

**Talk-throughs:**

- Talk 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?

**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)

**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 children ensuring the children are meeting high expectations?

**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 children's 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?

Key reflective question: **How has your understanding of inclusion developed and therefore enhanced the opportunities for all learners to make progress**