

Teaching and Learning Policy



## 7. Evidence and Actions

The evidence base suggests that...

- 1. skills are not domain transferable: analysis in science is different to analysis in English.
- 2. that skills are better understood and
- that deliberate practice is the most effective and efficient way to automate certain procedures.
- novices learn best from experts and that classrooms are domains in which the expert/novice distinction is particularly pronounced.
- that novices learn better from explicit teaching and, in many cases, direct instruction. Therefore, inquiry or discovery-based learning is used sparingly, and only when pupils have acquired a sound knowledge-base.

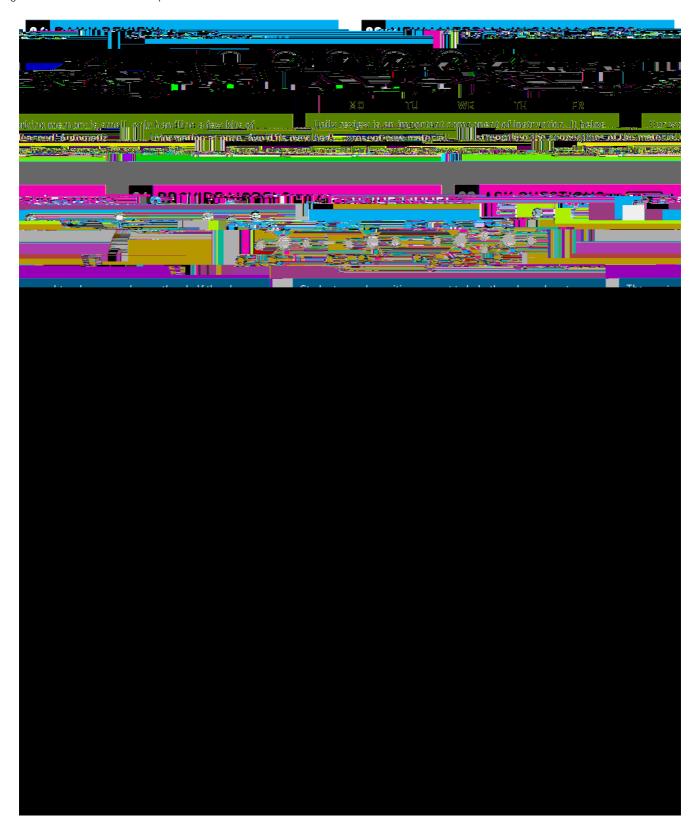
We act on this by..

- a) teaching substantive knowledge first, and ensuring that teaching affords plenty of opportunities to apply it.
- b) avoiding the notion of skills lessons.
- recognising that we can only think critically about something that we know, and this looks different in each discipline.
- ensuring that teaching prioritises live modelling and explicit teaching of procedures, enabling consistent, deliberate practice.
- ensuring that pupils are taught by subject specialists who prioritise the development of their subject knowledge.
- b)





Figure 1: Rosenshine's Principles of Instruction





## 9. DRET teaching and learning reading list

Core

The following three article will go some way to helping you understand why the trust has decided to move towards a knowledge rich curriculum and why we are having a focus on the putting the teacher back on the pedestal.

D., E, 2016. Why Knowledge Matters: Rescuing Our Children From Failed Educational Theories. Harvard Education Press, Chapter 2

Putting Students on the Path to Learning: The Case for Fully Guided Instruction, Clark, Richard E; Kirschner, Paul A.; Sweller, John, American Educator, v36 n1 p6-11 Spring 2012 (link)

Rosenshine, B. (2012) Principles of Instruction. American Educator. Spring 2012. (Link)

## Knowledge retrieval:

Core Text

Dunlosky, J. (2013) <u>Strengthening the pupil toolbox: Study strategies to boost learning</u>. *American Educator*, 37(3): 12-21. (link)

Rosenshine, B. (2012) Principles of Instruction. American Educator. Spring 2012. (Link)

Wider reading

Willingham, D. T. (2002) \_\_\_\_\_\_. *American Educator*, *26*(2): 37-39. (Link)

Sumeracki, M. & Weinstein, Y. (2018) Optimising learning using retrieval practice. *Impact. 2*. (Link).

Roediger III, H. L., Putnam, A. L., & Smith, M. A. (2011). <u>1 Ten Benefits of Testing and Their Applications to</u>
Educational Practice. *Psychology of Learning and Motivation-Advances in Research and Theory, 55*, 1. (Link)