



Teaching at ICS

Rosenshine's 17 key principles underpin our approach to instruction in lessons.

Assess: *Marking and assessment have two purposes: first, students act on feedback to make progress over time and secondly, it informs future planning and teaching.*

1. Utilise information from assessment processes (including GL) to inform teaching.
2. Consider the zone of proximal development (ZPD) of the pupils.
3. Provide regular, formative marking and feedback that motivates pupils to improve and prepares them for the next stage of the learning.

Plan: *Planning is both a process and a product. It has one purpose; to enable high-quality delivery which meets the needs of all students.*

4. Create short, medium and long-term planning to ensure curriculum coverage and effective learning.
5. Be clear and precise about the knowledge/skills we want students to learn, not what we want them to do, based upon a clearly sequenced and spiralled curriculum.
6. Present new material in small steps, incorporating modelling and scaffolding to support student learning based on Rosenshine's Principles.
7. Differentiate planning over time to ensure an inclusive approach which meets the needs of our students and maximises the use of any additional adult(s) in the room.
8. Plan for a flying start, with students purposeful from the beginning, setting an appropriate pace for the intended learning.
9. Design activities, including home learning, to facilitate learning and development.
10. Our learning opportunities provide challenge for all.

Teach: *As with any educational strategies, it requires our professional judgement to determine their application within the classroom.*

11. Establish high expectations of behaviour for learning through positive relationships and mutual respect.
12. Be explicit with pupils about learning outcomes.
13. Create a learning environment that supports and encourages independence and enhances learning.
14. Recognise that we are all teachers for language acquisition, for literacy and of numeracy.
15. Foster a growth mindset; it leads to new learning and means we embrace challenge.
16. Avoid cognitive overload, being mindful of students' working memory.
17. Ensure that learning has stuck through timely retrieval practice.