

Principle of Better Practice	So that...
1. Positive learning culture	
<ul style="list-style-type: none"> a. Teachers demonstrate high expectations, in line with Cayley and its school values. b. Teachers consistently use effective classroom management with embedded routines and apply the behaviour policy with warmth and clarity of expectations. c. Teachers ensure that there is a high ratio of pupil participation. d. Teachers create a culture of safe risk taking by reinforcing effort, encouraging perseverance when challenged and providing recognition. e. Teachers ask questions that promote pupils' participation 	<ul style="list-style-type: none"> a. Pupils demonstrate high aspirations for their own learning. b. Minimal valuable lesson time is wasted dealing with low-level disruption or disorderly transitions, meaning that pupils can think hard about their learning free from distraction c. Pupils are engaged in thinking hard about key learning. d. Pupils understand the connection between effort and achievement. e. A high number of pupils are asked questions and answer them.
2. Quality of Instruction	
<ul style="list-style-type: none"> a. Teachers give precise, effective explanations and minimise inessential information using models, exemplars, concrete and pictorial resources. b. Teachers provide clearly defined outcomes. c. Teachers present new knowledge in logically sequenced small steps. d. Teachers narrate their thinking, model excellence and how to achieve it. e. Teachers ask a high quantity of specific process and factual questions. 	<ul style="list-style-type: none"> a. Pupils are focused on essential information and know what good looks like and know the steps to success. b. Pupils have clarity around what they are learning and what success looks like. c. Each step is mastered before pupils move on. d. Pupils see the teacher's metacognition, know what excellence looks like and the steps they need to take to achieve it. e. Pupils are given opportunities to practice new material, demonstrate their understanding and make connections between schema
3. Subject Mastery	
<ul style="list-style-type: none"> a. Teachers demonstrate expertise in summative assessment, including statutory where appropriate. b. Teachers demonstrate strong subject knowledge across the curriculum. c. Teachers plan for and address misconceptions. d. Teachers sequence logically and interleave content to build schema. e. Teachers model and promote the highest standards of literacy and oracy. 	<ul style="list-style-type: none"> a. Pupils are successful in summative assessments. b. Pupils know which subject they are studying and they are learning in each lesson. c. Pupils overcome common misconceptions d. Pupils revisit material in a way which promotes long term memory and ability to recall facts and skills. e. Pupils consolidate schema so they can provide high quality answers clearly, completely and accurately.
4. Making it Stick	
<ul style="list-style-type: none"> a. Teachers start with retrieval practice. b. Teachers guide pupils as they begin to practise new material. c. Teachers give pupils opportunities to independently practice. d. Teachers build schema by asking questions which make links with prior learning and show "the big picture". e. Teachers regularly use low stakes testing and rapid recall quizzes. 	<ul style="list-style-type: none"> a. Pupils can build schema to connect prior learning with new content, have reduced cognitive load and increased working memory. b. Pupils can develop fluency and accuracy in new areas of learning. c. Skills and knowledge become automatic for pupils d. Pupils can successfully understand, remember and discuss key aspects of learning. e. Pupils can forget and retrieve learning to commit it to long term memory.
5. Adaptive teaching	
<ul style="list-style-type: none"> a. Teachers deploy scaffolds for new and / or challenging tasks to support guided and independent practice. b. Teachers pitch high every lesson. c. Teachers adapt teaching and scaffolds as needs emerge. d. Teachers have a developed understanding of pupils with diverse needs. e. Teachers ask questions which are appropriately pitched and directed to check for understanding and re-teach as needed. 	<ul style="list-style-type: none"> a. Pupils are able to succeed in challenging tasks. b. Pupils are challenged to exceed expectations c. All pupils are able to access learning. d. All pupils, including those with SEND / EAL pupils / pupils with a range of learning needs make exceptional progress. e. Pupils are challenged to answer appropriate questions and deeply learn key knowledge.
6. Assessment and Feedback	
<ul style="list-style-type: none"> a. Teachers give pupils high quality feedback. b. Teachers correct pupils' misconceptions with 'in the moment' feedback and / or further instruction. c. Teachers accurately gather information on pupils' learning to obtain a high success rate. d. Teachers provide pupils with opportunities to act upon feedback. e. Teachers plan and ask questions that provide a picture of pupils' learning. 	<ul style="list-style-type: none"> a. Pupils' actions are refocused or redirected to achieve a goal. b. Pupils recognise and correct their learning misconceptions. c. Pupils have the opportunity to re-learn knowledge that hasn't been mastered yet to close gaps in their learning. d. Pupils can swiftly develop further knowledge and skills. e. Pupils articulate their thinking and problem solving.

