

**Key readings and university sessions:**

* See the link on the partnership site to the Learning Theorist profiles developed by the students.
* [EEF Cognitive Science Approaches in the Classroom Report](https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom) (2021)
* [Rosenshine’s Principles of Instruction](https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf) as one example of a pedagogical approach
* [What Makes Great Teaching](https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf) – Sutton Trust Report (2014)

Key reflective question: **How can your understanding of equality, diversity and inclusion enhance the opportunities for all learners to make progress?**

**Talk-throughs:**

* Talk us through your understanding of the differences between working and long-term memory. Share an example from your planning and delivery of a lesson, where you have applied this knowledge.
* Describe strategies you have observed and used in your own practice which promoted high quality talk. How did this support children’s learning?
* Provide an example of when you adapted your teaching to ensure all pupils, including any with SEND or EAL, could fully access the learning.

**Prompt questions when being observed or evaluating your practice:**

* How did you balance exposition, repetition, practice and retrieval? What impact did this have on pupil progress?
* How did you successfully use modelling, scaffolding and guides within your teaching?
* How effective is your planning for sequences of lessons? What do you need to be more aware of?
* What was the most effective question you asked in the lesson? Why was it so effective?
* How did you successfully use your understanding of pupils’ prior knowledge and plan for addressing misconceptions?
* How did the responsive teaching techniques within the lesson help you to respond to children’s needs in the lesson?

**Prompt questions for observing expert colleagues:**

* How do expert colleagues set up the systems and routines for effective talk and group work in the classroom?
* How do expert colleagues plan for spaced learning and effective retrieval tasks?
* How do expert colleagues plan for the needs of all pupils ensuring the pupils are meeting high expectations?

**Primary PGCE – Phase 2**

**PEDAGOGY** (how pupils learn, classroom practice, adaptive teaching)