

# Teaching and Learning Framework



Learning Today for Our Tomorrow

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## Clear Learning Intentions

**When teachers** have clear classroom routines, supported by visual aids, clear learning objectives, linked to their curriculum journey, supported by pre-prepared resources and modelling.

**Learners** develop their independence and engagement within the lesson.



## Retrieval Practice

**When teachers** consistently implement a retrieval or recall task.

**Learners** knowledge retention is assessed, which can then be extended or supported.



## Chunking Learning Content

**When teachers** provide learners with chunks of information (take account of cognitive load) that get bigger over time.

**Learners** fully engage and master learning before moving on.



## Modelling

**When teachers** provide guidance, worked examples, prompts and individually targeted work.

**Learners** become more independent, make more progress and retain key information.



## Effective Questioning

**When teachers** use a range of probing questions which increase in difficulty (Bloom's taxonomy).

**Learners** understanding is checked and thinking challenged.



## Useful Feedback

**When teachers** use responsive feedback throughout the lesson to acknowledge understanding or address misconceptions and advise on how to build further knowledge.

**All learners** have a greater understanding of their achievements and next steps.

