



## 1. Being a curriculum expert

- 1 Having deep and fluent knowledge (as well as) flexible understanding of the content you are teaching ahead of lesson delivery.
- 2 Knowledge of the requirements of curriculum sequencing and dependencies in relation to the content you are teaching and delivery expectations.
- 3 Knowledge of relevant curriculum tasks, assessments, activities – including diagnostic potential. Being able to generate varied explanations and multiple representations / analogies / examples for the ideas you are teaching.
- 4 Knowledge of common pupil misconceptions and sticking points in relation to the content you are teaching.

## 2. Creating a supportive learning environment for children to learn

- 1 Promoting interactions and relationships with all pupils that are based on mutual respect, care, empathy and warmth; avoiding negative emotion in any interaction with a pupil; being sensitive to their individual needs, emotions, culture and beliefs.
- 2 Promoting a positive classroom climate characterised by engendering peer-peer respect, trust and care.
- 3 Creating a climate of consistent high expectations, with high challenge and high trust, so that pupils feel it is okay to 'have a go'; encouraging pupils to attribute their success or failure to things they can change and that they are in control of.
- 4 Promoting learner motivation through feelings of competence, autonomy and relatedness.

## 3. Maximising every opportunity to ensure learning

- 1 Managing time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g. lesson starts, transitions); providing very clear instructions so that pupils understand exactly what they should be doing and what is expected of them. Routines are embedded.
- 2 Ensuring consistent, explicit and clear application of the school's rules and consequences for behaviour. Considered fairly and calmly using language of choice.
- 3 Preventing, anticipating and responding to potentially disruptive incidents; reinforcing positive pupil behaviours. Signalling an awareness of what is happening in the classroom and responding appropriately.

## 4. Ensuring children make rapid progress by demonstrating they know and remember more

- 1 *Structuring*: giving pupils an appropriate sequence of learning tasks; stating learning intentions and success criteria; matching tasks to learners individual/group needs; scaffolding and supporting to ensure tasks are accessible - but gradually removed to enable independent application of learning.
- 2 *Explaining*: communicating ideas clearly with concise, appropriate, engaging explanations; connecting new ideas to what has been previously learnt (re-activating / checking prior knowledge); Modelling new skills with appropriate scaffolding and challenge; using worked or part-worked examples.
- 3 *Questioning*: using questions and dialogue to promote oracy and elaboration among pupils (e.g. *Why? Compare... Build on...*); using questions to elicit pupils thinking and process of thinking. Use of high-quality assessment to ascertain strength of pupils' knowledge/skill acquisition.
- 4 *Interacting*: responding to pupils work in a way that is meaningful and enables you to gauge thinking/knowledge or understanding; providing actionable feedback to guide next steps in learning and progress.
- 5 *Embedding*: giving pupils tasks that embed and reinforce learning; requiring practice until learning is fluent/automatic. Built-in opportunities to revisit learning prevents pupils from forgetting key information.
- 6 *Activating*: helping pupils to plan, sequence and demonstrate their learning. Demonstrable evidence of pupils' ability to independently apply knowledge and skills.