching. DMAT follows a 'tight but loose' approach to teaching. This means that while some aspects of teaching can be adapted, others are expected to be carried out in a consistent way. To support this, the sections of each PiP that are expected to be enacted by all, in the same way, are highlighted green.

Teaching PiPs

Here are our 15 teaching principles in practice:

1. Do Now – *Guidance Card*

What?	PiP Prompt
• Starting lessons in a quiet, calm and purposeful manner, often involving retrieval practice • Video Exemplar • Video Exemplar	When students have finished the do now (if it's one that comprises questions) and you want them to check their answers: **"Pens in hands ready to tick or correct"**



Why?

- Do Now tasks ensure an orderly start to lessons.
- No learning time is wasted
- Pupils activate prior knowledge
- Retrieval practice supports retention of knowledge

How?

- Teacher is on the threshold and greeting pupils as they enter.
- Pupils enter calmly and once sat down, complete the task in silence.
- Teacher narrates the expectations while this happens, e.g. *"Remember we enter calmly and start our Do Now individually and in silence"*, and also narrates pupils getting it right, *"thank you Lexi for starting silently and already having completed three questions."*
- Pupils adhere to the expected routine for getting out or handing out books/MWBs.
- Do Now task is on the board/printed and handed out- pupils complete in silence and without discussion with peers or teacher.
- Wherever possible, this should be a retrieval task and is done strictly from memory (no looking back in books). For example, filling in a blank knowledge organiser.
- Observe actively – be seen looking and check for any pupils not completing
- When students finish, ensure correct answers are given out immediately to avoid embedding misconceptions.

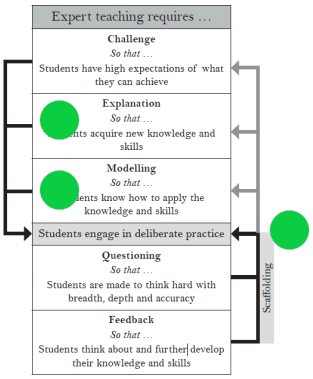
If you have an additional adult working in the class they can support with the process but must not give pupils any answers or direct them to the answers in books etc.

High Frequency Errors

- Silence not insisted upon
- Pupils are not completing for memory, for example looking back in books for answers
- The teacher is not checking for completion leading to pupils that are not completing the Do Now not being challenged
- Teacher is not on the door to direct pupils
- Pupils just write the question and do not answer it.
- Do Now takes up too much of the lesson

2. Secure Attention – *Guidance Card*

What?	PiP Prompt
• Ensuring what pupils attend to is what we want them to learn. • SLANT helps us make a social norm of paying attention:***S****it up straight* – ***L****isten carefully* – ***A****sk and answer Questions* – ***N****o interrupting* – ***T****rack the speaker* • Video exemplar • Video exemplar • Video exemplar	**"All pens down and eyes on me (in 3 2 1)….PAUSE & SCAN……thank you"** "Pens down" can be removed or adapted depending on context.



Why?

- Attention is the gatekeeper of learning so without it children won't learn effectively.
- It gives the social cues that the words said in a classroom are important.

How?

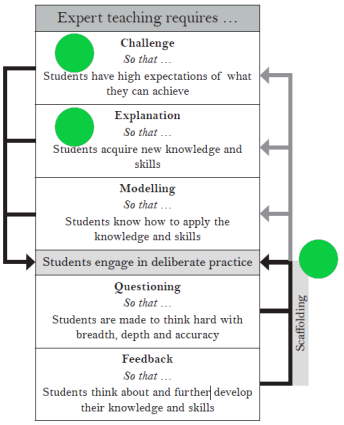
- We do not expect teachers to ask pupils to "SLANT" as a single instruction. Instead SLANT provides us a framework for what strong attention looks like. We will ask for elements of SLANT as required.
- Instruct pupils that you want full attention:
    - Expect all pupils to give you their full attention. Use a combination of least invasive strategies and narrating your countdown or instructions until all pupils are sitting up straight and paying attention.
    - *E.g. "Pens down and eyes on me in 3, 2, 1.* Or with narration: *all hands should be empty now or just two more pens to go down now, in 2, and ready to listen in 1….*
- Set the conditions
    - Reinforce that you want everyone to continue paying full attention during the next part of your teaching.
    - *E.g. "I don't want anyone to miss this next bit of information, so let's keep this 100% attention on me."*
- Be seen looking
    - Do not assume pupils will maintain this attention while listening or working so be seen looking frequently to ensure all are on task.
- Correct and reinforce
    - When a pupil visibly loses attention, intervene swiftly.
    - *E.g. "A reminder that you need to stay focused on me, head up please and listen carefully to this next part."*
- Brighten lines
    - Make transitions between activities crisp and clear.
    - *E.g. When I say go and not before you will {instruction} …ready, go."*

High Frequency Errors

- Expectations are not universally enforced.
- Language is confrontational or punitive rather than aimed at social norming.
- Teaching starts before attention is secured.
- Only negative observations from the teacher, with no positive narration

3. Means of Participation – *Guidance Card*

What?	PiP Prompt
• Communicating clearly and unambiguously to pupils how you expect them to participate/contribute during a particular phase of a lesson. • Video Exemplar	**"Tell me back how we are going to do this"**.....> **** PAUSE***** > [**Name of student**]" **"Ready to start in 3,2,1..."**



Why?

- Provides pupils with explicit instructions on how they are expected to contribute to lessons
- Clarity and predictability around Means of Participation results in more efficient use of lesson time
- Means of Participation allow teachers to establish an environment in which all pupils are challenged and have to think hard.

How?

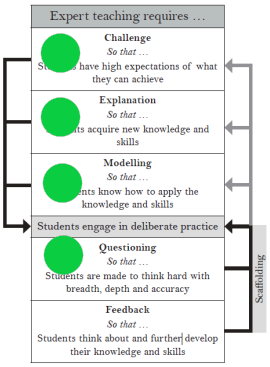
- Plan your instructions; break the procedural instructions into manageable chunks – if more than 4 steps in the task complete it in different steps.
    - Be very specific about the action(s) pupils should undertake – for example "start by doing...." Or "in silence...."
    - Reaffirm verbal instruction with simple written prompts on the board that pupils can refer to once they begin working on their own
- Deliver clear instructions
    - Insist on attention before giving instructions
    - Deliver instructions when standing at the front of the room.
    - Be clear on the role pupils will take and the time scale they will have to complete the task - e.g. in a "paired talk" activity clearly state that *"the window partner will speak first for 2 minutes, during this time the door partner should write down 3 key points...."*
    - Be clear on the actions and outcomes of the activity – e.g. *"you now have 1 minute to think in silence, and then you will have 30 seconds to write your answer on your MWB. Nobody should write anything until I tell them."*
    - Check understanding of instructions before starting – *"Tell me back how we are going to do this".....> *** PAUSE**** > [Name of student]"*
    - Give a clear signal to start – *"Ready to start in 3,2,1..."*

High Frequency Errors

- Attention not gained prior to giving instructions
- Giving out instructions while doing other tasks (i.e. handing out worksheets)
- Instructions are unclear – pupils unaware if silence is expected etc
- Teachers assume pupils have understood instructions without checking.

4. Drive Thought – *Guidance Card*

What?	PiP Prompt
• Driving and directing pupils to think hard about what we want them to learn. • Supporting pupils' metacognition and self-regulation.	When you want a student to elaborate on an answer: **"Build upon that answer please > *** *PAUSE***** > [Name of student]"** When a student responds with 'I don't know': **"I'm going to give you a 50/50...is it [CHOICE 1] or [CHOICE 2]"**



Why?

- Memory is the residue of thought: we remember what we think about.
- Curriculums and lessons need to be designed to make pupils think hard about the knowledge we want them to learn.
- As teachers we can have a large effect on what pupils think about.

How?

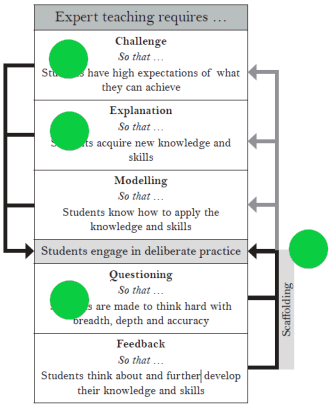
- Plan lessons around what pupils will be thinking about, rather than the activities they will be completing.
- Questioning:
  - Asking questions, particularly elaborative questions (often 'why' or 'how') is a reliable way to drive thought towards specific sections of knowledge and deepen thinking around it: *e.g. "To what extent is Scrooge the villain of A Christmas Carol?"*
- Cognitive load theory:
  - Working memory has a limited capacity. Any extraneous cognitive load that directs thinking away from the content we want pupils to think about will inhibit hard thinking. For example, talking to the class while pupils are working independently or an overly busy powerpoint slide will increase extraneous cognitive load.
- Metacognition:
  - Ultimately, we want pupils to purposefully direct their own thinking as they plan, monitor and evaluate their learning. We can support this by explicitly teaching metacognitive knowledge and metacognitive regulation.
  - *E.g."A really effective planning tool in this situation is to…."*
  - *E.g."Why do you think we do tasks like this…."*

High Frequency Errors

- Planning is activity led and considers what pupils will be doing rather than what they will be thinking about.
- Challenge is too low, not requiring hard thinking.
- Extraneous cognitive load is not managed, meaning thinking is inhibited.
- A lack of formative assessment means teachers are unaware of what pupils are thinking.

5. Build on Prior Knowledge – *Guidance Card*

What?	PiP Prompt
• When introducing something new to the pupils, whether it be a word, topic, concept or idea; tether this information to the pre-existing information pupils already hold. • Video exemplar.	**" On your mini-whiteboards, write down what you already know about [TOPIC]"**



Why?

- We learn in relation to what we already know.
- When we gain new knowledge we attempt to connect it to our pre-existing schema.
- Strong schema and therefore prior knowledge is important in allowing pupils to think about new knowledge.

How?

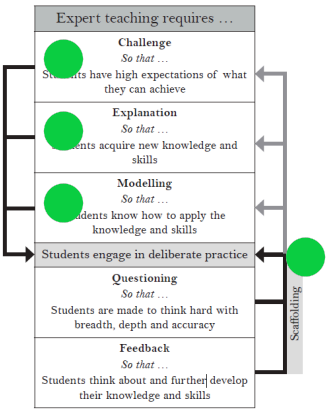
- Check what pupils already know and can do.
  - Use mini white boards, questioning or low stakes quiz to check what pupils can remember from previous lessons or tasks.
  - *E.g. "Before we start the next topic on your mini white board I want you to write down the equations for aerobic and anaerobic respiration on your own from memory."*
- Explicitly link new material to previously acquired information.
  - When introducing a new topic, be explicit about the previously acquired knowledge it links to.
  - *E.g "Last lesson we discussed the equations for respiration, today we are going to build on this and start to look at some examples of both aerobic and anaerobic respiration."*
- Use concrete examples to secure pupils understanding wherever possible
  - In order to support the schema development teachers should link abstract concepts to examples pupils will know and understand.
  - *E.g. "A second class lever system has the load in the middle with the fulcrum and the effort at either end. This is the same as a wheelbarrow where the load is what you are carrying in the well of the wheelbarrow, the fulcrum is the wheel and the effort is the person moving the wheelbarrow."*
- Factor in practice of the new material - let pupils use the new material.
  - Plan opportunities for purposeful practice into lessons to allow pupils a range of tasks focused on using the new concept, idea or material e.g. "*Draw a diagram of a second class lever, identify sporting examples, answer some exam questions on second class levers and describe an advantage of a second class lever.*"

High Frequency Errors

- Not activating prior knowledge before teaching new material.
- Making assumptions that pupils already know or can do something and therefore not building on what the pupils already know or can do.
- Not considering the potential differences in background knowledge between disadvantaged and non-disadvantaged pupils.

6. Think & Participation Ratio – *Guidance Card*

What?	PiP Prompt
• Think & participation ratio refers to the number of pupils either thinking about content directed by the teacher, or participating in giving answers to questions. • Building in opportunities for lots of pupils to be thinking and participating in activities • Video exemplar	When using mini whiteboards: **"3 2 1….show me"**



Why?

- Learning happens when people think hard about the content.
- To maximise the number of pupils who are actively participating in the lesson- participation ratio
- Making sure pupils are being challenged to think hard and deeply- think ratio

How?

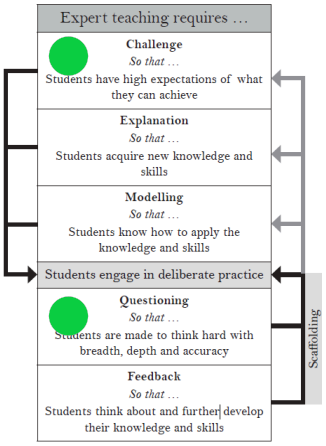
- Cold calling questioning
- Mini white boards
  - Clear routines for using mini whiteboards
  - Explain to pupils you want them to answer the question on their whiteboards
  - Tell them to cover their answers once they have written them and only share them once they have been told to, to avoid any copying
  - Ask the question
  - Count pupils down and tell them to show their boards in 3..2..1
  - Pupils should keep their answers on their boards until you tell them to wipe them off.
- Follow up questions
  - Following a question, ask a pupil to elaborate on the previous answer
  - Ask another pupil to build on the previous answer
  - Ask another pupil to repeat the previous answer or summarise it.
- Paired talk

High Frequency Errors

- Challenge of questions is too low, there are lots of pupils participating but not thinking hard
- Not challenging pupils that have not participated in a task
- Using name then question, so only 1 pupil is participating and thinking hard
- Asking 2 or 3 pupil questions with the teacher only looks at each pupil in turn pupil so all other pupils are excluded from the conversation and are neither participating or thinking

7. Cold Calling – *Guidance Card*

What?	PiP Prompt
• Cold Calling is a technique that involves posing a question, then pausing to give thinking time before selecting pupils to respond. It increases think and participation ratio. • Video exemplar • Video exemplar • Video exemplar	"[**Question**] > ***PAUSE*** "**Everyone thinking**" ***PAUSE*** > [**Name of student**]"



Why?

- Cold calling boosts participation ratio; by posing the question and then pausing to allow "thinking time", every pupil understands that they could be called upon and has to think.
- Cold calling prevents classroom questioning phases being dominated by a small number of the class and therefore gives you an insight into the understanding of the whole class.

How?

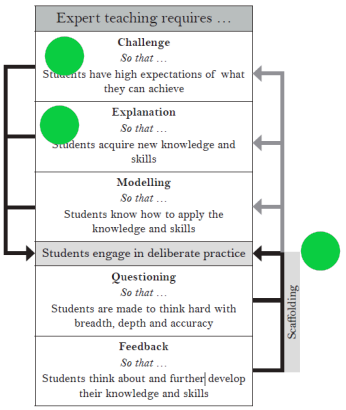
- Plan your questions:
  - Plan key questions so that they are precise and allow you to assess learning. Ask a range of question types, including elaborative and metacognitive questions.
- Pose and Pause:
  - Ask the question first and then pause for around 3 seconds **before** choosing someone to answer – make it clear to pupils that they have time to think. *E.g: "What are the main causes of tropical rainforest deforestation… I'm going to give time for everyone to think of an answer…."*
  - You could use physical prompts such as "*while thinking write down one of your answers on your MWB*" to further increase participation.
- Pre-warn:
  - Tell pupils that you will be expecting some of them to contribute afterwards (but do not say names!): *e.g. "I will be asking **at least 3** you to share your responses".*
- Take responses and ask elaborative follow up questions
  - *E.g. "Okay that's time up… David, let's start with you, could you share your answer?… Could you explain why you chose that reason?"*
  - Teach pupils to listen to each other's responses by sometimes asking them to build upon a peer's answer.
  - Expect complete answers, support and scaffold pupil responses if necessary, but do not fill in the gaps in pupils answers yourself.
  - If a pupil responds with *"I don't know"* use scaffolds such as an either or to help them reach the answer: *E.g. "Is one the main causes cattle ranching or house building?"*

High Frequency Errors

- Saying the name first, followed by the question – this creates low participation and thinking ratio as other pupils switch off.
- Pause time too short- many teachers think they pause for longer than they actually do
- Teachers still select pupils that put their hands up
- Teachers accept incomplete answers and fill in the gaps that pupils didn't include
- Only selecting high attaining students to answer

8. Vocabulary Instruction – *Guidance Card*

What?	PiP Prompt
• Subject areas will choose high-frequency, high-utility words for consistent explicit instruction. These Tier 2 and Tier 3 words will also be available on word lists and knowledge organisers. • Video exemplar • Video exemplar • Video exemplar	Say it after me: **"I say, you say. I say [WORD], you say……[class all say word]"**



Why?

- Mastering new vocabulary supports pupils in developing general and disciplinary literacy skills.
- Pupils are more likely to retain a new word when they practise saying it aloud and have an instant opportunity to think deeply about it.
- Pre-planned pupil friendly explanations are usually more effective than dictionary style definitions.

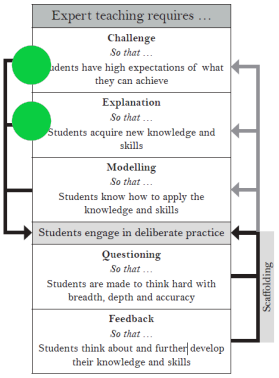
How?

- Say it after me:
  - Teacher says the word slowly and exaggerates each syllable: e.g. *chi-as-mus.*
  - Pupils are then directed to repeat this in chorus.
  - Two or more repetitions until pupil pronunciation is accurate and confident.
- Explain it:
  - Teacher shares a pupil-friendly explanation in simple, straightforward language which avoids other complex Tier 1 and 2 words: *e.g. "Chiasmus is a way of talking or writing where you say something, and then you say it again, but in reverse order."*
- Two examples:
  - Give at least two examples of the concept from different contexts within the subject domain or presented in different formats - *e.g. "In maths, as an equation(s) alongside a word-based definition."*
- Non-example or misconception:
  - Give at least one non-example that helps pupils to better understand the boundaries of the concept: *e.g. "Fish, scorpions, lizards, frogs and woodlice are not types of mammals because …"*
- Practise with a high participation ratio:
  - This task must involve all pupils. It could involve writing or paired talk.
  - This could be test sentences, sentence stems, MCQs or a one minute image.
- Extend it (optional):
  - A task allowing pupils to further develop their use of the new vocabulary word.

High Frequency Errors

- Too many new words are delivered at once leading to cognitive overload.
- Too few practice opportunities mean that words are misunderstood or not retained.
- Definitions are confusing, incomplete or use other tier 2/3 vocabulary as a result of not being pre-planned.
- Teachers ask pupils for their own definitions of new words prior to explicit teaching.

9. Purposeful Reading – *Guidance Card*



What?	PiP Prompt
• Purposeful reading happens when pupils read an extended text as part of the subject curriculum- e.g. a source in history; a case study in SME. • Purposeful reading is scaffolded by the teacher to support comprehension of the text *and* acquisition of subject knowledge.	**"As you are reading I would like you to …"**

Why?

- Written English is more formal, structured, and complex than spoken English. Teacher talk and slideshows alone do not sufficiently prepare pupils for the literacy requirements of GCSE, further study or the world of work.
- Reading exposes pupils to subject specific vocabulary, language structures and background knowledge.
- The explicit teaching of reading comprehension strategies is supported by strong evidence.

How?

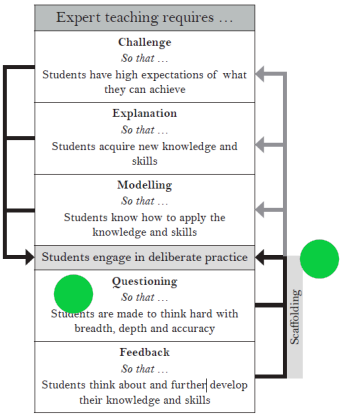
- **Before reading:**
  - **Purpose:** the teacher introduces the text and explains why the class will be reading it.
  - **Prediction / prior knowledge:** the teacher elicits prior knowledge about the topic or asks for a prediction by gathering responses: e.g., *"Write down two things on your whiteboard that you already know about tectonic plates".*
  - **Vocabulary instruction:** pre-teach concepts or vocabulary crucial for comprehension.
- **Teacher reading (optional):**
  - The teacher reads the full text aloud with effective pacing, volume, intonation and pausing. This step is required when the text is very challenging and / or the class contains pupils with low reading ages.
- **During pupil reading:**
  - Teacher clarifies the focus of reading and strategies to support comprehension: e.g. *"As you are reading I would like you to write down three questions you have about the text"* or *"Underline and annotate words and phrases that build our understanding of x".*
  - If this is a new strategy, the teacher will use the guided practice cycle: I, We, You.
  - The teacher sets means of participation to ensure pupils are reading in silence and checks that pupils are actively using the comprehension strategy while reading.
- **After reading:**
  - Teacher uses cold calling to check comprehension of the text and/or gather feedback from the comprehension strategy e.g. *"What questions did you have about the text?".*
  - Pupils complete a short summarisation task: e.g. *"Bullet point what we learn about atomic structure".*

High Frequency Errors

- Teachers over-estimate pupils' language, vocabulary and background knowledge when planning lessons.
- Pupils forget the pre-taught vocabulary and subject knowledge while they are reading - a glossary will help.
- Teachers use extremely complex texts significantly beyond pupils' reading ages leading to disengagement.
- A text beyond a pupil's reading age is set for homework.

10. Paired Talk – *Guidance Card*

What?	PiP Prompt
• 'Paired talk' intervals are short structured opportunities for pupils to discuss subject-related problems or generate new ideas collaboratively with one other pupil. • Video Exemplar • Video Exemplar	When you want students to discuss with their neighbour: **"Turn and talk for (20) seconds - go"**



Why?

- Supports the development of subject-specific oral language skills.
- Increases participation ratio and think ratio.
- Pupils can trial new ideas before sharing with the class, therefore increasing confidence and self-efficacy.

How?

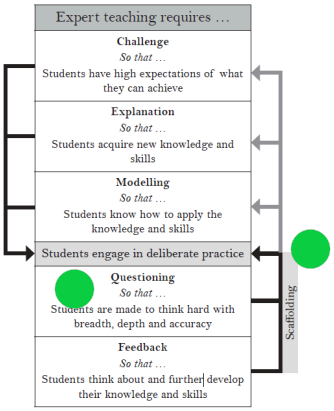
- Pose a question:
  - Use 'paired talk' to support questions and tasks that require pupils to think hard or metacognitively - e.g. questions requiring analysis, evaluation or comparison.
  - State the question verbally. Repeat the question again in a slower tone. Ensure that the question is also visible.
- Set means of participation:
  - Time: dependent on question but can vary from 20 seconds to 3 minutes
  - Behaviour expectations: knees/eyes facing talk partner; only talk to that person; allocate roles: e.g. who will talk and who will write.
- Build in accountability:
  - "Once you have finished, I will ask at least 3 pupils to share ideas with the class." (Not 'three pairs' - all individuals must be accountable.)
  - Set success criteria: e.g. *answers must be in full sentences using at least two words from your knowledge organiser.*
- Brighten lines (optional):
  - Ask one pupil to explain the 'paired talk' expectations back to the class.
- Monitor and scan:
  - Once started, adopt Pastore's Perch and scan each pair to check for compliance.
  - If any pair/individual is not complying, intervene by redirecting them back to their talk partner. If larger numbers are not complying, stop the whole class: *"It is great that 90% of you have your eyes facing your talk partner. I now need 100%. Thank you."*
- Hear pupil ideas:
  - Countdown with microinstructions: e.g. "*Three, all legs turned round; two, eyes this way; one, all voices quiet. Thank you.*
  - Choose three pupils to share ideas: e.g. "*Can we start with Dexter, please.*"

High Frequency Errors

- Paired talk intervals last for too long leading to off-topic discussions or other distractions.
- Means of participation are not insisted upon for all pupils and some do not talk or listen.
- Seating plans are not as effective as they could be. All pupils need a 'talk buddy', most especially those with SEND or underachieving disadvantaged pupils.

11. Guided Practice I / We / You – *Guidance Card*

What?	PiP Prompt
• I / We / You is a staged procedure for introducing new procedures and solving problems in every subject. **I do** refers to the teacher's modelling; **we do** refers to the way the teacher and the pupils co-construct a model; **you do** refers to pupils working and thinking independently. • Video exemplar	I do: **"While I am modelling, you must have full attention on me and listen carefully"** We do: **"What is the first step ***PAUSE*** [name of student]?"**



Why?

- Guided practice assumes an expert / novice relationship between teacher and pupil when pupils are learning a new procedure or skill.
- It develops disciplinary writing in each subject and creates exemplar models for reference.
- I / We / You reduces cognitive load, thereby increasing the likelihood pupils will retain procedural knowledge and apply it effectively in new contexts.

How?

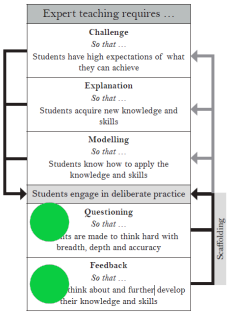
- **I do** – Introduce the modelling sequence.
  - The teacher should make it clear that an I/We/You modelling sequence is about to take place. Teacher should explain the 'why' and make success criteria clear: *e.g. "This particular skill is essential because … I will show you how to do x, y and z."*
- **I do** – Live modelling
  - Set means of participation to emphasise attention and reduce cognitive load. E.g. *"While I am modelling, you must have full attention on me and listen very carefully …"*
  - During live modelling, the teacher's role is to shed light on the metacognitive thought processes of an expert in the first person: e.g. *"I am doing it like this because …" When I encounter a difficulty like this I use this particular strategy …"*
- **We do** – Share the thinking load through co-construction
  - This involves completing a similar problem to that modelled in the 'I do' phase using questioning to involve pupils, ideally through cold calling and questions that assess pupil understanding – e.g. *"What is the first step… Iman?" "Why do we do that step first, Charlie?" "I have made a deliberate mistake here. Can you spot it … Elise?"*
- **We do** – Call the shots
  - Once co-construction is completed, the teacher should formatively assess pupils by asking for two or three 'take aways', potentially through the use of mini-whiteboards.
- **You do** – Introduce scaffolds
  - Scaffolding will sometimes be necessary to support cognitive load for the whole class or individual pupils – e.g. worked examples, sentence stems, writing frames, etc.
- **You do** – Set means of participation
  - To include time frames, success criteria and silent working conditions.

High Frequency Errors

- Imbalance of time between *I do* and *You do*. Independent practice is a crucial lever of success.
- Not having enough opportunities for *We do* before setting pupils off on *You do*
- Using pre written exemplars rather than live modelling in the *I do* phase.
- Pupils become overly reliant on models and scaffolds and fail to develop independent expertise.

12. Live Marking- *Guidance Card*

What?	Pip Prompt
• A straightforward yet impactful method where teachers assess pupil work during a task • Video exemplar	When live marking: **"I've noticed that …"** **"You could improve this by …"**



Why?

- Allows you to see how the class is doing in real time, whilst they are still doing it. This allows you to see where you have to re-teach concepts if the class is struggling.
- Allows teachers to provide targeted and meaningful feedback either to individuals or the whole class.
- Helps reduce teacher workload

How?

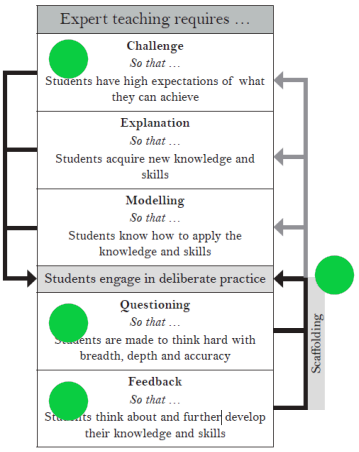
- Time is set aside each lesson for pupils to apply what they have learnt.
- Process:
    - The teacher uses Pastore's Perch to check all are on task before they start circulating.
    - When the class is on task, the teacher moves around the classroom checking pupils' work.
    - The teacher identifies any errors/misconceptions and points the pupil in the right direction.
    - Every 10-20 seconds the teacher looks up to scan the rest of the class.
    - The pupil responds immediately to the feedback and corrects their work.
- Where lots of pupils are struggling on the same question, the teacher can pause the lesson and either clarify the question or reteach that small section.
- When a pupil has the correct answer or has completed the task, the teacher can ask them an additional question or ask for more detail to stretch the pupil.
- Once the task is over, the teacher feeds back to the whole class on the work completed and provides feedback on the most common mistakes or areas of improvement.
- Leave a mark in the book to show where live marking has occurred, this can be a tick, a cross, a circle or quick notes. This is useful as a record for pupils/teachers to monitor when their books have been marked.
- Live marking should also pick up issues around the presentation of student work.
- In a practical subject the teacher circulates around the room and gives feedback on the aspect of work/skill the pupils are focusing on in that particular task.
- Aim to mark ⅓ of the class each lesson.

High Frequency Errors

- The teacher only live marks the do now task.
- The teacher supports one pupil for a long time and does not see anyone else's work.
- The teacher moves around their classroom in the same way every-time and so some pupils do not get their work checked.
- Similar to above but instead the teacher moves around their classroom in the same order each time so some pupils only have 1 question checked whilst others that are visited later on in the task get more feedback on their work.
- Not regularly scanning the rest of the class to check behaviour and engagement

13. Gathering Responses – *Guidance Card*

What?	PiP Prompt
• Gather responses from as many pupils as possible when checking their understanding of a topic, concept or idea. This information can then be used to shape the lesson to ensure the teaching is responding to the pupils and their needs. • Video exemplar	When using mini whiteboards: **"3 2 1….show me"** Diagnostic questioning: **"Can you explain why …"**



Why?

- Teaching needs to be responsive and adaptive.
- Teachers need to check what pupils know, understand, can do and then use this information to decide on what to do next. Gathering responses from pupils is one of the vehicles we can use to do this.

How?

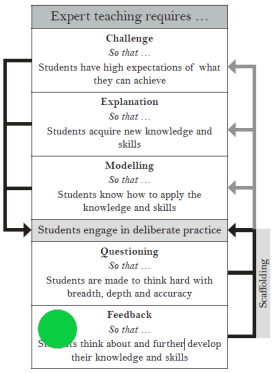
- Through the use of mini white boards (think and participation ratio).
    - Teachers can use MWBs to ensure all pupils provide a response to the question in hand. This information can then be used by the teacher to support their decision on the next phase of the lesson.
    - The routine around MWBs needs to be one where all pupils complete the task from memory, there is no opt-out or copying.
- Diagnostic questioning.
    - Teachers can use elaborative questions to check for deeper understanding and whether pupils know why the answer is correct. E.g. *"Can you explain why that is the most important reason for the start of WWI?"*
- Paired talk.
    - See separate guidance card
- Reading or observing pupil work
    - Teachers should circulate the class reading or observing pupil work giving them a sense of pupil responses
- Multiple-choice questions
    - These can be a highly effective way of gathering response quickly.
    - Distractors should be close to the correct answer and reveal common misconceptions.
    - MWBs can be an efficient method of gathering answers.

High Frequency Errors

- Teachers don't check what pupils know, understand and can do, they then move on with the planned lesson and leave the pupils behind.
- Only a small sample of pupils are checked before making decisions about the whole class's competency.
- Teachers rely too heavily on summative assessments and do not formatively assess regularly.
- Teachers don't change the lesson based on responses.

14. Whole-class Feedback – *Guidance Card*

What?	PiP Prompt
• Delivering feedback to all pupils rather than individually. • Video exemplar • Video exemplar	**"A common misconception I found was …"**



Why?

- There is strong research evidence that providing effective feedback is essential in supporting learning.
- Whole-class feedback is a time efficient way of delivering feedback.
- Where common misconceptions exist addressing them with the whole class makes greater sense than addressing individually.

How?

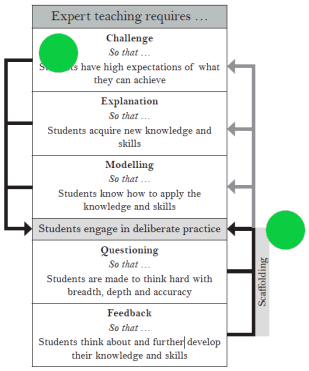
- Collect and correct common misconceptions via:
  - Mini-whiteboards
  - Summative assessments
  - Live marking
- Ask pupils to compare and contrast the quality of two pieces of work:
  - *E.g. "Which of these answers shows the most complete answer to the question? Talk to your partner and decide…" (see paired talk guidance card)*
- Use a whole class feedback template. These should share common strengths and weaknesses and allow pupils an opportunity for metacognitive evaluation.
- Use pupil exemplars and ask pupils to identify one or two areas of improvement having given clear explanations of what specifically you want them to correct and look for.
- Re-teach the common errors and misconceptions. Once your assessment reveals that a certain error and misconception is common to the majority of the class, address this via whole-class feedback rather than individually.
- Give pupils a chance to practice once the whole-class feedback is complete.
- Have a gallery of exemplary work to discuss as a class.

High Frequency Errors

- Whole-class feedback is used exclusively, and entirely replaces individual feedback.
- Pupils are not given a chance to use the feedback to correct errors and practice.
- The feedback is too generalised and does not allow pupils to see the connection to their own work and knowledge.
- Too much feedback is delivered at one time, making it difficult for pupils to act on and respond to it.

15. Presentation of Work – *Guidance Card*

What?	PiP Prompt
• Ensuring work is presented with pride and in a manner that meets the highest expectations of what pupils are capable of.	Before students start any written work: **"Remember our rules about work presentation…….we always [list expectations]"**



Why?

- The manner in which students present their work, and what we as teachers accept, sends a strong message in terms of our level of expectations.
- We want pupils to have pride in all they do and meet the highest expectations that we hold of them.

How?

- Teacher behaviours:
  - Teachers are explicit with students about the expectations around the presentation of work in their subject. This is done regularly and not just in the first lesson of the year.
  - Teachers live mark (see separate guidance card) and use this as an opportunity to comment on and correct work presentation.
  - Necessary equipment is to hand, ensuring that the expectations in that classroom can be met. For example, whiteboard packs also contain rulers and gluesticks.
  - Teachers regularly look in books. Though not producing written marking, teachers regularly look through sets of books and provide whole class feedback (see separate guidance card) to reinforce to pupils that their books are valued.
  - Best examples are shared with the class. Can be achieved with a gallery or using a visualiser.
- Pupil behaviours. These behaviours are likely to vary according to subject, but some non-negotiables are:
  - Handwriting is legible
  - All titles and dates are underlined
  - Pupils write in blue or black pen
  - Pupils draw in pencil and use a ruler where necessary
  - Books and folders are neat, well presented and free from doodles
  - Pupils follow presentation instructions provided by the teacher

High Frequency Errors

- Teachers do not regularly look in books leading to a devaluing of the work pupils produce in them.
- Accepting lower standards due to the profile or characteristics of the pupil.
- Mistaking correction for poor presentation. Pupils must be allowed to make mistakes in their books and cross out etc while struggling.

PiP Prompts

'PiP Prompts' are verbal prompts that teachers use to instruct students to respond in a certain way. There is one for all of our teaching PiPs. When they are used by teachers consistently and regularly across the school, the required response will become habitual for students.

Teaching PiP	Prompt
1. Do Now	When students have finished the do now (if it's one that comprises questions) and you want them to check their answers: **"Pens in hands ready to tick or correct"**
2. Secure Attention	**"All pens down and eyes on me (in 3 2 1)....PAUSE & SCAN……thank you"** "Pens down" can be removed or adapted depending on context.
3. Means of Participation	**"Tell me back how we are going to do this"**…..> **** PAUSE***** > **[Name of student]"** **"Ready to start in 3,2,1…"**
4. Drive Thought	When you want a student to elaborate on an answer: **"Build upon that answer please >** **** PAUSE***** > **[Name of student]"** When a student responds with 'I don't know': **"I'm going to give you a 50/50…is it [CHOICE 1] or [CHOICE 2]"**
5. Build on Prior Knowledge	**"On your mini-whiteboards, write down what you already know about [TOPIC]"**
6. Think & Participation Ratio	When using mini whiteboards: **"3 2 1….show me"**
7. Cold Calling	**"[Question]** > ****PAUSE**** **"Everyone thinking"** ****PAUSE**** > **[Name of student]"**
8. Vocabulary Instruction	Say it after me: **"I say, you say. I say [WORD], you say……[class all say word]"**
9. Purposeful Reading	**"As you are reading I would like you to …"**
10. Paired Talk	When you want students to discuss with their neighbour: **"Turn and talk for (20) seconds - go"**
11. Guided Practice	I do: **"While I am modelling, you must have full attention on me and listen carefully"** We do**: "What is the first step** ****PAUSE**** **[name of student]?"**
12. Live Marking	When live marking: **"I've noticed that …"** **"You could improve this by …"**
13. Gathering Responses	When using mini whiteboards: **"3 2 1….show me"** Diagnostic questioning: **"Can you explain why …"**
14. Whole-class Feedback	**"A common misconception I found was …"**
15. Presentation of Work	Before students start any written work: **"Remember our rules about work presentation……..we always [list expectations]"**