



Pillars of Effective Teaching 2020-21

To enact the Heathcote curriculum vision, teachers and pupils are expected to engage in learning utilising a set of curriculum 'pillars' inspired by Rosenshine's Principles of Instruction. The expectation in lessons is that these are evident and consistent to ensure effective teaching typicality across all learning opportunities and through each and every curriculum delivery.

Learning Pillar	What Principles have influenced this.	What that looks like at Heathcote	How Can Parents/Carers Support?
Understanding First	#2 Present new material using small steps	All new material is broken down and delivered in small stages. Prior reading material is published and made available for pupils to pre read as part of flipped learning to support their learning	Ensure your child completes the pre reading for all their subjects. Pre reading is found in their Knowledge Organisers Encourage them to be inquisitive and be proactive in researching elements of a unit of work or project prior to it commencing.
	#4 Provide models	Displays and learning environments are support and are conducive of effective learning with visual examples and exemplars of a variety pupils work on show Every teacher has exemplar assessment resources for ever learners ability range provide challenge	Do weekly and monthly checks of the Knowledge Organisers. <i>Are they neat and looked after?</i> Is your child taking care of theirs, do they engage with revision tasks? Are they taking their time completing project home learning.
	#8 Provide scaffold for difficult tasks	Use of designated writing frame for extended answers and exemplar answers and models to scaffold tasks for all learners.	Encourage discussion and dialogue at home. Pupils should be able to articulate answers, when asking questions about learning, where possible, do not settle for one word answers.
Building Independence	#5 Guide Pupil practice	Schemes of work are designed to provide adequate time to reduce initial misconceptions by guiding pupils through practice. Repeating tasks to gain a sense of mastery is expected.	Familiarise yourself with what it is your child is learning this term. The website has all the curriculum pathway details in addition to the details of all subjects in the Knowledge Organisers.
	#7 Obtain a high success rate	Pupils should be challenged according to target levels A benchmark of the number of pupils accessing the information when assessed should be obtained before moving on to the next stage	Challenge Week is the designated period for pupils to undertake their summative assessments.
	#9 Independent practice	Every learner develops a level of independence through all the principles Supported through all schemes of work having pre reading material and the completion of project work at home	Encourage continual revision ahead of assessments and support the learning at home by ensuring pupils are organised and ready for assessments. Ensure Pre Reading takes place. Encourage independence and resilience where possible.

Reviewing for Retention	#1 Daily review	Lessons start with a short 'Do it Now' that ensures all learners are engaging in 90 seconds, this can then build into, or is followed by a review of the previous lesson. This review may be peer, pupil or teacher led but the practice informs the level of retention.	At home, ask about the learning that has taken place that day or week. Ask your child to teach you something they have learned. The more times they can review things the better the chance we have of it sticking. If they are unsure of their learning, encourage them to consult their teacher or do further reading or research.	
	#3 Ask Questions			
	#6 Check for understanding	Questions will be well planned and challenging for all learners. To support oracy, extended verbal answers should be presented whilst standing and addressed to the class.	Always encourage positive communication. Pupils should be able to articulate answers, when asking questions about learning, where possible, do not settle for one word answers.	
	#10 Weekly and Monthly review		Marking should support the live process of assessing pupil understanding and checking for recall and retention. Knowledge organise tools, such as coloured indication cards, to be used to inform Reflection lessons where appropriate. Where misconceptions are evident – REFLECTION lessons should be provided and clearly signposted with REFLECTION markings. Assessment policy states feedback for REFLECTION should be evident for a minimum of 1 piece of work during a scheme of work and marking for one assessment per curriculum window.	Ask to see pupil's feedback from teachers and the REFLECTION lesson. Look out for the pink pen. Does your child engage with the feedback and act upon it? Can you see improvements in their work as a result of feedback?
			Use a variety of questioning methods to obtain understanding These should include 'no hands up, cold calling, say it again better'. Extended verbal answers should be delivered clearly to the class whilst standing. Misconceptions and correct grammar and pronunciation should be corrected. Written communication should encapsulate the PROUD statement.	Questions you can try at home: <i>Tell me something new today/this week?</i> <i>What challenged you today/this week?</i> <i>What made you curious or ask a question?</i> <i>Do you know when your next assessment is?</i>
			Pit stops or regularly reviews of learning is built into the curriculum map and scheme of work. Principle 7 (high success rate) should be the indication by which any further input or clarification is required.	Revision. This is crucial and allowing both time and space for your child to complete this is strongly recommended. Where possible engage in the revision by asking questions. Support your child by testing them or encouraging them to share with you what they have learned and remembered.