



Teaching: *Principles in Practice 3.0*

September 2026

New for 2026-27

As teaching and learning is ever evolving, and true implementation requires regular review and reflection, we have made some key changes to the TPiP document following the 25-26 academic year. Content has not been removed but streamlined and amended to hopefully give more clarity. All the TPiP have been reviewed and any additional content added. The main key changes are:

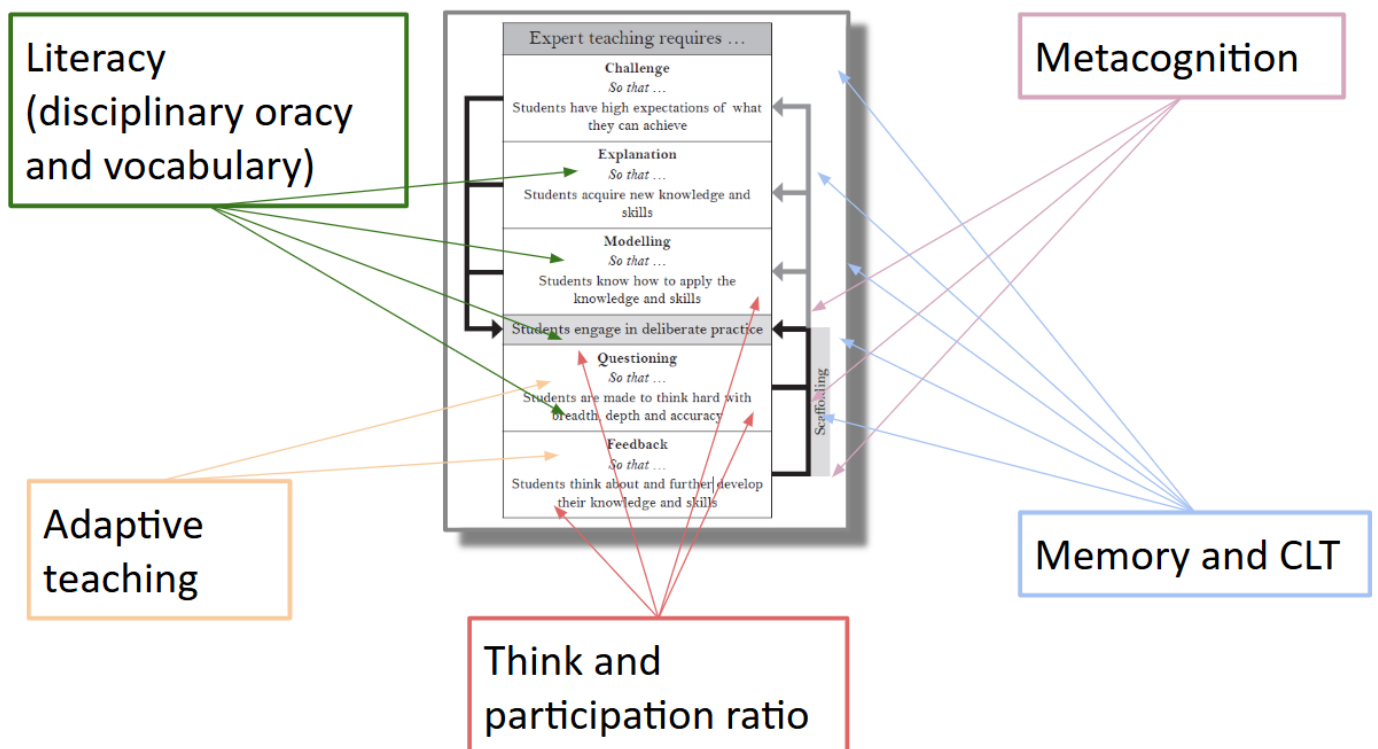
- Think and participation ratio has become a thread intertwined in all aspects of the TPiP.
- Drive thought and cold calling have been combined and renamed as questioning which now involves the how of cold calling as well as different types of questioning – elaborative and metacognitive.
- Paired talk is now part of purposeful communication and now encompasses all strategies used to support oracy.
- Live marking has been removed and is now included in the gathering responses TPiP.
- Whole class feedback has been renamed feedback and covers all aspects of feedback both individual and whole class.
- There is also now a section called 'Teaching Hinterland'. This hinterland is comprised of the small interactions, routines, habits and signals which create an environment in which the PiP can flourish.

The Six Principles & Teaching PiP

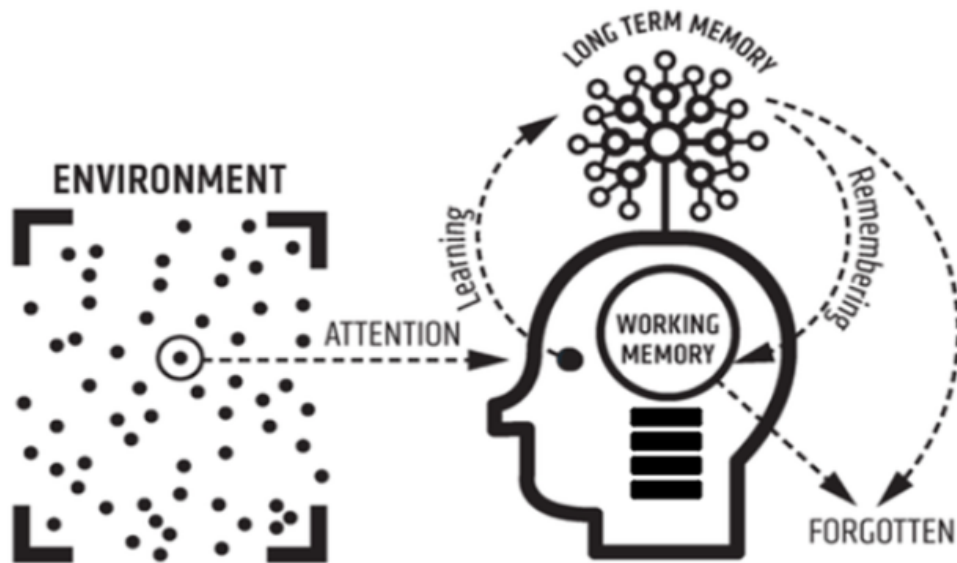
The six principles have been something special for more than a decade at Durrington High School. They provide a framework and common language for expert teaching at our school. These Teaching PiP are not designed to replace the six principles in any way, in fact they are designed to cement them even 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 PiP are not separate entities, but are interdependent and support each other.

These are five underlying threads that are intertwined into all our teaching principles and are vitally important to be continually thinking about when enacting each TPiP.

- **Memory and cognitive load** - 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** - 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.
- **Adaptive Teaching** - We need to adjust our teaching in response to pupils' needs to ensure every learner can succeed and are appropriately challenged.
- **Think and participation ratio** - It is important for learners to think hard. Think and participation ratio refers to the number of pupils either thinking about the content directed by the teacher or participating in giving answers to questions, the more pupils thinking at one time the better.
- **Literacy** - Strong reading, writing, vocabulary and oracy skills enable pupils to access the curriculum, communicate their understanding, and engage confidently in learning. By developing literacy, we can equip pupils with the knowledge, language and critical thinking skills needed to achieve academically, participate fully in society, and thrive in their future education, employment and lives.



Cognitive Science & Teaching PiPs



Oliver Caviglioli

The purpose of the teaching PiP 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 pupil 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 pupils 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 a 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 PiP, it’s important to think about how they are supporting learning both kinds of knowledge.

Introduction

This guidance document supports current and future teachers at Durrington High School in implementing our six teaching principles. The Principles in Practice (PiP) are a set of teaching routines and tools that complement, rather than replace, rich subject-specific pedagogy. By using these shared approaches consistently, we create clear expectations for pupils and enable lessons to run smoothly, allowing learning to take place effectively.

While subject-specific teaching will naturally vary across disciplines, key classroom routines—such as securing attention, questioning, and paired discussion—remain consistent. This consistency helps pupils understand expectations, reduces unnecessary cognitive load, and allows them to focus more fully on learning.

Teachers are expected to rehearse and refine the PiP until they become automatic. As our core teaching toolkit, they underpin professional development across the school, including coaching, briefings, reviews and training programmes. Through consistent implementation, the PiP help establish common routines across classrooms, accelerating their adoption and strengthening pupils' sense of belonging within the Durrington community.

Format

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

- What it is
- How it connects to the underlying concepts
- 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 PiP and further codify expert 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 PiP

Here are our 12 teaching principles in practice:

1. [Do now](#)
2. [Attention](#)
3. [Means of participation](#)
4. [Building on prior knowledge](#)
5. [Structured questioning](#)
6. [Vocabulary instruction](#)
7. [Purposeful Reading](#)
8. [Purposeful Communication](#)
9. [Guided practice:](#)
10. [Gathering responses](#)
11. [Feedback](#)
12. [Presentation of work](#)

Additional content: Teaching Hinterland and PiP Prompts

1. Do Now - (challenge and practice)

What?	Underlying threads
- Starting lessons in a quiet, calm and purposeful manner which involves retrieval practice Video Exemplar RKE Video Exemplar DSC	Adaptive teaching: Following the do now, take note of questions pupils struggled to recall and use similar content next lesson to build their knowledge. Memory and CLT and think and participation ratio: Ensure all questions are completed from memory by all pupils.

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?
- Ensure you think carefully about the level of challenge of the “Do Now”, having an easily accessible question for all to start with and an increased level of difficulty for all. - Make sure some of your questions support the content that will then be taught (building on prior knowledge). Making the links clear to the pupils. - Interleave and space questions throughout your time with the class. - The teacher is on the threshold and greeting pupils as they enter. - Pupils enter silently and calmly. Once sat down, they complete the task in silence straight away. - The teacher can narrate the expectations while this happens, e.g. “Sit down and complete the do now in silence. Thank you”. - Pupils adhere to the expected routine for getting books or MWBs (Books laid out if possible). - The Do Now task is on the board or printed and handed out - pupils complete in silence and without discussion with peers or the teacher. - Wherever possible, this should be a retrieval task and is done strictly from memory (no looking back in books). For example, content from last lesson, last week and last topic. - Title and date should not be displayed until after the do now has been completed. - Observe actively – be seen looking and do not allow pupils to opt out. - Check pupils' understanding of the Do Now questions by circulating and live marking. - When pupils 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 the process but must not give pupils any answers or direct them to the answers in books etc.
High Frequency Errors
- The teacher is not on the door to direct pupils and silence is not insisted upon. - Pupils are not completing from memory, for example looking back in books for answers. - The teacher is not checking for completion. - Pupils just write the question and do not answer it. - Do Now takes up too much of the lesson.

2. Attention – (explanation and modelling)

What?	Underlying threads
- Ensuring what pupils attend to is what we want them to learn. - Pupils should show they are paying attention by sitting up straight and looking at the teacher's explanation. Video exemplar ABO Video exemplar EHI Video exemplar RBe	Cognitive Load theory: Ensure you have pupils full attention before giving instructions Think and participation ratio: without full attention pupils will not be thinking.

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?
- 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. - During large transitions use the prompt. "Eyes on me in 3, 2, 1." then pause and check for 100% compliance. - Set the conditions Reinforce that you want everyone to continue paying full attention during the next part of your teaching. <i>E.g. "I don't want anyone to miss this next bit of information, so let's keep this 100% attention on me."</i> - 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. - Maintaining attention: Correct and reinforce: When a pupil visibly loses attention, intervene swiftly. <i>E.g. "A reminder that you need to stay focused on me, head up please and listen carefully to this next part."</i> - Awe and wonder: Where possible use analogies and story telling that are engaging to spark their interest. - Punctuate your explanation with questions to keep the think and participation ratio high.
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 – (modelling and practice)

What?	Underlying threads
- Communicating clearly and unambiguously to pupils how you expect them to participate/contribute during a particular phase of a lesson. Video Exemplar NPO Video Exemplar ATH Video Exemplar EHI Video Exemplar SAL	Cognitive Load theory: Ensure you have pupils full attention before giving instructions and break down larger tasks into smaller chunks. Give prompts such as bullet point break down of tasks on the board for pupils to refer to if the task is complex. Metacognition: Give pupils prompts of how to plan, monitor and evaluate the task they are about to complete. Think and participation ratio: Ensure pupils are clear on the expectations of them and their thinking at each stage in the lesson.

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 there are more than 4 steps in the task complete it in different stages to support cognitive load: 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. E.g. “Eyes on me in 3,2,1” - 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 <i>“the window partner will speak first for 2 minutes, during this time the door partner should write down 3 key points...”</i> Be clear on the actions and outcomes of the activity – e.g. <i>“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.”</i> Check understanding of instructions before starting – e.g. <i>“What are the instructions I have just given?”.....> *** PAUSE**** > [Name of pupil]”</i> Give a clear signal to start using the prompt “Pens in hand, go!” Change Pens in hands, to an appropriate substitute in practical lessons. Avoid a false start – eg <i>“When I say and not before, you will ...”</i>
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. - No clear signal to start.

4. Building on Prior Knowledge – (challenge, explanation and questioning)

What?	Underlying threads
- 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.RGA	Adaptive teaching: Following the check you may need to re-teach the assumed prior knowledge.. Memory and CLT: present the new material in manageable chunks. Literacy: Pre-teach the vocabulary required to access the new material. Think and participation ratio: Ensure all pupils are involved in the thinking part of the check task.

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 questioning or a low stakes quiz to check what pupils can remember from previous lessons or tasks. - E.g. <i>"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."</i> - 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. <i>"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."</i> - E.g. <i>Do now question links explicitly to new knowledge about to be taught.</i> - 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. <i>"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."</i> - 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. <i>"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."</i>
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.

5. Questioning – (questioning and challenge)

What?	Underlying concepts
- Driving and directing pupils to think hard about what we want them to learn. Video exemplar OSA Video exemplar JCR Video exemplar JCH Video Exemplar GHQ Video Exemplar RBE Video Exemplar STM	Think and Participation Ratio – use cold calling with an appropriate pause time to encourage think and participation ratio Memory and CLT – ensure questions asked are manageable. Give pupils time to think about their answer prior to collecting responses. Adaptive Teaching – questioning may identify gaps in knowledge/understanding that need to be readdressed Metacognition – teachers should ask metacognitive questions as well as ones on declarative knowledge

Why?
- Memory is the residue of thought: we remember what we think about and we get pupils to think through excellent questioning. - 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. This stops questioning being dominated by a small group of pupils and allows the teacher to get a clear understanding of the whole class. - Elaborative Questioning gets pupils to think harder about their answers and really challenge their understanding and confidence in their knowledge. Thus ensuring pupils get the trite answer for the right reasons and the teacher can make inference into their response. - Metacognitive Questioning guides the pupils to think about the processes of their thinking, allowing them to apply this knowledge to other contexts. This supports pupils to purposefully direct their own thinking as they plan, monitor and evaluate their learning.
How?
Routines for questioning – Cold calling (how we question) 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 by using the prompt. ... “<i>everyone thinking</i>”... *Name of pupil* - You could use physical prompts such as “...<i>everyone thinking... you now have 20 more seconds to write answers on your MWB.</i>” to further increase participation. 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 to help them reach the answer: E.g. “What is the main cause of deforestation in the Amazon?” If pupils continue to say “I don't know” then rephrase the question, get them to tell you why the answer is correct, make it a MCQ and if a pupil is still unsure tell them the answer but make it clear you want them to tell you that same answer later on in the lesson. - 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 of you to share your responses”. Elaborative Questioning (drive thought using “why?” and “how?”) Ask pupils to explain their reasoning – Move beyond simple recall and drive deepening thinking by asking questions such as “Why do you think that?”, “What evidence supports your answer?”, or “How did you arrive at that conclusion?” Make connections to prior learning – Use prompts like “How does this link to what we studied last lesson?” or “Can you compare this to another topic we have covered?” to help pupils build stronger knowledge networks. Encourage pupils to elaborate with examples – Ask pupils to provide examples, counterexamples, or real-world applications. For instance, “Can you think of a situation where this concept applies?” or “What would be an example that doesn't fit this rule?” Use 'how' and 'why' questions regularly – Rather than accepting short answers, probe further with follow-up questions such as “Why might this be important?”, “How would this change if...?”, or “What are the consequences of this?” to promote critical thinking and deeper understanding.

● Metacognitive Questioning (teaching pupils to plan, monitor and evaluate their thinking)

- Prompt pupils to reflect on their **planning** – ask questions such as:
 - What resources do I need to complete this task? When have we done something like this before and what did we do to be successful? What might be some of the challenges of completing this task?
 - What makes the examples/models we have seen successful?
 - What structure should you use to complete this task?
- Prompt pupils to reflect on their **monitoring** – ask questions such as:
 - What parts of the task are you find most challenging?
 - What could you do if you become stuck during the task?
 - How often did you check your progress against the success criteria?
- Prompt pupils to reflect on their **evaluation** – ask questions such as:
 - How successful were you in completing that task? How do you know?
 - Did your writing structure/plan help you be successful?
 - If you were to do that task again is there anything you might do differently?

High Frequency Errors

Cold Calling:

- Saying the name first, followed by the question or going to pupils with hands up – this creates low participation and thinking ratio as other pupils switch off.
- Pause time is too short
- Staff continue talking/prompting during the pause time creating extraneous cognitive load

Elaborative questioning:

- The challenge is too low, not requiring hard thinking.
- Teachers accept incomplete answers and fill in gaps that pupils didn't include.
- Missing opportunities to deepen understanding by failing to ask follow-up questions such as "*Why?*", "*How do you know?*", or "*Can you explain further?*"
- Asking questions that are too broad or vague – Questions like "*Tell me more*" can leave pupils unsure how to respond. More focused prompts often generate richer thinking.
- Over-relying on a small group of confident/high attaining pupils – If only a few pupils are required to elaborate, many learners remain passive and miss the cognitive benefits of the strategy.

Metacognitive questioning:

- Treating reflection as an end rather than a tool for improvement – Asking pupils "*How did you do?*" without linking reflection to future actions limits its impact on learning.
- Using generic questions that lack task specificity – for example "*How did you find that?*" are often less effective than "*Which strategy helped you solve the problem and why?*"
- Assuming pupils already know how to self-regulate – Many pupils need explicit modelling of planning, monitoring, and evaluation before they can engage meaningfully in metacognitive thinking.

6. Vocabulary Instruction – (challenge and explanation)

What?	Underlying concepts
- 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 EME Video exemplar BGU Video exemplar	Literacy and Think and Participation ratio: Ensure all pupils are saying the word during the “say it after me” section. Think and Participation ratio: Ensure all pupils have an immediate opportunity to practise with the newly acquired 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 pupils’ pronunciation is accurate and confident.
 - Use the prompt “**I say, you say. I say [WORD], you say.....[class all say word]**”
- 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 [purposeful communication](#).
 - 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.

7. Purposeful Reading – (challenge and explanation)

What?	Underlying threads
• 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 <i>and</i> acquisition of subject knowledge.	• Literacy: Pre-teach the vocabulary required. Encourage pupils to apply the comprehension strategies. • Think and Participation ratio: Ensure all pupils are completing the tasks during the reading and after the reading.

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. ○ 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 structured questioning 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.

8. Purposeful Communication – (*practice and questioning*)

What?	Underlying concepts
"Articulating ideas, developing understanding and engaging with others through speaking, listening and communication." Oracy Commission Video Exemplar EST Video Exemplar AST	Literacy: All pupils need to present their responses audibly and in full sentences. Subject specific vocabulary should be used by both the teacher and the pupils.

Why?
- Oracy helps pupils develop understanding, think critically, and learn more effectively through discussion, questioning, and collaborative talk. - Developing speaking and listening skills helps pupils express their ideas, build self-confidence, and form positive relationships with others. - Strong communication skills are essential for future education, employment, and active participation in society, enabling young people to collaborate, persuade, and present ideas effectively.
How?
- In lessons plan opportunities for pupils to talk to each other. This can be in preparation for a written task and in some instances may replace the written task. Disciplinary talk – Model how experts talk in your subject, explicitly demonstrating the vocabulary, evidence, and reasoning expected (e.g., how a historian evaluates sources or how a scientist explains a theory). Provide a discussion question that requires disciplinary thinking, rather than simple recall (e.g., "<i>Which source is most reliable and why?</i>"). Scaffold discussion with subject-specific language and prompts, such as key vocabulary, sentence stems, or evidence frameworks. Require pupils to justify their ideas using disciplinary evidence, and encourage them to challenge or build on others' contributions using the conventions of the subject. Paired talk – Pose a focused question or task that requires pupils to explain their thinking rather than give a one-word answer. Provide thinking time for pupils to formulate their ideas independently before speaking (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 (if required). Ask pupils to discuss their responses with a partner and build in accountability, taking turns to speak and listen actively, using the prompt "turn and talk" "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. <i>answers must be in full sentences using at least two words from your knowledge organiser</i>. Get pupils to share key points from their discussion (at least 3) with the wider class, building on or comparing ideas from different pairs. e.g. "<i>Can we start with Dexter, please.</i>" Accountable talk – Establish discussion expectations (e.g., listen actively, justify opinions, and build on others' ideas). Provide sentence stems such as "<i>I agree because...</i>", "<i>I would like to challenge that point because...</i>", and "<i>The evidence suggests...</i>". Require pupils to support their contributions with evidence or reasoning. This can link to previously acquired knowledge, texts, sources, data, calculations, or observations. Ask pupils to respond directly to a peer's comment before adding a new idea.
High Frequency Errors

- Disciplinary talk
 - Treating disciplinary talk as general discussion – pupils share personal opinions without using subject-specific evidence, vocabulary, or reasoning (e.g., discussing a historical event without referring to sources or evidence).
 - Failing to model disciplinary thinking – Teachers expect pupils to talk like historians, scientists, or geographers without explicitly demonstrating how experts explain, justify, and evaluate ideas within the subject.
 - Asking recall-based questions instead of reasoning-based questions – Discussion focuses on remembering facts rather than analysing, evaluating, explaining, or interpreting information (e.g., *"When did it happen?"* rather than *"Why did it happen?"*).
 - Not requiring evidence to support claims – pupils make assertions without justifying them using texts, sources, data, calculations, or observations, resulting in opinion-based rather than evidence-based discussion.
- Paired talk
 - Giving vague discussion prompts that do not encourage extended talk.
 - Not providing sufficient thinking time before discussion.
 - Allowing one pupil to dominate the conversation while the other remains passive.
 - Failing to monitor discussions, resulting in off-task talk.
 - Not following up with whole-class reflection, meaning valuable ideas are not shared or developed.
- Accountable talk
 - Using sentence stems without requiring evidence, resulting in superficial responses.
 - Treating discussion as opinion-sharing only, rather than linking contributions to evidence and reasoning.
 - Allowing pupils to speak independently of one another, instead of responding to previous speakers.
 - Overusing the same stems, leading to formulaic and repetitive talk.
 - Failing to model what a high-quality response sounds like.

9. Guided Practice – (challenge, questioning, modelling)

What?	Underlying concepts
- I / We / You is a staged procedure for introducing new methods and solving problems in every subject. I do refer to the teacher's modelling; we do refer to the way the teacher and the pupils co-construct a model; you do refers to pupils working and thinking independently. Video exemplar AST Video Exemplar EME	Memory & CLT: Plan how you will model new concepts on the board, step by step and the presentation of material to lower cognitive load. Metacognition: ensure you ask metacognitive questions to get pupils to plan, monitor and evaluate. Think and Participation ratio: Ensure all pupils have opportunity to practice in silence working independently.

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.
- Metacognitive modelling lifts the lid on all of the implicit steps an expert goes through in order to be successful.

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 ... I chose this strategy because..."*
- Try and explicitly model misconceptions
- When modelling, ensure slides are not distracting and step-by-steps are written live by the teacher to reduce cognitive load.

• 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?"*
- 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.

• We do – Adaptive teaching

- Assess pupils progress to ascertain when to do further questions, increase the difficulty or move on to the next phase.

• You do – Set means of participation

- To include time frames, success criteria and silent working conditions.

• You do – Build in deliberate difficulty and extended independent practice to build fluency.

- When working independently, give pupils questions that are more challenging to build pupils' metacognitive thinking (plan, monitor and evaluate). Give them time and lots of opportunity to overlearn.
- 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.

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 examples rather than live modelling in the *I do* phase.
- Pupils become overly reliant on models and scaffolds and fail to develop independent expertise.

10. Gathering Responses – (challenge, questioning and feedback)

What?	Underlying threads
- 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 VSM	Adaptive teaching – gathering responses allow you to judge pupil understanding and adjust future teaching accordingly Think and Participation Ratio – gathering responses ensures that all pupils need to participate in tasks.

Why?
- Teaching needs to be adapted to meet the needs of the pupils and meet the learners where they are on their learning journey. - 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. - Checking pupil work 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.

How?
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. - Use clear routines for 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 use the prompt "3..2..1... show me" - Pupils should keep their answers on their boards until you tell them to wipe them off. - Actively scan pupils' responses checking every board. Reading or observing pupil work (live marking) - Teachers should circulate the class reading or observing pupil work giving them a sense of pupil responses - Responses from multiple-choice questions - These can be a highly effective way of gathering responses quickly. - Distractors should be close to the correct answer and reveal common misconceptions. - ABCD choices or True/False questions can be a quick and effective way to get a gauge of pupils basic understanding.

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 to be adaptive based on responses. - The teacher only live marks the Do Now task. - When live marking, not regularly scanning the rest of the class to check behaviour and engagement

11. Feedback – (feedback and modelling)

What?	Underlying threads
- Delivering feedback to all pupils and individuals. Video exemplar ACR Video exemplar HKI	Adaptive teaching: Use knowledge gained from whole class feedback to support lesson planning moving forwards. If the majority of pupils struggle with a task, plan this into a do now in the future or ask another question on it immediately to consolidate understanding. Metacognition: When giving feedback via modelling the solution, ensure to talk through your metacognitive strategies that support your strategy to answer the question correctly.

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. - Giving feedback during the lesson allows teachers to provide targeted and meaningful feedback either to individuals or the whole class. - Helps reduce teacher workload.
How?
Following Do now questions - Use pupils' responses to plan forward questions you will re-ask next time tell pupils this will be happening to build their memory recall. - Provide feedback by giving solutions to questions pupils correctly answered quickly and efficiently and spend longer metacognitively modelling or questioning around parts pupils struggled with. - Give pupils' an understanding of what their strengths and weaknesses are in the do now content <i>Eg As a class we are all getting estimation questions correct, we will continue to work on factorising double brackets in our do nows to ensure we can get that right too.</i> Following miniwhite board responses - Take pupils' responses from mini whiteboards and show them to the class, asking metacognitive questions such as "Which answer is correct and why?" "What is the common error here?" - If all pupils have the correct answer, tell them it is correct and move on to more challenge. - If a common error is seen on multiple boards, stop and re-explain and then ask a follow up question. Following reading or observing pupil work - The teacher identifies any errors/misconceptions and asks a metacognitive question <i>Eg "Can you spot your mistake here?" "What did you forget to do?"</i> - The pupil responds immediately to the feedback and corrects their work. - Drive thought by asking elaborate questions as an extension. - 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. - 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. - 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. - Live marking should also pick up issues around the presentation of pupil work. Following summative assessments and homeworks - Ask pupils to compare and contrast the quality of two pieces of work: <i>E.g. "Which of these answers would receive more marks and why?" "What key vocabulary has been used in each of these</i>

answers?"

- 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.
- Have a gallery of exemplary work to discuss as a class.

- **Following the feedback, give pupils time to improve their work or thinking.**

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.
- 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.

12. Presentation of Work – (challenge)

What?	Underlying threads
- Ensuring work is presented with pride and in a manner that meets the highest expectations of what pupils are capable of. Video Exemplar SAT& ICH	Literacy: All pupils need to present their written work neatly and logically with appropriate vocabulary to enable them to express their ideas confidently, including using the correct SPaG - All pupils need to present their responses audibly and in full sentences.

Why?
- The manner in which pupils present their work, and what we as teachers accept, sends a strong message in terms of our level of expectations. - When children are encouraged to speak clearly and present written work neatly and logically, they learn how to express ideas effectively. This includes, organising thoughts before speaking or writing, using appropriate vocabulary, explaining reasoning and answering questions, listening and responding to others - 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 pupils 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. - 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 feedback (feedback) to reinforce to pupils that their books are valued. - Teachers feedback and use this as an opportunity to comment on and correct work presentation both written and spoken (Purposeful communication) - 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 - Pupils use correct SPaG. Capital letters and apostrophes are accurate - Books and folders are neat, well presented and free from doodles - Pupils follow presentation instructions provided by the teacher - Pupils should present spoken responses clearly and audibly. Teacher can use the prompt “so all can hear”
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 pupils to respond in a certain way. They are all connected to our teaching PiPs. When they are used by teachers consistently and regularly across the school, the required response will become habitual for pupils. They will also increase thinking and participation ratio.

It is important that verbal prompts are sequenced with quick pauses in between for take up time. This then allows teachers to manage cognitive load and check each corner of the room for compliance.

Teaching PiP	Prompt
2. Attention	"... eyes on me in 3 2 1"
3. Means of Participation	Give a clear signal to start "Pens in hands, go..." To start a practical: "... go!"
5. Questioning	During cold-calling "[Question] > ***PAUSE "Everyone thinking" ****PAUSE**** > [Name of pupil]"
6. Vocabulary Instruction	When you want the whole class to chant back a new word (or phrase) "I say, you say. I say [WORD], you say.....[class all say word]"
8. Purposeful communication	When you want pupils to discuss with their neighbour for (20) seconds -- "Turn and talk, go" When you want students to repeat or not mumble a response: "So all can hear"
10. Gathering responses	When using mini whiteboards - "3 2 1....show me"

Teaching Hinterland

Our Principles in Practice provide the mechanisms for delivering a high quality, evidence-informed approach to teaching and learning. This focus on pedagogy is vital to ensuring the best outcomes for all our pupils, but it must be remembered that the PiPs do not operate in a vacuum. While the PiP strategies, actions and prompts may be highly visible, they exist in the context of an unseen and harder to define element of good teaching – the teaching hinterland. This hinterland is comprised of the small interactions, routines, habits and signals which create an environment in which the PiP can flourish. There is a significant body of research that highlights the importance of teacher-pupil relationships and classroom climate to pupil learning, engagement and behaviour.

The “Teaching Hinterland” can be understood as a set of signals continually sent to pupils:

- Signals of belonging – *I see you, you matter here*
- Signals of standards – *this is how we do things here*
- Signals of respect – *you will be treated fairly and with dignity*

Teaching Hinterland Element	Why?	How?
Embody the highest expectations	It is easy to say that we have high expectations, but we need to move beyond just stating them and ensure they are part of our daily practice, for all of our students no matter their starting point or background.	Live and breathe high expectations by: - Insisting on full attention and a settled working environment, Use non-verbal strategies such as pastors perch, be seen looking and movement around the room to support this. - Not praising vague or partial answers - Not accepting substandard work. - Allowing pupils to think and struggle - Holding all pupils to the same standard - Never apologising for the level of challenge.
Make every pupil feel that they belong	Small interactions that make pupils feel noticed by their teacher creates a “sense of responsiveness” (Reis, 2007) that promotes greater engagement and effort.	Create moments of individual recognition by: - Greeting pupils at the door. - Using names deliberately - Noticing small things such as an absence, change in mood, an improvement in effort - Take an interest in their extra-curricular activities Moments of individual recognition can help students develop a sense of belonging – it is important that as adults we initiate these interactions.
Be relentlessly consistent	pupils benefit from predictable places. Teachers need to be the consistent element of the classroom – setting the tone for expectations that do not differ from pupil to pupil or day-to-day.	Establish consistently high expectations and routines by: - Expecting and checking for the perfect uniform. - Expecting the highest effort in every lesson from every pupil. - Expecting the highest level of work presentation and completion. - Insisting on orderly lesson entry and exit routines. - Ensuring pupils begin work (i.e the Do Now) immediately on entering the room
Correct in a measured way	Correction is unavoidable in teaching, but how it is done is vital to protecting positive teacher-pupil relations. Respectful interactions build trust and improve behaviour.	When behaviour requires correction do so by: - Correcting quietly rather than publicly - Narrating the expected behaviour - Focusing on the behaviour not the pupil - Using the phrase “we” to indicate the expected

		social norms of our school/classrooms. - Positively recognising compliance.
Actively foster positive interactions	While correction is important and at times necessary, classrooms that are characterised by positive interaction are likely to foster greater engagement and motivation.	Foster positive interactions by: - Acknowledging effort and improvement - Using humour (without sarcasm) - Giving genuine praise - Narrating positive behaviour as it happens so it becomes the norm.
Listen Properly	Pupils who feel listened to are likely to be more willing to engage and accept instructions/direction.	Demonstrate that you are listening and care by: - Giving full attention - Not interrupting - Maintaining eye contact - Use affirming gestures such as a smile or nod - Remembering and coming back to the conversation at a later time.
Model what "good" looks like	Teachers play a key role in establishing and sustaining the norms of a classroom. Classroom norms strongly shape behaviour as they set the "rules" of what is perceived as acceptable	Model the norms of behaviour in your classroom by: - Modeling professional talk and interactions - Responding calmly to pressure and challenge - Being respectful to others in the room - Being prepared and organised.
Create a climate where trying and making mistakes is part of learning	We all know that learning involves making mistakes and adapting - we need to create a culture in our classroom where pupils accept they will get things wrong and are willing to try.	Cultivate a safe classroom environment by: - Normalising mistakes - i.e. highlighting your own mistakes when modelling. - Respond to errors with curiosity - i.e. "That isn't correct but where do you think we have gone wrong? What do we need to do differently?" - Encourage low stake participation (i.e MWBS)
Know your pupils beyond your lesson	Effective teachers take the time to find out about their pupils, especially those more vulnerable learners. This allows teachers to respond with nuance rather than uniform reactions, and select the most appropriate strategies to support them.	Get to know your pupils by: - Finding out about their background and context - this may through pastoral teams, other teachers, LSPs etc. - Finding out about pupils interests and motivations - Noticing potential triggers that affect their behaviour. - Identifying strategies that can support individual learners,
Remain calm	How teachers react to stress and challenge in the classroom will often dictate whether the issue will escalate and diffuse. Emotional regulation is a key aspect of teaching,	Be the consistent and calming influence in the classroom by: - Pausing before reacting to challenges in the classroom. - Actively seeking to de-escalate issues - Not holding grudges and actively looking to reset relationships after negative behaviour.

