

Key reflective question:

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

**Key readings and university sessions:**  
(Links are available on the Partnership site)

* 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)

**Prompt questions for observing expert colleagues:**

* How do expert colleagues balance exposition, repetition, practice and retrieval?
* Can you see examples of where different learning theories are used in the pedagogical decisions made by expert colleagues?
* What helps and hinders the impact of paired work and group work on achieving planned outcomes?
* How do expert colleagues use scaffolding, modelling and worked examples and what is the impact on pupils’ learning?
* How does the classroom environment support learning?
* How do expert colleagues apply the SEND Code of Practice into their practice?
* How do expert colleagues make links between formative assessment and planning?

**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 have you drawn on your understanding of learning theories in your practice?
* How have you used the planning cycle in your practice?

**Primary PGCE – Phase 1**

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