

Rosenshine's Principles of Instruction and how we use these at Orchard Primary School

Daily Review - All lessons begin with a short review of previously-learned information to consolidate it in their long-term memory. Retrieval practice is built into our weekly routines through a variety of games, quizzes and activities.

New material is presented in small steps - being presented with too much information at once will lead to cognitive overload, which may lead to forgetting. Learning is therefore 'chunked'.

Asking Questions - Various levels of challenge occur through careful and strategic task matching and questioning where staff create the correct conditions for learning centred around an essential 'Question for Learning' which provides opportunities for depth of learning.

Providing Models - Models and worked examples about new information are used to allow pupils to make better connections and links between topics. It also helps them learn the thought process behind the answer (this will help them transfer their knowledge to new situations).

Guided Student Practice - This may take the form of 'I do, We do' Ya'll Do', thinking out loud or worked examples. Practicing learned information through rehearsing, summarising, and applying the knowledge is our preferred way to consolidate learning.

Checking Understanding – Checking for understanding, through the use of probing questions and discussion is used throughout the lesson. For example, it helps with daily reviews to ensure that there are no misconceptions from previous learning. Checking for understanding is also used to ensure that a previous concept has been mastered, before going on to the next one. It therefore helps to decide when to progress the difficulty or complexity of the task appropriately.

Obtaining a High Success Rate – Levels of success are checked regularly to ensure that pupils are learning effectively and also being challenged. (Rosenshine advocates 80% success rate.)

Scaffolding - Teaching and learning is underpinned by cognitive challenge. Teachers use scaffolding to ensure that pupils are guided through new tasks – scaffolds are slowly removed when learners are able to complete the task independently.

Independent Practice - Teachers ensure that any form of differentiation is appropriate and does not place a glass ceiling on learning for any child, no matter their ability or needs. Learning is supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long-term memory. Knowledge organisers are used for pre-teaching, to support home learning and also as a part of daily review.

Weekly & Monthly Review - This combination of spacing and retrieval practice is a strategy called successive relearning, and is very effective for retaining information in the long-term memory. Spaced retrieval and interleaving are used to move the knowledge from the short-term memory to long-term memory thereby helping pupils to 'know more and remember more.' We use 'low stakes' testing (such as quizzes and retrieval games) to enable pupils to remember key information automatically, leaving more mental capacity in their working memory. This also allows us to develop vocabulary as well as subject knowledge – a key tool for the progression of all pupils at Orchard Primary.