

Clarity and Sequencing

**If teachers** describe a clear learning plan which utilises clarity of instruction and has effectively sequenced and scaffolded tasks.

**Then learners** can self-regulate their own learning through familiarity with routines and systems, enabling them to be fully engaged and make sustained levels of progress.

High Order Questioning

**If teachers** consistently use higher order questioning, directing and targeting the questions around the class, allowing processing time to develop their reasoning.

**Then learners** will have a greater depth of understanding, allowing them to develop their critical thinking skills and build organised schema.

Differentiated Communication

**If teachers** use a breadth of sensory and communication strategies (e.g. mirroring, non-verbal communication methods) are used providing a more immersive learning environment.

**Then learners** can fully understand what is expected and can engage with the learning.

Vocabulary

**If teachers** clearly and consistently develop vocabulary and terminology and precise language, explaining clearly, reinforcing definition and understanding.

**Then learners** have a clear understanding of concept, develop skills more rapidly, communicate in a more precise manner (even if non-verbally), preparing them for their next steps in their learning and are more able to apply this understanding to a wide range of contexts.

Collaboration

**If teachers** consistently use collaborative approaches and build a positive learning environment, which focuses on a love of learning and culture of success.

**Then learners** extend and consolidate their understanding, develop their confidence for expressive communication and build resilience.

Communication

**If teachers** use adaptive communication strategies, clear modelling and worked examples to optimise intrinsic load whilst reducing extraneous load.

**Then learners** have the complexity of tasks minimised and an appropriate level of challenge with high expectations will allow student agency to be developed.

# Theories of Action

## Appreciative Inquiry-English