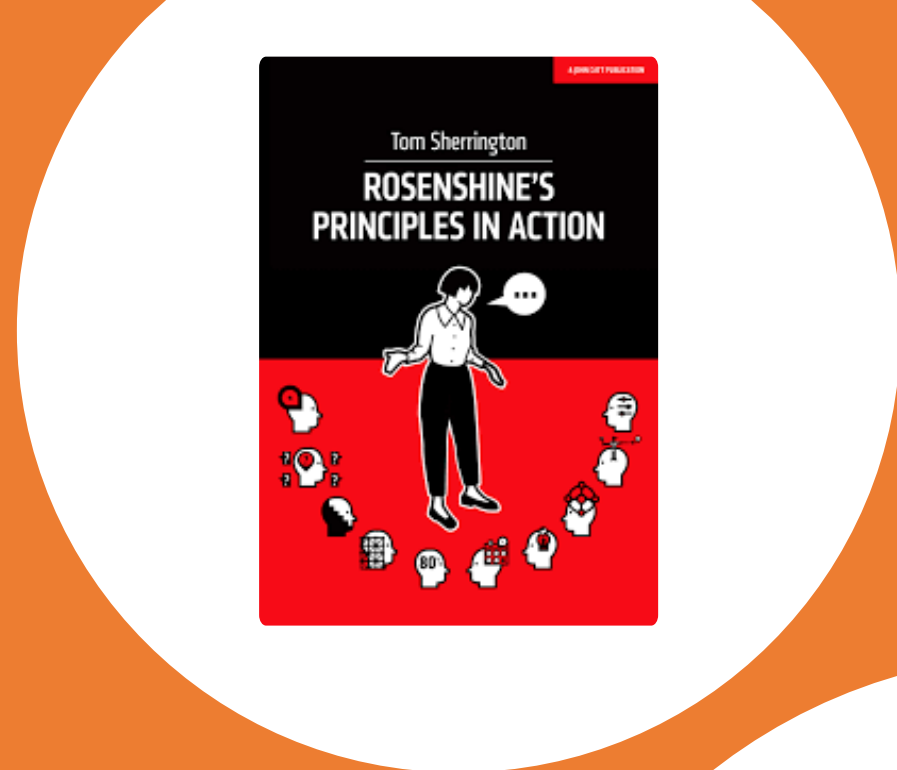


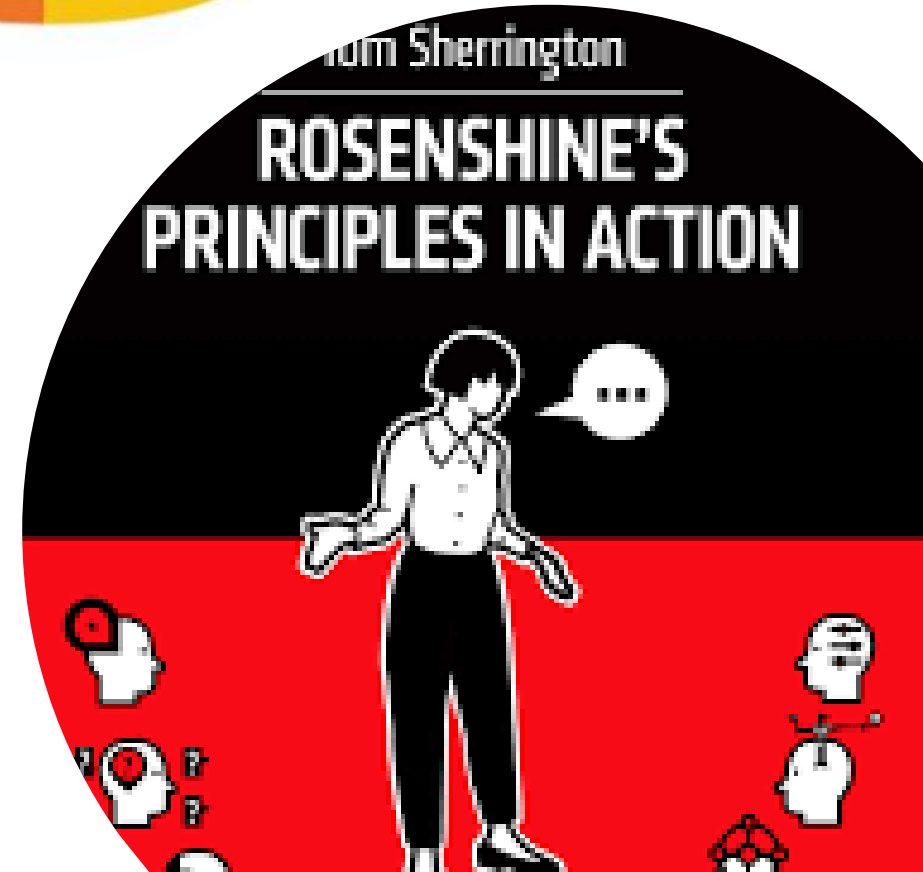


Principles of Instruction

Our teaching and learning




- At Tilstock, we teach using the principles of Rosenshine within all lessons and across the whole school. This helps our staff teach effective lessons for all pupils.
- We begin all lessons with the essential first step of Rosenshine, to review learning, and this allows each child to successfully re-visit and re-address the learning that has already occurred and to understand its application to current and new learning.
- There is large focus on small step learning (Rosenhine step 2) which creates a level of familiarity and gives the time for misconceptions to be addressed.




Barak Rosenshine's

PRINCIPLES OF INSTRUCTION



A thematic interpretation for teachers by Tom Sherrington @teacherhead

VISUALISED BY
OLI CAV Oliver Caviglioli @olcav



REVIEWING MATERIAL

- Daily review
- Present new material using small steps
- Ask questions
- Provide models
- Guide student practice
- Obtain a high success rate
- Weekly and monthly review
- Provide scaffolds for difficult tasks
- Independent practice

QUESTIONING

SEQUENCING CONCEPTS & MODELLING

STAGES OF PRACTICE

Daily review is important in helping to resurface prior learning from the last lesson. Let's not be surprised that students don't immediately remember everything. They won't! It's a powerful technique for building fluency and confidence and it's especially important if we're about to introduce new learning – to activate relevant prior learning in working memory.

The main message I always stress is summarised in the mantra: ask more questions to more students in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need ask how students worked things out, not just get answers. He is also really good on stressing that asking questions is about getting feedback to us as teachers about how well we've taught the material and about the need to check understanding to ensure misconceptions are flushed out and tackled.

Small steps – with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps so that each can be practised. Models – including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples; too often teachers give too few.

Scaffolding is needed to develop expertise – a form of mastery coaching, where cognitive supports are given – such as how to structure extended writing – but they are gradually withdrawn. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building – but eventually they need to come off.

Teachers need to be up close to students' initial attempts, making sure that they are building confidence and not making too many errors. This is a common weakness with 'less effective teachers'. Guided practice requires close supervision and feedback. High success rate – in questioning and practice – is important. Rosenshine suggests the optimum is 80%. i.e. high! Not 95-100% (too easy). He even suggests 70% is too low.

Independent, monitored practice. Successful teachers make time for students to do the things they've been taught, by themselves... when they're ready. "Students need extensive, successful, independent practice in order for skills and knowledge to become automatic"

Spaced and interleaved review;
retrieval practice

Lots of questions and checking
for understanding

New material in small steps –
working memory is small
Models and scaffolds

Practice – from guided to
independent
High success rate – links to