



Teaching & Learning Newsletter

SUMMER 1 2022

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Welcome to the Summer 1 edition of the WeST Teaching & Learning (T&L) newsletter, a termly curation of some educational thinking, reading and evidence to support quality teaching and learning in the classroom and the effective enactment of the WeST principles of curriculum delivery. You will also find some subject specific shares from the WeST SI team.

As always, the first page reminds you of the **WeST Principles of Curriculum Delivery**, with key documents linked and information about the supporting training in the form of voluntary bitesize remote sessions. Delivered over MS Teams, these sessions will be 45 minutes, are voluntary and open to all.

Next session: Tuesday 17 May, 16.00 – 16.45, MS Teams.

The fifth session in the series will focus on Guided (deliberate) Practice. We will discuss why effective practice is the way to get better and how practice builds strong mental models and develops memory. Using the I do, we do, you do model of gradual release of responsibility we will look at some of the features of effective guided practice in the classroom and remind ourselves of features of effective practice.

The penultimate session this academic year (!!) you can find previous sessions archived for your use. You do not have to pre-register, simply click on the session title to join the meeting, please do copy, and paste the below meeting link into your calendars and share with colleagues.

WEST Bitesize CPD. Session 5: Guided (deliberate) Practice, Tuesday 17 May, 16.00

[click here to join meeting](#)

As ever, I hope it's a useful read.

Ruth

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WeST Principles of Curriculum Delivery

Rationale:

The WeST Principles of Curriculum Delivery are a curated body of knowledge, rooted in evidence, experience and current educational thinking that succinctly communicates what great teaching and learning looks like at WeST. A practical framework – not a checklist that guides support staff, teachers, and leaders through our agreed expectations of quality teaching and learning.

Our commitment is that these principles will be a golden thread, running through our collaborative school improvement work and will be a returning reference point for quality assurance and professional development at all levels.

You will find both a short guide and an A3 one pager linked below.

[The WeST Principles of Curriculum Delivery – a guide](#)

[The WeST Principles of Curriculum Delivery – A3 One pager](#)

To support the effective embedding and implementation of these principles you are invited to attend remote sessions, an introductory session on how we learn followed by a session for each principle; that expands on what, why and how it can be enacted in the classroom.

WeST voluntary bitesize training, remote via MS Teams, 16.00 – 16.45.

These sessions will be 45 minutes, are voluntary and open to all. Below are the dates and themes for your diary, we hope to see you there. You do not have to pre-register, simply click **on the session title to join the meeting**. Your T&L leads and headteachers will receive the link a week prior each session as a reminder.

Tuesday 28 September, 16.00 - [What is learning & how do we catalyse it?](#)

Tuesday 30 November, 16.00 - [High academic expectations and scholarly environments](#)

Tuesday 18 January, 16.00 - [Memorable learning](#)

Tuesday 08 March, 16.00 - [Quality teacher instruction](#)

Tuesday 17 May, 16.00 - [Guided \(deliberate\) Practice](#)

Tuesday 28 June, 16.00 - [Independent Practice & Feedback](#)

WeST Training: Principles of Curriculum Delivery

– 6 voluntary, bitesize remote sessions

Find archived sessions here: [Previous sessions](#)

Session Overviews:

1. **Tuesday 28th September, 16.00 - What is learning & how do we catalyse it?**
 - Our beliefs & an introduction to WeST Principles of Curriculum Delivery
 - What is teacher expertise & how do we develop it?
 - Expertise as mental models, actions and impact
 - What is learning and how does it happen?
 - Willingham's Simple Model of Memory
 - Ebbinghaus's Forgetting Curve
 - An introduction to cognitive load theory and why it matters

2. **Tuesday 30th November, 16.00 - High academic expectations and scholarly environments**
 - Do expectations affect pupil outcomes? – YES, so how do we raise them?
 - Principles of classroom culture
 - Building academic rigour that engages students in learning

3. **Tuesday 18th January, 16.00 – Memorable learning**
 - Why memory?
 - Memory architecture: Working Memory (WM) and Long-Term Memory (LTM)
 - Effective strategies for memorable learning: retrieval, spaced practice, interleaving, elaboration and the testing effect

4. **Tuesday 08th March, 16.00 – Quality teacher instruction**
 - Why is instruction so important to learning?
 - Rosenshine's Principles of Instruction
 - 'I do' and Explicit & Direct Instruction

5. **Tuesday 17th May, 16.00 - Guided (deliberate) Practice**
 - Why practice is the way to make progress
 - What is good deliberate & guided practice
 - Questioning, using examples & non examples and monitoring student thinking
 - I do, we do, you do - the gradual release of responsibility
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6. **Tuesday 28th June, 16.00 - Independent Practice & Feedback**
 - Why is independent practice important and what counts?
 - Overlearning & fluency
 - How to do it well in the classroom
 - What the research says about feedback to improve pupil learning (EEF Principles)
 - Effective feedback in the classroom: task, subject, self-regulation strategies

To practice isn't to declare, I'm bad. To practice is to declare, I can be better.

This is what Dan Heath, senior fellow at Duke University and author of the foreword of Doug Lemov's book [Practice Perfect](#) surmises before Lemov gets into the 42 rules for making practice the most valuable and effective it can be. He starts by encouraging us to rethink practice and warns that it is what you do in practice matters as much as, if not more than, how much you practice. Offering us advice: "Never mistake activity for achievement...you can work hard without getting very far."

What is deliberate practice?

Deliberate practice refers to a special type of practice that is purposeful and systematic. Regular practice might include mindless repetitions, deliberate practice requires focused attention and is conducted with the specific goal of improving performance. A critical goal of practice, then, should be ensuring that pupils encode success – because practice makes permanent. The term 'deliberate practice' was coined by Ericsson to describe a type of practice which 'is a highly structured activity, the explicit goal of which is to improve performance. Specific tasks are invented to overcome weaknesses, and performance is carefully monitored to provide cues for ways to improve it further' (Ericsson et al., 1993, p. 368. Ericsson, K.A., Krampe, R.T. & Tesch-Romer, C. (1993) *The Role of Deliberate Practice in the Acquisition of Expert Performance. Psychological Review*).

Read: [Deliberate practice for teacher educators: a handbook | Ambition Institute](#)

What is guided practice?

Guided practice is a teaching strategy pioneered by Barbara Rogoff. It involves three steps for practicing new skills or applying knowledge in the classroom. First, the teacher models how to do a task to the student (I do). Second, the student does the task with guidance from the teacher (We do). Third, the student practices the task independently (You do). This is also sometimes referred to the gradual release of responsibility model. Rogoff's guided practice model highlights the importance of teacher guidance while students practice a task – practice under supervision.

Here the 'cognitive apprenticeship model'* overlaps significantly with the gradual release of responsibility framework.

***Read more here:** ["In schooling, the processes of thinking are often invisible to both the students and the teacher. Cognitive apprenticeship is a model of instruction that works to make thinking visible"](#) "Cognitive Apprenticeship" Revisited

Shining a Light on the Processes of Thinking to Understand Learning, Paul A. Kirschner and Carl Hendrick, American Educator 2020.

"Cognitive strategies are central to the integration of skills and knowledge and certainly to abstract knowledge areas such as reading, writing, and arithmetic. These strategies are, in their view, best communicated through contemporary apprenticeship education: **learners should see from an expert (teacher or more advanced fellow student) and hear how they solve the task, which strategies the expert uses, and why. The student can then practice under supervision.**" *"Cognitive Apprenticeship"*

Revisited Shining a Light on the Processes of Thinking to Understand Learning, Paul A. Kirschner and Carl Hendrick, American Educator 2020

Principles for Designing Cognitive Apprenticeship Environments		
Content	Types of knowledge required for expertise	
	Domain knowledge	Subject matter specific concepts, facts, and procedures
	Heuristic strategies	Generally applicable techniques for accomplishing tasks
	Control strategies	General approaches for directing one's solution process
	Learning strategies	Knowledge about how to learn new concepts, facts, and procedures
Method	Ways to promote the development of expertise	
	Modeling	Teacher performs a task so students can observe
	Coaching	Teacher observes and facilitates while students perform a task
	Scaffolding	Teacher provides supports to help the student perform a task
	Articulation	Teacher encourages students to verbalize their knowledge and thinking
	Reflection	Teacher enables students to compare their performance with others
	Exploration	Teacher invites students to pose and solve their own problems
Sequencing	Keys to ordering learning activities	
	Global before local skills	Focus on conceptualizing the whole task before executing the parts
	Increasing complexity	Meaningful tasks gradually increasing in difficulty
	Increasing diversity	Practice in a variety of situations to emphasize broad application
Sociology	Social characteristics of learning environments	
	Situated learning	Students learn in the context of working on realistic tasks
	Community of practice	Communication about different ways to accomplish meaningful tasks
	Intrinsic motivation	Students set personal goals to seek skills and solutions
	Cooperation	Students work together to accomplish their goals

How to know if your practice is effective.

Before we can discuss ways of assuring our practice is effective, we should define the purpose of practice.

- It provides pupils with opportunity to consolidate their understanding before moving on to the next step in their learning
- Supports the transfer of knowledge from our temporary working memory to our long-term memory (*practice makes permanent*)
- It provides a chance for teachers to pick up on misconceptions that begin to arise and feedback/correct/reteach/re model

Tom Sherrington suggest we should **“Get close to student work, making the steps small enough to practice repeatedly with tight feedback loops so you can see students getting things right, doing things well, intervening to re-explain or re-model as often as needed – individually or whole-class.”**

- Rosenshine (2012) found that more successful teachers spent longer guiding pupils’ practice through explanations and modelling than less effective teachers.

Reflect: Consider your lessons and curriculum planning, can you identify the practice? What and when are you: modelling, demonstrating with examples, narrating your thinking, questioning pupils on the process as well as the facts.

- After pupils have been exposed to high-quality explanations and models, they can begin to be involved in the knowledge recall or procedural process. This is where pupils begin to take ownership over parts of the task with the support of the teacher as a scaffold or guide.

Pre teach, reflection:

- You have a clear model of what expert performance/outcome looks like
- You can break down the steps required to get there
- You model each step and secure success before moving on
- You can confidently and succinctly explain your thought process (using vocabulary understood by all pupils)
- As the expert you monitor continuously during practice (misconceptions/corrections)
- You have pre planned feedback points/checking for understanding using precise questioning
- Students practice the same problem/process as you have modelled

Read: The EEF have collated 5 evidence informed strategies to best support pupils with SEND in this short, linked blog, but in my opinion they are all effective strategies for all pupils, and could be successfully implemented during the ‘We do’ part of a lesson, during which we are co constructing and facilitating the learning through deliberate, guided practice . [EEF Blog: Five evidence-based strategies to support... | EEF \(educationendowmentfoundation.org.uk\)](#)

Watch & Read: This excellent resource is a [60 minute interactive session from Teach First](#), taken from their **Early Career Framework**, self-directed study programme - but I think it's useful for any teacher at any stage of their career!

This module looks at **Guided Practice**, with videos, reflection points and questions and input from experts. Specifically covering:

- Why is practice important?
- Obtain a high success rate
- Guided practice
- Supporting writing through guided practice

Listen to: [Becoming Educated Podcast](#) Deliberate Practice with Sarah Cottingham & Kathryn Morgan



Recommendations from our Director of Education, Richard Light:

1. Tom Sherrington has been drafting up some planning tools and guidance documents that align with the implementation principles Ruth Woodhouse has been working on with schools. They draw on the Rosenshine principles initially and may prove a useful resource for those wishing to embed the key principles of curriculum implementation.
[The @teacherhead planning tool. Draft | teacherhead](#)
2. Tom also posted a revisit blog to Dylan Wiliam's five formative assessment strategies which again, align with the planning tools and curriculum implementation approaches above. For our February Primary inset session, we will be focusing on assessment, so I thought this timely and helpful.
[Revisiting Dylan Wiliam's Five Brilliant Formative Assessment Strategies. | teacherhead](#)
3. Ruth Ashbee published an excellent blog on School Discourse and the teaching profession. She talks about Fields of practice and how leadership teams can enhance features of the profession. Expertise and specialisms are promoted strongly. An interesting think piece, as you'd expect from Ashbee.
[Shake Up School Thinking: Professionalisation and the Schools Discourse \(ruth-ashbee.com\)](#)
4. David Didau published his latest blog on The Shape of Assessment. He promotes some strong arguments for a mastery style approach to assessment and what steps might be needed to move towards such an approach.
[The shape of assessment – David Didau \(learningspy.co.uk\)](#)

Further reading:

Peps Mccrea (2018) Memorable Teaching: leveraging memory to build deep and durable learning in the classroom [Memorable Teaching: Leveraging memory to build deep and durable learning in the classroom: 2 \(High Impact Teaching\) : Mccrea, Peps: Amazon.co.uk: Books](#)

Pashler, H., Bain, P. M., Bottge, B. A., Graesser, A., Koedinger, K., McDaniel, M., & Metcalfe, J. (2007). Organizing Instruction and Study to Improve Student Learning. US Department of Education. bit.ly/ecf-pas

Blog: [Principles of memory – Evidence for Educators \(wordpress.com\)](#)

Understanding Misconceptions: Teaching and Learning in Middle School Physical Science, By Philip M. Sadler and Gerhard Sonnert, American Educator, Vol. 40, No. 1, Spring 2016, AFT <https://files.eric.ed.gov/fulltext/EJ1094278.pdf>

Want all of Daniel Willingham's articles in one place? Here you go: [Articles - Daniel Willingham--Science & Education](#)

[\(PDF\) Think and pair before share: Effects of collaboration on students' in-class participation \(researchgate.net\)](#)

Willingham DT (2009), '[Why don't students like school? Because the mind is not designed for thinking](#)', American Educator, Spring issue, pages 4 to 13

[Peps Mccrea on Twitter: "How does classroom success influence motivation for learning, and what can we do about it?"](#)

Chetty, R., Friedman, J. N., & Rockoff, J. E. (2014). Measuring the Impacts of Teachers II: Teacher Value-Added and Student Outcomes in Adulthood. *American Economic Review*, 104(9), 2633–2679. bit.ly/ecf-che

Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014). What makes great teaching. Review of the underpinning research. Durham University: UK. bit.ly/ecf-coe

Education Endowment Foundation (2017). Metacognition and Self-regulated learning: Guidance Report. bit.ly/ecf-eef

Rosenshine, B. (2012). Principles of Instruction: Research-Based Strategies That All Teachers Should Know. *American Educator*, 36(1), 12–20. bit.ly/ecf-ros



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