

# Theories of Action

## English

### Scaffolding and Sequencing

**When teachers** describe a clear and visible learning narrative and plan and structure lessons sessions and specific tasks so that they are well scaffolded, sequenced and differentiated.

**Then all learners** can engage fully and make positive progress with high levels of engagement.

### High Order Questioning

**When teachers** systematically use higher order questioning, directing and targeting the questions around the class, giving them time to think and develop their reasoning to build real meaning.

Then the level of understanding for all learners will be deeper and the levels of attainment are increased.

### Clarity of Instruction

**When teachers** make sure that they have provided clear instruction and checked that all learners have that understanding of the learning expectations.

Then routines are clear, and **learners** feel secure, behaviour is good, and they are able to move from one phase of the lesson to another smoothly without any loss of learning time and are able to remain on task fully participating in the lesson.

### Differentiated Communication

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

### Vocabulary

**When 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

**When teachers** consistently use collaborative or group activities as part of their teaching strategies.

**Then learners** skill in enquiry is increased, they increasingly trust one another through their collective participation and extend their understanding through a peer reciprocal approach.

### Assessment

**When teachers** use timely (within the lesson) and purposeful formative assessment (marking and verbal), ensuring it is accessible for each individual, creating time for students to reflect and review this.

**Then learners** will be clear about their next steps and how they can challenge themselves, increasing their agency as to how they can achieve higher quality of work.