

# Theories of Action

## Expressive Arts and Sports

### Clarity of Instructions

**When teachers** make sure that they have provided clear instruction and utilise effective modelling strategies to create clarity and strengthen understanding.

**Then learners** will be aware of the high expectations, skills and knowledge required to make exceptional progress.

### Vocabulary

**When teachers** create a positive classroom environment, rooted in mutual respect and provide explicit subject specific vocabulary in context.

**Then learners** will have the confidence, vocabulary and desire to engage in intellectual conversations.

### Questioning

**When teachers** ask instructional and evaluative questions, scaffolding them to build up more detailed understanding and develop their reasoning.

**Then learners** will have a high level of understanding, with secure and deep learning, resulting in accelerated progress.

### 'Hands on' Learning Opportunities

**When teachers** provide challenging, curriculum appropriate activities, that have a sequential narrative by design.

**Then learners** will be more engaged, behaviour will be improved and they will make better progress through self-regulation.

### Responsive Teaching

**When teachers** respond to the progress and feedback from their classes, utilising learner agency as part of the lesson development.

**Then learners** will feel valued and motivated, taking ownership of their learning which will lead to greater outcomes.

### Contextual Learning

**When teachers** provide skills and knowledge that are contextualised in culturally rich learning opportunities.

**Then learners** will have greater exposure to cultural influences which underpins the curriculum resulting in greater depth of knowledge and memorable learning opportunities.