

Talk-throughs:

- Provide an example of when you adapted your teaching to ensure all pupils, including any with SEND or EAL, could fully access the learning.
- Talk through an example of how you encourage the children to think metacognitively.
- Describe how you respond proactively (in your planning) and reactively (in the moment) to children's responses to hinge questions by adapting your teaching.

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](#) (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 pupils ensuring the pupils 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 have you used powerful analogies, illustrations, examples, explanations and demonstrations in your teaching?
- 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?

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