

Theories of Action

Humanities
(History/
Geography
MFL)

Explicit learning intentions

When teachers consistently provide clear learning expectation, adapted to the learners needs.

Then learners have clarity of expectation, raised aspirations and take ownership of their learning journey.

Retrieval practice

When teachers quickly engage learners through explicit retrieval practice and contextualises learning.

Then learners cognitive load is reduced, retrieval strategies are imbedded; misconceptions are addressed and learner's curiosity is developed.

Vocabulary

When teachers clearly and consistently develop subject specific vocabulary, reinforcing definitions.

Then learners have a clearer understanding of key subject specific vocabulary and develop comprehension. Learners are able to articulate and communicate in a more precise manor.

Active learning

When teachers provide challenging, curriculum appropriate and engaging learning activities.

Then learners will be more engaged, motivate to learn, have improved behaviour and they are able to make progress.

Relationships

When teachers establish and build purposeful and authentic relationships, providing a 'risk taking' environment.

Then learners feel comfortable, confident and are more willing to take risks and make mistakes, leading to higher levels of participation and greater rates of progress.