

Talk-through:

- Give an example of a common misconception you noticed during a lesson. What did you do to address it?
- With a focus on two different foundation subject areas, discuss how you have used modelling to effectively support learning.

Prompt questions for observing expert colleagues:

- How does the school curriculum encompass the National Curriculum and a wider vision for successful learning?
- What different curriculum material is used by the school and what is the school's rationale for using this?
- How do expert colleagues explicitly teach critical knowledge and skills?
- What examples do you see of an ambitious curriculum?
- How do expert colleagues incorporate spaced learning and retrieval into a sequence of lessons?

Key readings and university sessions:

- Cambridge assessment – [Getting started with key concepts](#)
- [Rosenshine's Principles of Instruction](#) as one example of a pedagogical approach
- [What Makes Great Teaching](#) – Sutton Trust Report (2014)

Prompt questions when being observed or evaluating your practice:

- How did you use the interleaving of concrete and abstract examples, slowly withdrawing the concrete examples and drawing attention to the underlying structure of problems?
- How did your subject knowledge help you to explicitly teach the critical knowledge and skills over a sequence of lessons?
- Were there any gaps in your own subject knowledge that you need improve?
- Did all children have a secure foundational knowledge at the start of the lesson for you to build on? How do you know?

Key reflective question: **With reference to one core and one foundation subject, explain how your developing expertise in modelling has impacted positively on pupil progress within a lesson.**