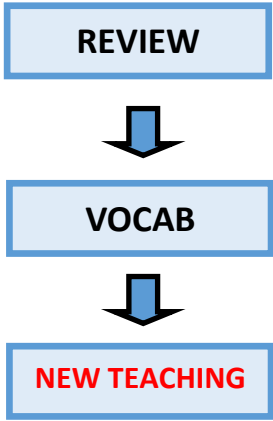




For new teaching to be effective, teachers need to ensure children efficiently acquire, rehearse and connect prior knowledge by providing sufficient instructional support. Research shows the most effective support is given through breaking down new material into manageable chunks, modelling, guiding children's practice, helping children when they make errors and providing for sufficient practice and review.



Principles for effective new teaching:

Small steps	Modelling	Scaffolding	Questioning	Check for understanding	Guided Practice: <i>I do, We do, You do...</i>
<p>Present new learning in small steps so that they can be practiced.</p> <p>Give many examples.</p> <p>Ensure sufficient practice to master each small step before moving on.</p> <p>Small steps avoid cognitive overload.</p>	<p>Modelling integral to small steps teaching.</p> <p>Worked step by step examples: allow children to focus on the specific steps involved in learning a new concept, method or piece of knowledge.</p> <p>Teacher modelling and thinking aloud provides cognitive support.</p>	<p>Scaffolding provides temporary instructional support to assist learners.</p> <p>Gradually withdrawn as children gain competency.</p> <p>Modelling can function as a form of scaffolding.</p> <p>Teacher thinking aloud is also a form of scaffolding.</p> <p>Use of knowledge organisers and working walls.</p> <p>Talk tasks for children to discuss and apply new learning.</p> <p>Pre-teaching vocabulary.</p>	<p>Ask more questions to more children in more depth.</p> <p>Assess understanding and if there is a need for additional instruction.</p> <p>Ask 'process questions': children to explain the process of learning.</p> <p>Involve all children in answering questions: mini whiteboard responses; talk partners...</p> <p>Answering using choral responses to provide sufficient practice: vocabulary or lists of items.</p>	<p>Checking for understanding at each step moves new learning into long term memory.</p> <p>Provides feedback to the teacher on the effectiveness of their teaching.</p> <p>Checking for understanding identifies misconceptions to be addressed in the lesson.</p> <p>Enables children to construct and re-construct the knowledge they are learning and make links/ schema rather than simply repeating 'word for word' what the teacher has said.</p>	<p>Practice is essential to move new learning into long-term memory.</p> <p>Guided practice enables the teacher to closely supervise and feedback on children's learning and ability to complete tasks.</p> <p>Address misconceptions and build children's confidence for independent practice.</p> <p>80% success rate shows children are learning. Higher success means children not being challenged.</p>



Nessfield Effective New Teaching:

Strategy	What does it look like?
Small Steps	<ul style="list-style-type: none"> When planning, carefully BREAK DOWN the new concept, method or knowledge to be taught into small steps. LIMIT the amount of new learning to be given at each step to prevent cognitive overload. Remember teaching in small steps take time, explicitly CONSIDER how each of these small steps will be taught using detailed explanations and clear instruction; the models to be used and how you will plan sufficient opportunities for the children to practice them. In each small step, PLAN lots of examples to provide the children with concrete learning
Modelling	<ul style="list-style-type: none"> Modelling MUST be planned in order to be effective. It is an integral component of each small step that is to be taught in the lesson. When modeling writing, PREPARE the piece before the lesson. Feign spontaneity so children can see the writing process 'live'. Model being a writer: think aloud, make deliberate mistakes, edit as you write and read the piece over as a whole. Model handwriting, spelling and use of new vocabulary and grammar. Use worked examples to model step by step how to perform a task or solve a problem. IDENTIFY and EXPLAIN the underlying principles behind each step. Use Ark Mathematics Mastery year group 'Key Representations' documents and unit narratives to ensure correct models and images are used for each new concept.
Scaffolding	<ul style="list-style-type: none"> Modelling is a form of scaffolding. Remember to explicitly PLAN how you are going to model a new aspect of learning. Thinking aloud when modelling provides children with cognitive support/ scaffolding. Provide prompts for children's thinking by using 'how', 'why' and 'how' questions. Identifying possible misconceptions in new learning when planning enables teachers to scaffold children's understanding. Ark Mathematics Mastery videos and unit narratives identify possible misconceptions children might have. Knowledge organisers and working walls support children to remember key knowledge and concepts.
Questioning	<ul style="list-style-type: none"> The most effective teachers ask more questions! Ask process questions where children have to explain their thinking and methods in order to assess understanding and misconceptions. Involve all children using mini whiteboard work as often as possible. Other strategies to involve all children: Tell the answer to a neighbour, summarize in one or two sentences and share, raise hand if know answer or agree with the answer someone else has given. When teaching new vocabulary or lists of items, use choral responses. To be effective use a signal for children to respond together.

Strategy	What does it look like?
<p>Check for understanding</p>	<ul style="list-style-type: none"> • Stop during new teaching and check for understanding. Don't simply ask 'Does everyone understand?' or 'Are there any questions?' • Ask children to summarise the learning up to that point, or repeat directions or procedures. Ask children if they agree or disagree with other children's answers. • Ask children to think aloud when explaining how to solve a problem or complete a task. • Ask children to explain or defend their decision or answer to others.
<p>Guided Practice: <i>I Do, We Do, You Do...</i></p>	<ul style="list-style-type: none"> • Each small step MUST include planned opportunities to practice using a number of examples with the teacher checking for understanding. • Aim is to provide sufficient instruction for the children to be able to work independently without difficulty during the planned independent task within the lesson. • Structure guided practice using I Do (teacher models whilst thinking aloud), We Do (teacher and children complete examples together with teacher checking for understanding) and You Do (children complete examples with teacher closely supervising and giving feedback). •