

Effective Primary Teaching Practice 2016:

EFFECTIVE TEACHING (A)

1 Effective teaching needs effective planning, which:

- **creates careful sequences of teaching;** being clear about the progression of learning within a subject, working backwards from the point that pupils should reach at the end of each half-term, term and the academic year
- **addresses misconceptions;** planning to help all pupils avoid or confront typical misconceptions and difficulties
- **sets high, realistic expectations of outcomes and behaviour for all**
- **provides opportunity for mistakes;** helping pupils not to fear mistakes and rather show how they can help pupils learn

Effective planning does NOT mean a burdensome bureaucratic reliance on compliance. Any monitoring should focus on outcomes



2 Effective teaching:

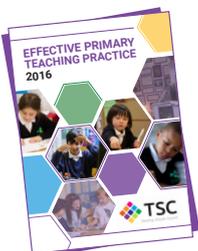
- **creates the right level of difficulty or challenge** so that pupils both think about a subject, and get satisfaction when they understand something or solve a problem
- **helps pupils think about what the teacher wants them to think about** - not just what they hope they will
- **builds knowledge:** explicitly referring back to prior learning and/or supporting particular pupils through pre-teaching
- **sequences teaching purposefully:** building on prior knowledge and helping develop understanding of the underlying concepts
- **uses extended practice** to build automaticity and deepen understanding

Practice is important, but not all practice is the same:

- Practising different instances of the same principles, rather than practising the same thing can help encourage a deeper understanding.
- Spacing practice out over time is more effective than cramming or just practising everything in a single block.
- Practising remembering/recalling things, through things like regular quizzes, can help learning last longer.

3 Effective teachers know how to understand what pupils have learnt and therefore how to identify who needs additional support or practice. This needs:

- **consistent understanding of expected outcomes:** what progress means for specific pupil groups, years and in different subjects
- **frequent monitoring of pupils' progress,** using reliable, quick and simple methods which check:
 - can all pupils explain what they are learning?
 - do all pupils understand what they need to learn or practise next?
 - how deep or shallow is pupils' understanding?
- **reviews of common challenges and gaps,** to identify any corrective teaching required, adapt future lessons, and to improve future teaching.



For the full report, other posters and tools go to:

<http://tscouncil.org.uk/resources/effective-primary-teaching-practice-2016/>

Written by Dame Reena Keeble, supported by a group of teachers, heads and experts.