

**Talk-throughs:**

- Talk through a lesson where you have used modelling effectively to enable most children to make good progress.
- Talk through a lesson plan and explain where you have made adaptations for a child or a small group of learners.

**Key readings and university sessions:**

- [EEF Cognitive Science Approaches in the Classroom Report](#) (2021)
- [Rosenshine's Principles of Instruction](#) as one example of a pedagogical approach
- [What Makes Great Teaching](#) – Sutton Trust Report (2014)

Key reflective question:

**How has your understanding of inclusion developed and therefore enhanced the opportunities for all learners to make progress?**

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