

Aurora Development Day 2

14.03.25

layleepocock@auroraacademies.org.uk
thomasmcmorrin@auroraacademies.org.uk

Welcome, on behalf of the SCT



James Freeston
Chief Executive Officer



Rich Barrett
Director of Estates



Laylee Pocock
Director of School Improvement -



Sara Holley
Director of HR



Thomas McMorrin
Director of School Improvement -
Assurance



Alex Graham
Director of Finance

'The Why?'

Mission: Aurora exists to provide opportunity and create success for all our pupils

Goals

1. Aurora is dedicated to providing the best possible standard of education to pupils in our nursery, primary and secondary schools across the south-east of England.
2. As a trust, we are committed to doing everything we can to support our schools and pupils to achieve personal excellence.
3. We want pupils to leave our schools achieving their potential and enjoying learning with the ambition, resilience, curiosity and self-belief for success in life.
4. Our ambition is for all our schools to be excellent and inclusive schools serving their local communities with achievement levels above similar schools nationally.
5. Over the next five years Aurora plans to grow because we want to support more schools and pupils.

Objectives 2023/2026

Deliver excellent pupil outcomes

at each Trust school equivalent to the top 25% of similar schools measured by attainment or progress at the end of early years, key stage 1, key stage 2 and key stage 4

Grow the trust

by 2-4 primary, secondary or all-through schools in the existing geographic area and increase enrolment across all schools.

Last time at Development Day...



Last time 94% of all staff found the day really useful, with 58% voting 'strongly agree'

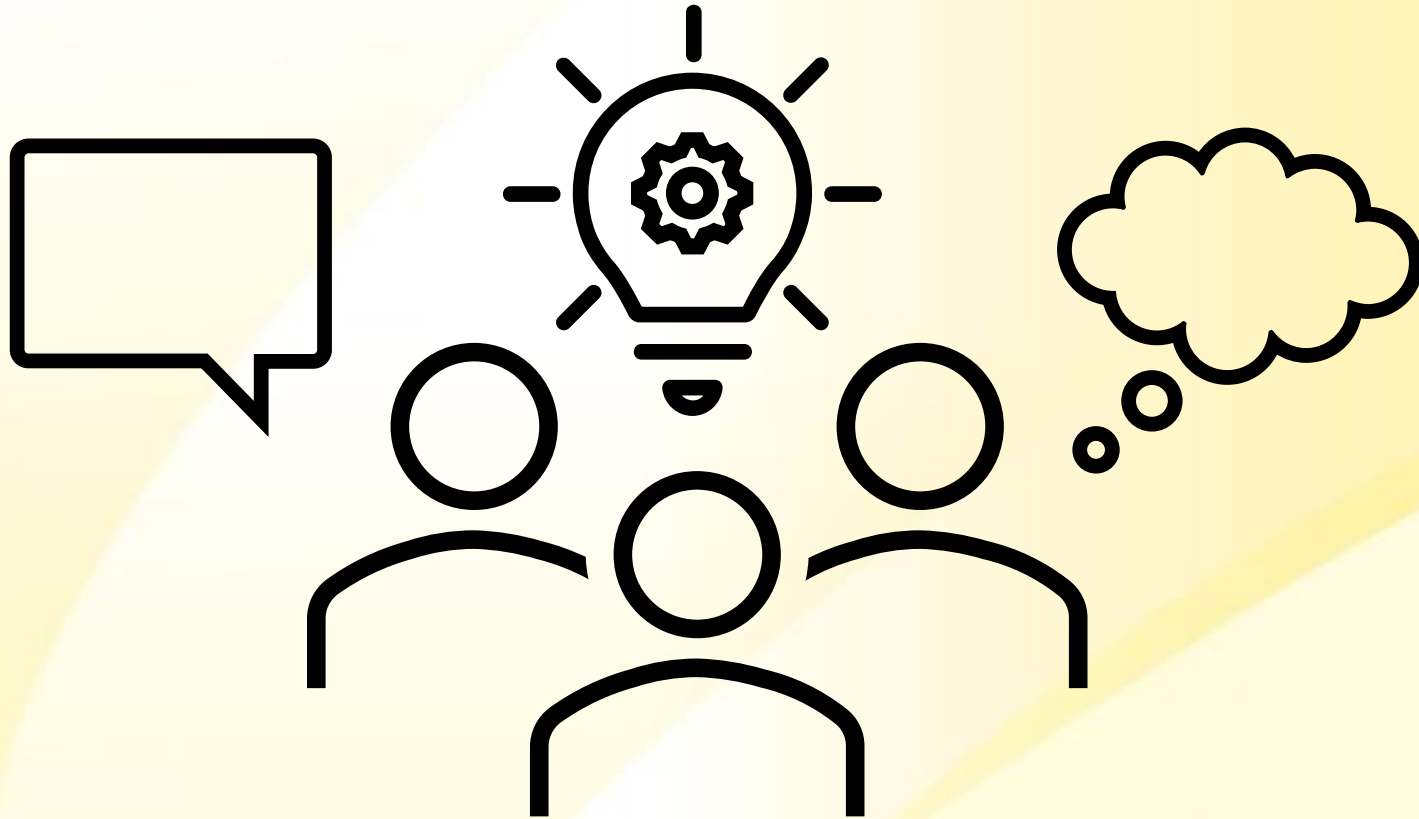
You said:

Further time to connect with colleagues and share best practice - this really enables us to become better - thank you!

Further training in how to respond and support with SEND.

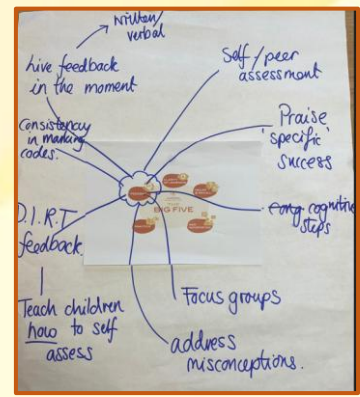
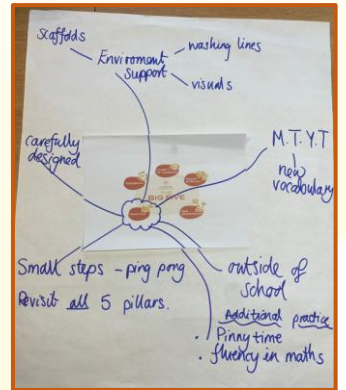
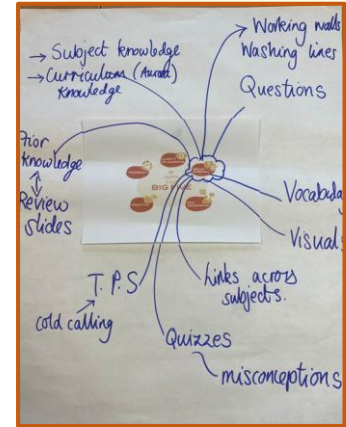
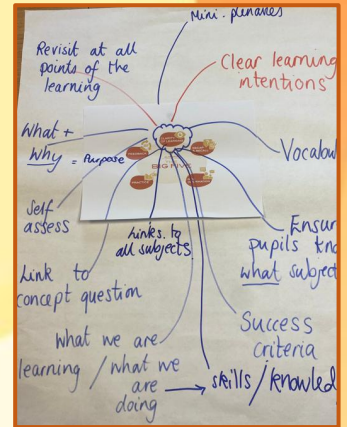
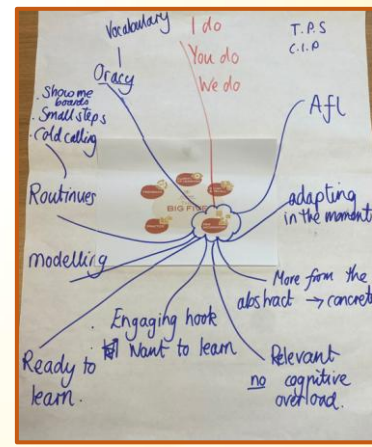
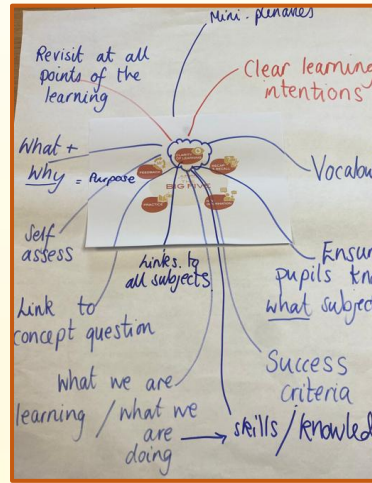
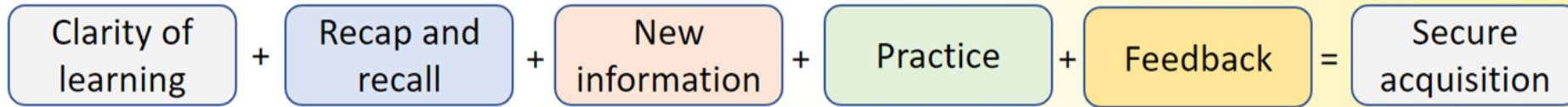
When looking at the Big Five could go into depth in some of the others, e.g modelling and questioning

Clarity of Learning



Recap and Recall

5 Pillars that are essential in order to secure knowledge



The Aurora Approach

WE HAVE A STRONG RECORD OF IMPACT.

All our schools have good or outstanding Ofsted judgments. We have developed agreed key elements of our school improvement approach that have worked in supporting our schools to improve.

WE ARE STRONGLY COMMITTED TO SUPPORTING AND DEVELOPING ALL OF OUR STAFF.

Including growing our own teaching assistants, teachers and leaders and there are lots of professional development opportunities for staff at all levels.

WE FOCUS ON THE CHILDREN AND COMMUNITIES WE SERVE.

We are a civic institution that make a strong contribution to all the communities we serve from towns and cities to rural areas and coastal communities. We strive to provide fantastic pastoral care and extra-curricular opportunities to help pupils achieve excellence in all that they do.

The Aurora MISSION

To provide opportunity and create success for all our pupils.



WE HAVE DEVELOPED SHARED AND EFFECTIVE PRACTICES.

In key areas like the curriculum, this common practice is reinforced through shared professional learning and development. At the same time, we recognise and respect the unique characteristics of our schools and they have lots of freedom to decide what works best for them.

WE BELIEVE IN DEEP AND PURPOSEFUL COLLABORATION.

We work together and learn from each other to make things better for our pupils, communities, and staff. We learn from other schools and trusts and our schools are all part of local partnerships.

WE ARE AMBITIOUS AS A TRUST.

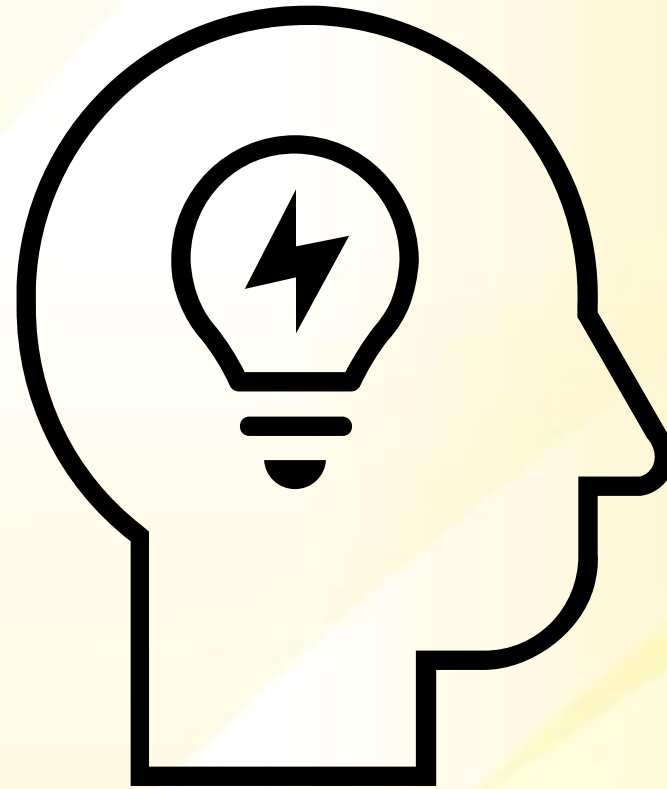
We all share an aim to get better at what we do – this is shared by all staff working across the trust and driven from the top by trustees.

WE SUPPORT AND CHALLENGE EACH OTHER TO IMPROVE.

We share a collective responsibility for the outcomes for all our schools and pupils; what goes with that is a genuine willingness to offer help and support whenever it is needed.



Pre-coffee Feedback





Aurora Academies Trust Development Day 2 – March 2025					
	Teaching Staff, including HLTAs	Non-teaching support staff and SENDCos	Pastoral Staff (ie. Inclusion Mentors)	Central Team, Administration and Business Staff and Business Managers	Attendance Officers and Designated Safeguarding Leads
	08:30 Arrival at CAW/GPPA – Teas and Coffees				Heron Park Primary Academy, BN22 9EE
9:00 10:00	Welcome Aurora big 5 in your setting A presentation from each school on the Aurora Big 5		09:00 – 12:30 With Key Workers: Case supervision to build on the effective work from our previous session with Amada and Stacey <i>Breaktimes to be determined by group lead</i>	Directed time: Location and workflow determined by heads/line manager	09:15-10:45 Attendance Officer Professionals Network
	Break			10:30-12:30 Teams Remote training with Alex Graham and Sara Holley to include IT updates and training with break out meetings for HR, finance and administration. 'Base' for online meeting to be determined by school/line manager	
10:30-11:00	Clarity of learning Embedding an understanding of purpose	Aurora's Inclusive Approaches Building on the effective work from our opening session with Libby Barnard and Susan Kelly.			11:00-12:30 DSL Professionals Network
11:30-12:00	Recap and Recall Building robust schema				
12:00-12:30	New information Making accelerated progress				
12:30-13:30	Lunch We are excited to announce that we are providing lunch for all colleagues attending training at CAW and GPPA. We have organised for a jacket potato bar with fillings to include coronation chicken, beef chilli, cheese, baked beans. There will be salad available and a fresh fruit platter.				
13:30-13:00	Feedback Assessment informed learning	Aurora's Inclusive Approaches Building on the effective work from our opening session with Libby Barnard and Susan Kelly.	13:30 – 14:45 Pastoral teams to continue with case work and case studies	Directed time: Location and workflow determined by heads/line manager	Directed time: Location and workflow determined by heads
14:00-14:45	Practice Creating conditions for developing fluency				
14:45-15:00	Wrap Up and Take Aways – Everybody comes back together for an evaluation of the day's work, reflections and next steps				
	Leave Site				

Back for 10:30 at the latest please

'The How' – building an Aurora pedagogy toolkit

Aurora Characteristics of Effective Teaching and Learning

Aims and purpose

This document defines the characteristics of effective teaching and learning in Aurora schools. Schools use this document as a starting point to design their teaching and learning policies. This document contributes to all Aurora staff having a shared understanding of the features of high-quality teaching and learning.

Teachers

- Teachers are trained and supported to have excellent subject knowledge in all the subjects they teach.
- Teachers structure lessons and sequences of lessons carefully so that new knowledge and skills are understood and embedded. They will include: modelling, explaining, encouraging, leading, questioning and challenging.
- Teachers understand the needs of pupils in their classes, particularly those with SEND, and provide adaptations and scaffolds to ensure that all pupils can learn effectively.
- Teachers understand the importance of language development and model the use of vocabulary precisely and deliberately.
- Teachers ensure that feedback, review and assessment are used effectively to help pupils learn and to inform lesson planning.
- Teachers have a clear understanding of curriculum and plans and use these to inform sequences of learning.

Assessment

- Teachers use a range of strategies to check pupils understand new content that is being taught.
- Teachers use assessment to check that pupils have embedded key learning in their long-term memory.
- Public progress towards curriculum end points is used to adjust or select teaching responses or approaches. If required, changes or adaptations are made to key curriculum content. This results in pupils knowing and remembering key knowledge or skills and preparing them appropriately for the next stage of their education.

Environment

- Subgrouping is prioritised. The physical environment is safe and support for pupils is evident in the environment.
- Learning is highly visible. This may be physically through the use of displays, seating area and resources or through what can be seen and heard in classrooms.
- Classroom routines are well understood and embedded. They contribute to excellent behaviour and support learning.
- The curriculum is well resourced and teachers and pupils have the tools they need to

CLARITY OF LEARNING

- Classifications are clear, have been ordered and support pupils in learning through making the material accessible.
- Clear communication is given to the whole class at all times. This is reflected in the clarity of the material presented.

NEW INFORMATION

The document is designed to support Aurora schools in ensuring high quality teaching and learning in all subjects. This is achieved through the use of the Aurora pedagogy toolkit. The toolkit is designed to support Aurora schools in ensuring high quality teaching and learning in all subjects. This is achieved through the use of the Aurora pedagogy toolkit.

CITY ACADEMY WHITEHAWK

Handbook 1
Read with me
Phonics
Developed by Ruth Miskin

Building for Mastery

For Success in the Working World

The Aurora Pedagogy Toolkit



Aurora's Five by Five

Clarity of learning	Recap and Recall	New Information	Practice	Feedback
Learning Objective	Reference previous teaching points	Build vocabulary: implicit & explicit strategies	Think/participation (I Do, We Do, You Do)	Pre-empt misconceptions
Demarcation of time	Identify gaps in knowledge	Worked examples	Meaningful task design (targeted task)	Check for Understanding
Deliberate use of language	Skilful questioning	Oracy: Think Pair Share	Skilful adaptation (Scaffolding)	Conferencing
Articulate the end point	Show me boards	Expert Modelling: Dual coding, Think aloud	Create conditions	Assessment protocols
Consolidate	Contextualise: Why this? Why now?	Purposeful use of technology	Equip learners	Precision in praise

AURORA ACADEMIES TRUST

Aurora's Big 5

CLARITY OF LEARNING	RECAP AND RECALL	NEW INFORMATION	PRACTICE (3 PHASES)	FEEDBACK
To ensure that students are clear in the purpose of learning, teachers' strategies might include...	To ensure that students develop robust schema, teachers' strategies might include...	To ensure that students make accelerated progress from their individual starting points, teachers' strategies might include...	To ensure that students are supported to develop fluency, teachers' strategies might include...	To ensure that misconceptions are addressed and accurate assessment leads to progress, teachers will use feedback strategies might include...

SECURE ACQUISITION

The Aurora Big 5 can and might be stand alone lesson components (e.g. ring fenced time for Recap and Recall) but Aurora's view on effective teacher is that these principles run through all parts of a lesson.

Aurora's Five by Five



Clarity of learning



Recap and Recall



New Information



Practice



Feedback

Learning Objective

Reference previous teaching points

Build vocabulary: implicit & explicit strategies

Think/participation (I Do), We Do, You Do

Pre-empt misconceptions

Demarcation of time

Identify gaps in knowledge

Worked examples

Meaningful task design (targeted task)

Check for Understanding

Deliberate use of language

Skilful questioning

Oracy: Think Pair Share

Skilful adaptation (Scaffolding)

Conferencing

Articulate the end point

Show me boards

Expert Modelling: Dual coding, Think aloud

Create conditions

Assessment protocols

Consolidate

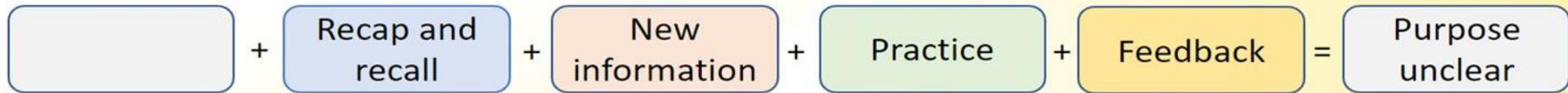
Contextualise: Why this? Why now?

Purposeful use of technology

Equip learners

Precision in praise

Clarity of Learning





Clarity of Learning

Learning
Objective

Demarcation
of time

Deliberate use of
language

Articulate the
end point

Consolidate



To locate Greece and its key physical features using a range of different sources

What are the climates of Greece and Scotland?

To be able to locate a country and identify its key physical features

To be able to compare and contrast the climates of Greece and Scotland.



Clarity of Learning

Learning Objective

Demarcation of time

Deliberate use of language

Articulate the end point

Consolidate



RIGHT IS RIGHT AND ITS CHALLENGES

Doug Lemov

This morning I finished my revisions of *Right is Right* and thought I'd share a bit that relates to one of my favorite criticisms of TLAC. People sometimes say, of the book and of this technique in particular, that it's "obvious." First I would like to say that while people sometimes mean that in a dismissive sense, I am quite comfortable with it. If the techniques in the book are "obviously" the techniques that good teachers use to achieve results, I am perfectly happy to be the one to make them visible to others, even if it earns me fewer points for originality and creativity. Anyway, my discussion of *Right is Right* starts with a reflection that it's our job to set a high standard for answers in our classrooms and that we should strive to only call 'right' or 'correct' that which is really and truly worth of those terms. That much, I noted, is obvious...

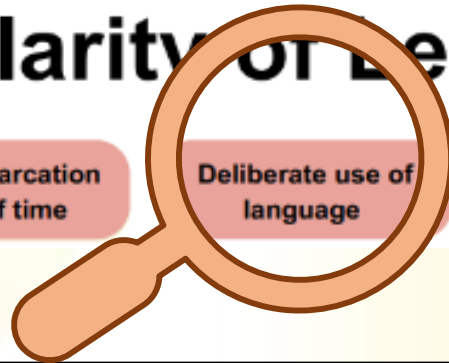
Maybe the word 'obvious' just went through your mind, but start watching classrooms around most schools with *Right is Right* in mind and you'll be surprised by how difficult it can be. It's difficult enough, across teachers and settings, that its challenges must be endemic so it's worth reflecting on why it is sometimes difficult for us as teachers to push our students to *all the way* right?

There are many factors. The first is time. There's a time investment required in pushing students to find the rest of the answer rather than simply providing it yourself, and we're always under pressure for time. "Ok," we think. "I've got ten minutes left and I just might make it through everything I planned." And then we get an answer that's almost what we wanted. It's easy to jump in with a quick fix.



Clarity of Learning

- Learning Objective
- Demarcation of time
- Deliberate use of language
- Articulate the end point
- Consolidate



RIGHT IS RIGHT AND ITS CHALLENGES

Doug Lemov

This morning I finished my revisions of Right is Right and thought I'd share a bit that relates to one of my favorite criticisms of TLAC. People sometimes say, of the book and of this technique in particular, that it's "obvious." First I would like to say that while people sometimes mean that in a dismissive sense, I am quite comfortable with it. If the techniques in the book are "obviously" the techniques that good teachers use to achieve results, I am perfectly happy to be the one to make them visible to others, even if it earns me fewer points for originality and creativity. Anyway, my discussion of Right is Right starts with a reflection that it's our job to set a high standard for answers in our classrooms and that we should strive to only call 'right' or 'correct' that which is really and truly worth of those terms. That much, I noted, is obvious...

Maybe the word 'obvious' just went through your mind, but start watching classrooms around most schools with Right is Right in mind and you'll be surprised by how difficult it can be. It's difficult enough, across teachers and settings, that its challenges must be endemic so it's worth reflecting on why it is sometimes difficult for us as teachers to push our students to all the way right?

There are many factors. The first is time. There's a time investment required in pushing students to find the rest of the answer rather than simply providing it yourself, and we're always under pressure for time. "Ok," we think. "I've got ten minutes left and I just might make it through everything I planned." And then we get an answer that's almost what we wanted. It's easy to jump in with a quick fix.

First	Next	Last
<p>In your booklet, write a question that you are likely to ask the whole class during an upcoming unit of learning. Write down the correct answer.</p>	<p>Write down a likely incorrect answer from pupils.</p>	<p>Pass this on to a colleague to write a 'right is right' response.</p> <p>Bank of recommended phrases here:</p> <p><i>"That's an incorrect answer. Bob can you please share your answer."</i></p> <p><i>"Thank you for sharing but that is not accurate. I heard Sally saying X can you please share"</i></p>





Clarity of Learning

- Learning Objective
- Demarcation of time
- Deliberate use of language
- Articulate the end point
- Consolidate



RIGHT IS RIGHT AND ITS CHALLENGES

Doug Lemov

This morning I finished my revisions of Right is Right and thought I'd share a bit that relates to one of my favorite criticisms of TLAC. People sometimes say, of the book and of this technique in particular, that it's "obvious." First I would like to say that while people sometimes mean that in a dismissive sense, I am quite comfortable with it. If the techniques in the book are "obviously" the techniques that good teachers use to achieve results, I am perfectly happy to be the one to make them visible to others, even if it earns me fewer points for originality and creativity. Anyway, my discussion of Right is Right starts with a reflection that it's our job to set a high standard for answers in our classrooms and that we should strive to only call 'right' or 'correct' that which is really and truly worth of those terms. That much, I noted, is obvious...

Maybe the word 'obvious' just went through your mind, but start watching classrooms around most schools with Right is Right in mind and you'll be surprised by how difficult it can be. It's difficult enough, across teachers and settings, that its challenges must be endemic so it's worth reflecting on why it is sometimes difficult for us as teachers to push our students to all the way right?

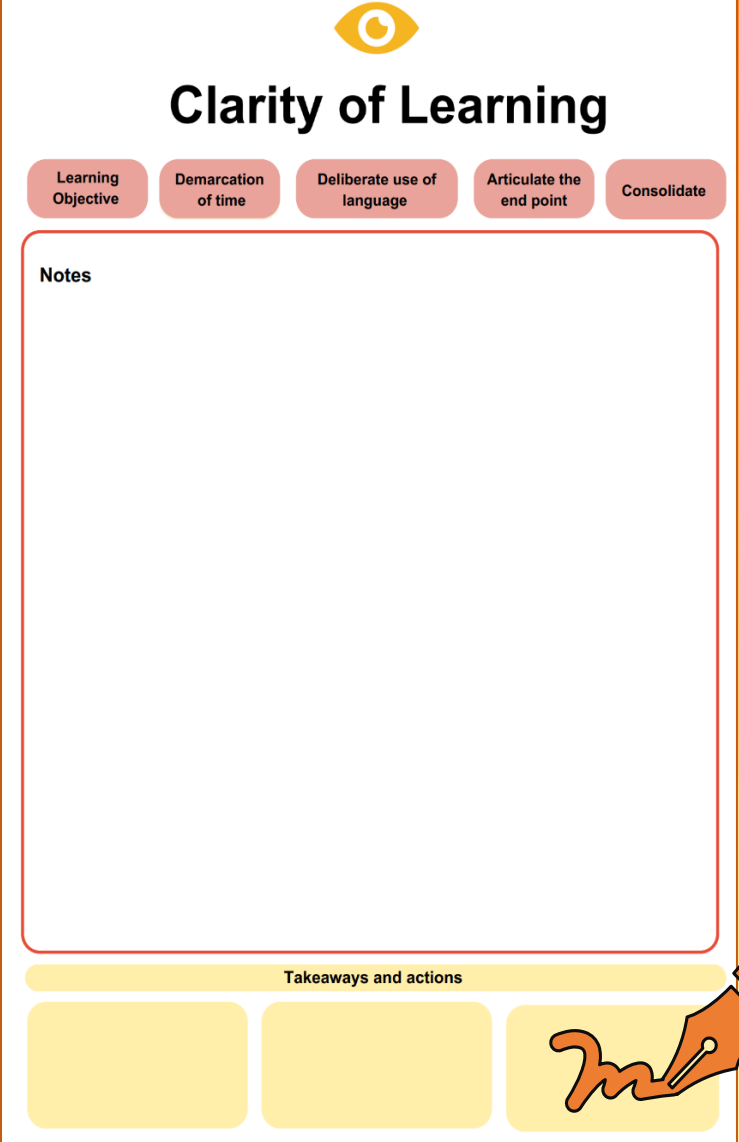
There are many factors. The first is time. There's a time investment required in pushing students to find the rest of the answer rather than simply providing it yourself, and we're always under pressure for time. "Ok," we think. "I've got ten minutes left and I just might make it through everything I planned." And then we get an answer that's almost what we wanted. It's easy to jump in with a quick fix.

First	Next	Last
<p>In your booklet, write a question that you are likely to ask the whole class during an upcoming unit of learning. Write down the correct answer.</p>	<p>Write down a likely partially correct answer from pupils.</p>	<p>Pass this on to a colleague to write a 'right is right' response to the child's contribution.</p> <p>Bank of recommended phrases:</p> <p><i>"That's not quite right. Take a moment to reconsider..."</i></p> <p><i>"Your idea is good, but I think we can go a bit further. Who wants to build on that?"</i></p> <p><i>"That's a great start, but let's see if we can build on that to get the full answer."</i></p>

Group discussion:

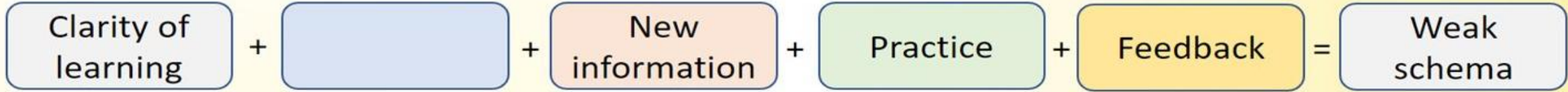
How might you use language differently to ensure clarity of learning when you return to class?

If your practice is highly effective in this area already, how might you refine **right is right** by constructing a back pocket script?



The worksheet is titled "Clarity of Learning" and features a central "Notes" box. Above the notes box are five categories: Learning Objective, Demarcation of time, Deliberate use of language, Articulate the end point, and Consolidate. Below the notes box is a section for "Takeaways and actions" with three empty boxes. A pen icon is drawn over the rightmost box in the "Takeaways and actions" section.

Re-cap and Recall





Recap and Recall

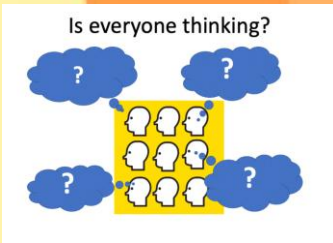
Reference previous teaching points

Identify gaps in knowledge

Skilful questioning

Show me boards

Contextualise: Why this? Why now?



Revisiting the notion that a class is essentially a room full of highly individual, easily distracted schema-forming brains grouped in front of us, it's vital that, as teachers, we are getting as much feedback from our students as we can. We cannot see the learning that is happening. But we can look for clues. We should be constantly wondering 'How's it going? How well have I explained this? Are they making sense of it?' and then soliciting information to allow us to answer those questions.

A strong message from Rosenshine is that more effective teachers ask more questions, involving more students, probing in more depth and taking more time to explain, clarify and check for understanding. In addition, they ask students to explain the process they have used to answer a question - to narrate their thinking. Significantly, 'less successful teachers ask fewer questions and almost no process questions'.

I have found a particular repertoire of questioning strategies useful for teachers to work on and the list below is what I usually work through in my training. In combination, these strategies unlock the full power of questioning, each seeking to achieve a particular objective. The idea is to work on one or two with deliberate practice until they form a set of organic, default modes for engaging in responsive teaching.

Cold calling (based on Lemov, Teach Like A Champion)

Objective: If we want all students to learn all the material then they should all be involved in engaging with the teacher-student dialogue with time to think, and not be allowed to hide, dominate or be overlooked.

Practice: No hands up! Teachers ask questions and then select students to respond based on their knowledge of the class, avoiding the pitfalls of hands-up or calling out. This is an inclusive process that conspicuously involves all students, front, back, in the corners, shy, confident - everyone. It's not a one-off strategy; ideally it needs to be the default mode for most questions - absolutely routinely.

No opt-out (based on Lemov, Teach Like A Champion)

Objective: Students should feel safe in answering when unsure, but if they don't know or get things wrong, they should be given the opportunity to gain confidence by consolidating correct or secure answers. Also, students should not be allowed to form a defensive habit of saying 'I don't know' simply as a get-out.

Practice: If a student or several students get an answer completely or partially wrong or they say they don't know, move to other students or provide the correct answer. But then go back to all those students who made errors or couldn't answer, giving them a chance to now say the right answer. This gives them an opportunity for practice; but if done routinely, it also means that students soon learn there is no value in offering 'I don't know' as a defence in the hope of being left alone!

Say it again, better

Objective: It's normal for first responses to be half-formed as students think aloud and formulate ideas. A second opportunity to respond allows them to finesse their answers, adding depth, accuracy and sophistication. It's important not to inhibit students when they are unsure; it's also important not to allow them to assume mediocre answers are good enough.

Practice: When students offer short, half-formed or partially incorrect answers, say, 'Thanks, that's great. Now let's say it again better. Try again but make sure you add in X and link it to idea Y.' Allow them an immediate opportunity to give an improved response.

Think, pair, share

Objective: In pairs, you can give all students space to think, to air their initial thoughts, to confess their lack of knowledge and to prepare to give good answers, to rehearse. They are all involved and subsequent discussions then have lots of material to explore. It prevents 'forest of hands', with students straining to get picked, or a culture of shouting out the answers from taking hold.

Practice: Give the class a specific time-cued task - for example, to decide on four main points in order of importance, in three minutes. Get them all talking in pairs and then, on time, bring them back together with a signal. Then engage in probing, cold-call questioning, asking them to report back what their four points were. You can also get them to explain things to each other or to take turns to quiz each other based on prompt sheets or a text.

Whole-class response

Objective: Sometimes it is useful or even essential to get a response from every single student at the same time. This provides quick feedback to

you as the teacher about the success of the relevant teaching and learning exchanges, identifies individuals who need further input and can help direct subsequent questions or exercises as you respond to the feedback you gain.

Practice: My preference is for using whiteboards over any technology: questions as well as practice sentences, calculations, diagrams - a full range. You set the question, give some response time and then, on cue - 'A, B, C, D = 1, 2, 3, 4' show of fingers also works very well for multiple-choice. It's vital to engage with the responses and then to adjust your teaching accordingly: consolidating, re-explaining or moving on as appropriate.

In situations where new vocabulary is being introduced, teachers can get good results from using tightly orchestrated choral repetition. Here, all students are involved, gaining confidence from the practice under cover of the class's collective voice.

Probing

Objective: In order to explore a student's schema in any depth, teachers need to ask them several questions. Merely asking a series of single questions in turn to several students provides shallow responses compared to when each student has provided multiple responses. Probing each student's schema has provided multiple responses. A powerful mode of questioning and a form of guided practice.

Practice: Make it the default that, in any given exchange, you are asking each student three/four/five questions before moving on, probing for understanding, checking for misconceptions, adding extra challenge, providing scaffolding to engineer success. Rosenshine provides some good examples of this in 'Principles'. Here's my view of what a teacher might be saying in dialogue with students:

That's interesting, what makes you say that?
That's true, but why do you think that is?
Is there a different way to say the same thing?
Can you give an example of where that happens?
Can you explain how you worked that out?

- So, what happens if we make it bigger or smaller?
- Why? Are you sure? Is there another explanation?
- Which of those things makes the biggest impact?
- What is the theme that links all those ideas together?
- What is the evidence that supports that suggestion?
- Does anyone agree with that? Why?
- How does that answer compare to that answer?
- But what's the reason for that? And how is that connected to the first part? How did you know that? What made you think of that? Where did that idea come from?
- Is that always true or just in this example?
- What would be the opposite of that?
- Is it true for everyone or just some people?
- Is that a direct cause of the effect or is it just a coincidence, a correlation?





Recap and Recall

Reference previous teaching points

Identify gaps in knowledge

Skilful questioning

Show me boards

Contextualise:
Why this? Why now?

COLD CALLING

1 2 3 4 5



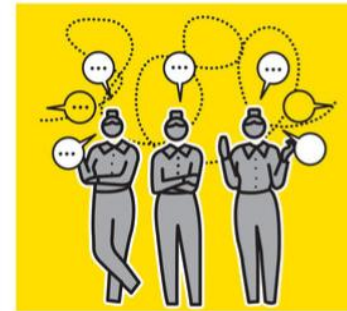
ASK THE CLASS THE QUESTION



GIVE THINKING TIME



SELECT SOMEONE TO RESPOND



RESPOND TO THE ANSWERS



SELECT ANOTHER STUDENT AND RESPOND AGAIN



Recap and Recall

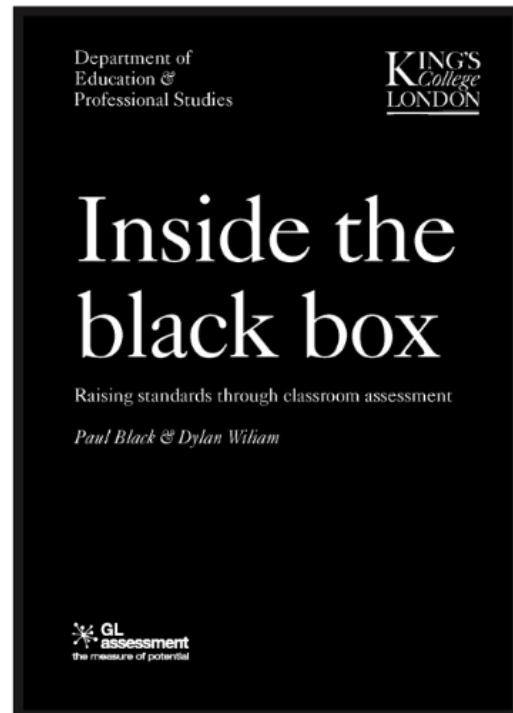
Reference
previous teaching
points

Identify gaps in
knowledge

Skilful
questioning

Show me
boards

Contextualise:
Why this? Why
now?



“The teacher, by lowering the level of questions and by accepting answers from a few, can keep the lesson going but is **out of touch with the understanding of most of the class..**”



Recap and Recall

Reference previous teaching points


Identify gaps in knowledge

Skilful questioning

Show me boards

Contextualise: Why this? Why now?

Principles of Instruction
Research-Based Strategies That All Teachers Should Know



By **BARBARA ROSENTHAL**

This article presents 10 research-based principles of instruction, along with suggestions for classroom practice. These principles come from three sources: (1) research in cognitive science, (2) research on expert teachers, and (3) research on cognitive supports. Each is briefly explained below.

1. Research on cognitive science: This research focuses on how our brains acquire and use information. This cognitive research also provides suggestions on how we might overcome the limitations of our working memory (i.e., the mental "space" in which thinking occurs) when learning new material.

2. Research on the classroom practices of expert teachers: Researchers are those teachers whose classrooms made the highest gains on achievement tests in a series of studies, a wide range of teachers were observed as they taught, and the investigators made their own generalizations about how and whether they checked for student understanding, the types of supports they provided to their students, and a number of other instructional activities. By also gathering student achievement data, researchers were able to identify the ways in which the research was effective in their classrooms.

3. Research on cognitive supports to help students learn complex skills: Effective instructional procedures—used in thinking aloud, providing students with models, and providing students with models—come from this research.

Even though these are three very different bodies of research, there is an overlap at all between the instructional suggestions that come from each of these three sources. In other words, these three sources complement and supplement each other. The fact that the instructional ideas from these different sources complement and supplement each other gives us faith in the validity of these findings.

Instruction involves helping a novice develop strong, readily accessed background knowledge. It is important that background knowledge be readily accessible, and this occurs when knowledge is well organized and linked to other knowledge. The more effective teachers ensured that their students efficiently acquired, organized, and accessed background knowledge by providing a great deal of instructional support. They provided this support by working new material in meaningful contexts, teaching, guiding, modeling practice, helping students when they made errors, and providing for sufficient practice and review. Many of these teachers also went non-experimental, hands-on activities, but they always did the experimental activities after, not before, the hands-on material was learned.

The following is a list of some of the instructional principles that have come from these three sources. These ideas will be described and discussed in this article.

- Begin a lesson with a short review of previous learning;
- Present new material in small steps with student practice after each step;
- Ask a large number of questions and check the responses of all students;
- Provide models;
- Guide student practice;
- Check for student understanding;
- Offer a high review rate;
- Present models for self-feedback;
- Require and monitor independent practice;
- Engage students to study and readily review.

AMERICAN EDUCATOR | SPRING 2012

Effective teachers stopped to check for understanding by:

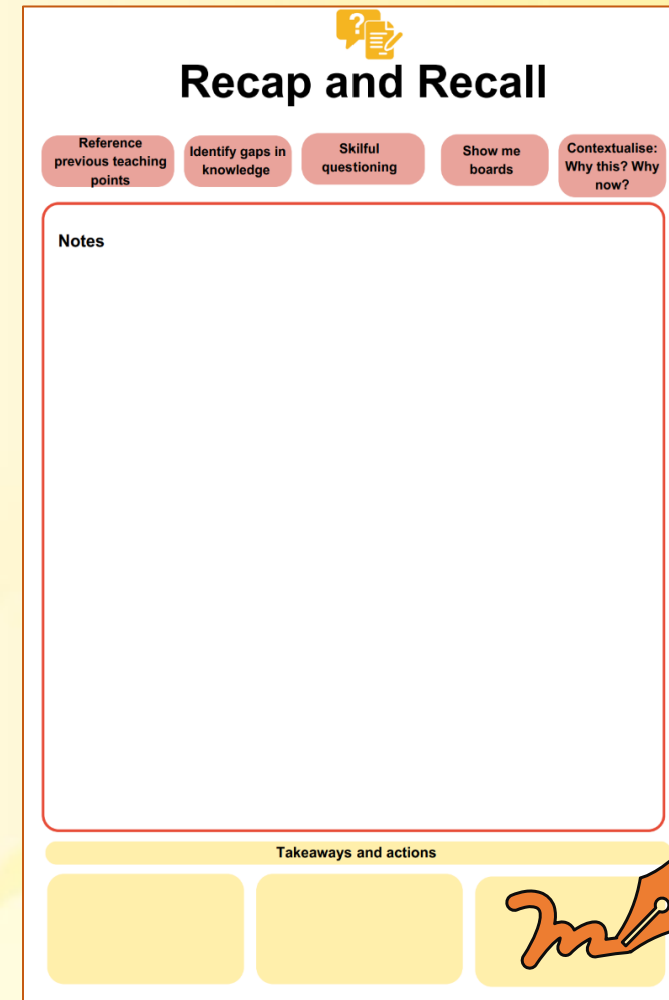
- Asking questions
- Asking students to summarise the presentation up to that point.
- To repeat directions or procedures
- Asking students whether they agreed or disagreed with other students' answers.
- Asking students to think aloud as they work through problems or plan an essay.
- Asking students to explain or defend their position to others.

Group discussion:

Reflecting on this session, what steps can you take to ensure your questioning is super skilful on your return to class?

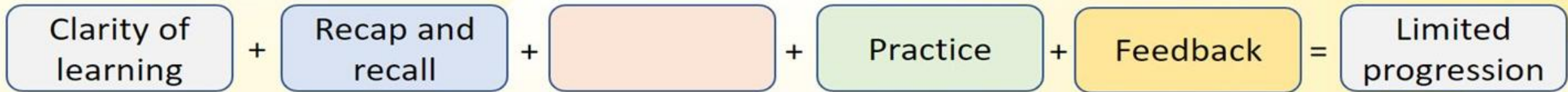
Looking at the planning you've brought, write down three questions you will ask next term.

If your practice is consistently excellent in this area, what might you introduce to elevate your **recap and recall** practice?



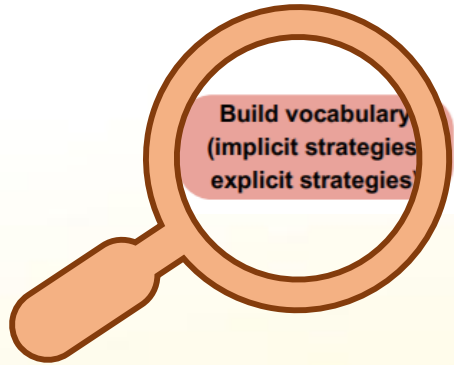
The worksheet is titled "Recap and Recall" and features a central "Notes" box. Above the notes box are five red buttons with the following text: "Reference previous teaching points", "Identify gaps in knowledge", "Skilful questioning", "Show me boards", and "Contextualise: Why this? Why now?". Below the notes box is a section labeled "Takeaways and actions" with three yellow boxes. A red fountain pen is illustrated on the right side of the worksheet, with its tip pointing towards the "Takeaways and actions" section.

New Information





New Information




Build vocabulary
(implicit strategies
explicit strategies)

Worked
examples

Think Pair Share -
Oracy

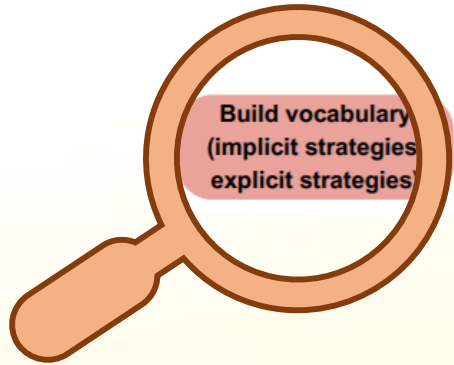
Expert Modelling
- Dual Coding,
Think Aloud

Purposeful use
of technology

Word	Definition	Related Words	In a sentence	Image
Astonished (adj)	Greatly surprised or impressed: amazed	Astonishing (adjective)	Many were astonished by Henry VIII's actions.	



New Information



Build vocabulary
(implicit strategies
explicit strategies)

Worked
examples


Think Pair Share -
Oracy

Expert Modelling
- Dual Coding,
Think Aloud

Purposeful use
of technology

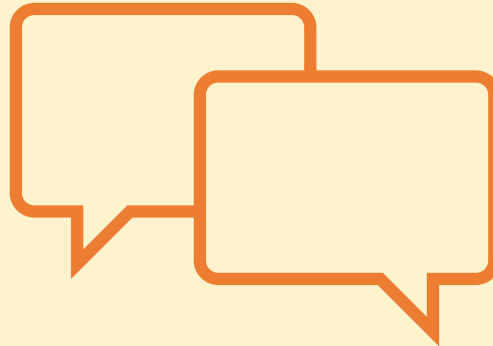
First

Reconsider this grid

Word	Definition	Related Words	In a sentence	Image
Astonished (adj)	Greatly surprised or impressed; amazed	Astonishing (adjective)	Many were astonished by Henry VIII's actions.	

Next

Discuss your use of it or a similar
language teaching strategies



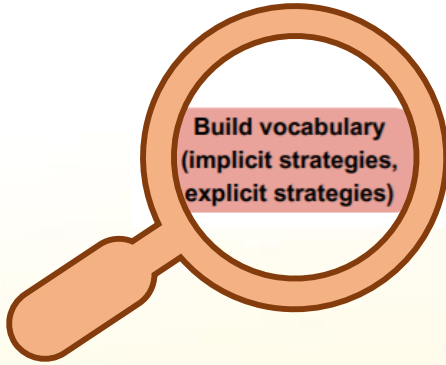
Last

Write down the first 3-5 terms you're
going to introduce in the subject
you've brought with you for next term.





New Information



Build vocabulary
(implicit strategies,
explicit strategies)

Worked
examples

Think Pair Share -
Oracy

Expert Modelling
- Dual Coding,
Think Aloud

Purposeful use
of technology

Drop in a Definition

Some words are crucial for student comprehension of the text, but aren't really worthy of (or you may not have enough time for) further application. Some words are embedded in text with misleading or misdirective context clues, or are related to other Tier 2 vocabulary that you've taught. For these kinds of words, it's often helpful to "drop in" a definition — that is, to plan a short, student-friendly definition (six or seven words or fewer, ideally) to provide when you encounter the word. For example, when encountering the word *partition* for the first time, you might say, "a partition is a divider between two spaces."


Because time in the classroom is finite—and because time away from reading can often distract students from the story at hand—follow-up beyond the definition should be minimal when you are simply defining a word. That said, you can briefly help dropped-in definitions stick with a few useful approaches, which we describe here.

Group discussion:

Since our last session – or reflecting upon today – how effective is your explicit vocabulary teaching?

How might you *plan* for implicit vocabulary teaching?

Considering 5 by 5, how might you use these vocabulary teaching strategies to inform expert modelling?




New Information

Build vocabulary (implicit strategies, explicit strategies) Worked examples Think Pair Share - Oracy Expert Modelling - Dual Coding, Think Aloud Purposeful use of technology

Notes

Takeaways and actions



Lunch Time

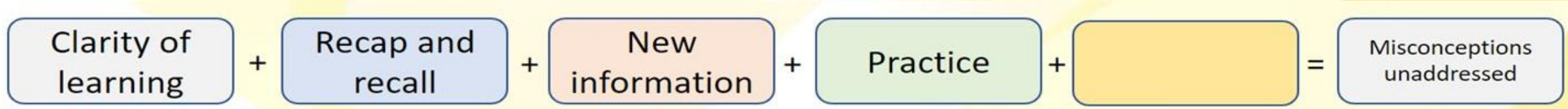
Please return promptly for 13:30

Welcome Back



Aurora Academies Trust Development Day 2 – March 2025					
	Teaching Staff, including HLTAs	Non-teaching support staff and SENDCos	Pastoral Staff (ie. Inclusion Mentors)	Central Team, Administration and Business Staff and Business Managers	Attendance Officers and Designated Safeguarding Leads
08:30 Arrival at CAW/GPPA – Teas and Coffees					Heron Park Primary Academy, BN22 9EE
9:00 10:00	Welcome Aurora big 5 in your setting A presentation from each school on the Aurora Big 5		09:00 – 12:30 With Key Workers: Case supervision to build on the effective work from our previous session with Amada and Stacey <i>Breaktimes to be determined by group lead</i>	Directed time: Location and workflow determined by heads/line manager	09:15-10:45 Attendance Officer Professionals Network
Break		Aurora's Inclusive Approaches Building on the effective work from our opening session with Libby Barnard and Susan Kelly.		10:30-12:30 Teams Remote training with Alex Graham and Sara Holley to include IT updates and training with break out meetings for HR, finance and administration. 'Base' for online meeting to be determined by school/line manager	
10:30-11:00	Clarity of learning Embedding an understanding of purpose				
11:30-12:00	Recap and Recall Building robust schema				
12:00-12:30	New information Making accelerated progress				
12:30-13:30	Lunch We are excited to announce that we are providing lunch for all colleagues attending training at CAW and GPPA. We have organised for a jacket potato bar with fillings to include coronation chicken, beef chilli, cheese, baked beans. There will be salad available and a fresh fruit platter.				
13:30-13:00	Feedback Assessment informed learning	Aurora's Inclusive Approaches Building on the effective work from our opening session with Libby Barnard and Susan Kelly.	13:30 – 14:45 Pastoral teams to continue with case work and case studies	Directed time: Location and workflow determined by heads/line manager	Directed time: Location and workflow determined by heads
14:00-14:45	Practice Creating conditions for developing fluency				
14:45-15:00	Wrap Up and Take Aways – Everybody comes back together for an evaluation of the day's work, reflections and next steps				
Leave Site					

Feedback





Feedback

Pre-empt misconceptions

Check for Understanding

Conferencing

Assessment protocols

Precision in praise

Table 2: What might the content of effective feedback look like in the classroom?
Effective feedback should focus on moving learning forward, targeting the task, subject, and self-regulation strategies. The examples given here also demonstrate that pupils need to be given opportunities to act on feedback. Further guidance on this is given in Recommendation 3. These messages may be delivered via written or verbal feedback and the method of delivery is likely to be less important than the content.

Feedback more likely to move learning forward			
Task	Subject	Self-regulation strategies	Personal
<p>K51 examples</p> <p>In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: "You've made three, but one child. You've made three, but one child. You've made three, but one child. Can you use the labels on the objects to see which object is the lightest?"</p>	<p>In English, a pupil is struggling to describe the weather in a story. The teacher asks: "Can you describe the weather in your story? Can you describe the weather in your story? Can you describe the weather in your story?"</p>	<p>In maths, pupils are asked to explain their work. The teacher asks: "Can you explain your work to your partner? Can you explain your work to your partner? Can you explain your work to your partner?"</p>	<p>"Great work! You're a star!"</p>
<p>K52 examples</p> <p>In science, a pupil is asked to identify the components of a circuit. The teacher asks: "Can you identify the components of a circuit? Can you identify the components of a circuit? Can you identify the components of a circuit?"</p>	<p>In history, a pupil is asked to describe a battle. The teacher asks: "Can you describe the battle? Can you describe the battle? Can you describe the battle?"</p>	<p>In maths, a pupil is asked to explain their work. The teacher asks: "Can you explain your work to your partner? Can you explain your work to your partner? Can you explain your work to your partner?"</p>	<p>"This is ok, but you are better than that!"</p>



Feedback more likely to move learning forward				Less likely
Task	Subject	Self-regulation strategies	Personal	
<p>K53 examples</p> <p>In computing, pupils have been asked to complete a series of sums where they add together two binary numbers. The teacher reviews the work and informs each pupil how many they have got correct. She asks them to reveal the questions, work out where they are incorrect, and correct them.</p>	<p>A maths teacher notes that many pupils are not ordering the questions correctly, which they need to do across the subject. She selects an example problem to complete as a whole class, before asking pupils: "Find the problems from the last lesson where you incorrectly ordered your operations and correct them."</p>	<p>A geography class are approaching their exams. They created individual revision plans at the start of term but, having just marked pupil responses, the teacher suspects that some pupils may only be revising the topics they are already strong in. She feeds back to one pupil who is struggling: "Review which questions you struggled on in the mock exam. Award your revision plan to give more priority to your areas of weakness."</p>	<p>"You're a gifted keyboardist—superb effort as always!"</p>	<p>"This is poor work—I expect better from a student of your standard!"</p>
<p>In English literature, a teacher has read a pupil's response to an assignment. The teacher notes that many pupils are not including enough evidence to support their points. She shows pupils an example of a former pupil's work featuring a paragraph lacking in evidence, and another paragraph with sufficient evidence. She feeds back: "Review these paragraphs. Can you notice the difference? Now, revise your work, and add in evidence where you think it is necessary."</p>	<p>A German teacher is reflecting on the end of a lesson. The teacher notes that many pupils are not using the correct grammatical gender when speaking, which is required across the subject. He feeds back to some pupils: "You need to use der, die, or das in the correct places. For the first ten minutes of the lesson, practice speaking about your partner and with your partner and correct each other when you use the incorrect der, die, or das."</p>	<p>A physics teacher is going to discuss the factors that contribute to global warming. The teacher asks pupils to identify well-substantiated conclusions, and well-informed arguments in the rest of the news. The teacher feeds back: "Your conclusion is unsubstantiated and does not match the rest of your essay. Re-examine your argument and refresh your conclusion."</p>	<p>"Fantastic work—you're a star!"</p>	<p>"Fantastic work—you're a star!"</p>

implies demonstrates, it can often differentiate the difference between the task, subject, and self-regulation strategies and the personal comment about the pupil's characteristics, and the lines between them may be blurred. The key distinction to make is to ensure that feedback is directed towards the task, subject, and/or self-regulation—it is less likely to be effective if it provides a general comment about the pupil's characteristics.

Teacher feedback to improve pupil learning

TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING

Summary of recommendations

- 3 Plan for how pupils will receive and use feedback**

 - Consider how pupils will receive and use feedback. This includes the timing, location, and format of feedback. Consider how pupils will receive and use feedback. This includes the timing, location, and format of feedback.
- 4 Consider how to use peer-to-peer feedback**

 - Use peer-to-peer feedback to support learning. This includes training pupils to give and receive feedback. Use peer-to-peer feedback to support learning. This includes training pupils to give and receive feedback.
- 5 Consider how to use written feedback**

 - Use written feedback to support learning. This includes training teachers to give and receive feedback. Use written feedback to support learning. This includes training teachers to give and receive feedback.
- 6 Consider how to use verbal feedback**

 - Use verbal feedback to support learning. This includes training teachers to give and receive feedback. Use verbal feedback to support learning. This includes training teachers to give and receive feedback.



Feedback



Word	Definition	Related terms	In a sentence	Image
Conference (verb)	To facilitate targeted academic support within a lesson	Teacher led group Targeted teaching	To address gaps in understanding, the teacher chose to conference with students.	



Feedback

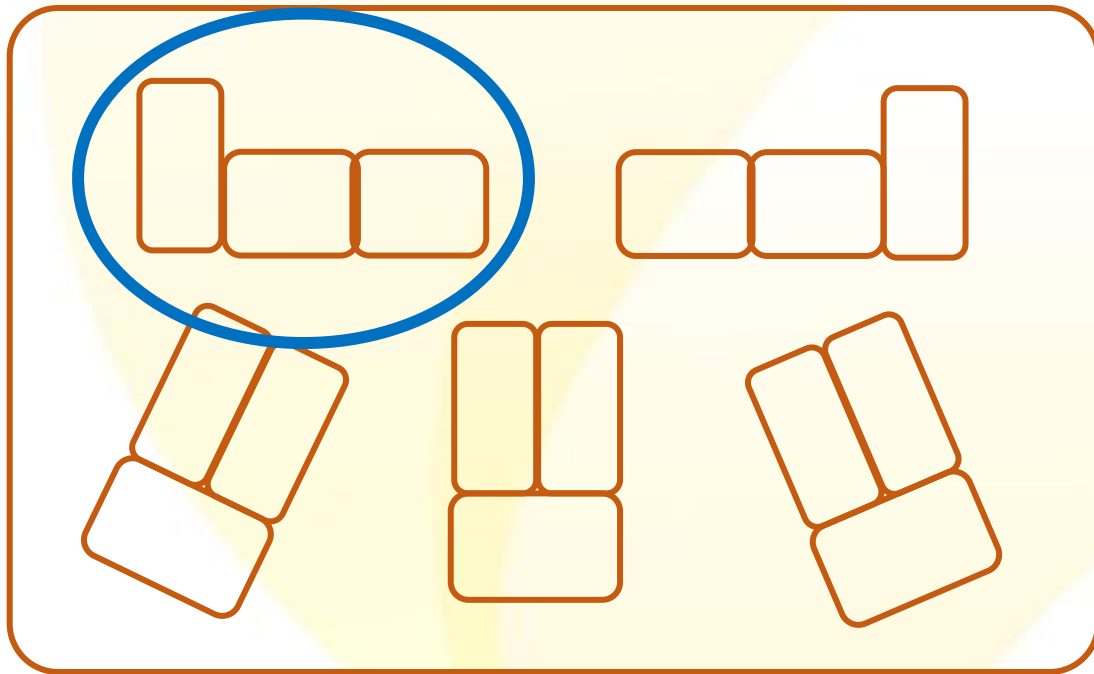
Pre-empt misconceptions

Check for Understanding

Conferencing

Assessment protocols

Precision in praise



Principles and pre-requisites, considering the **pupil**, the **class** and the **task**:

- Deliberate use of space and furniture
- Demarcation of time
- Assessment informed understanding of student knowledge and gaps
- A clear (and shared) understanding of 'who gets what, when'
- Fluid, assessment informed groupings
- A culture of error

Group discussion:
What might you need to do to enact conferencing effectively?

If this is 'as standard' in your practice, how might you elevate your practice to accelerate pupil progress?

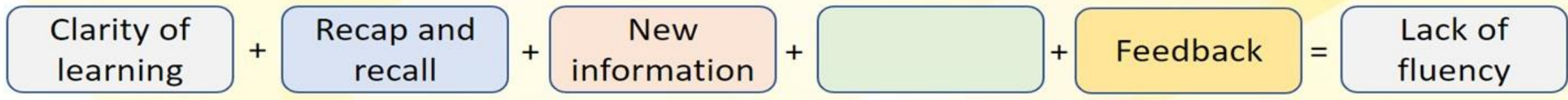
Feedback

Pre-empt misconceptions Check for Understanding Conferencing Assessment protocols Precision in praise

Notes

Takeaways and actions

Practice





Practice

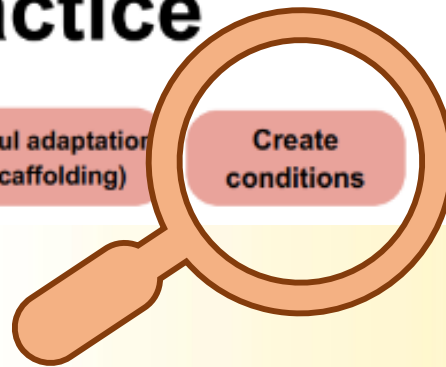
(I Do), We Do, You Do

Meaningful task design

Skilful adaptation (Scaffolding)

Create conditions

Equip Learners





Practice

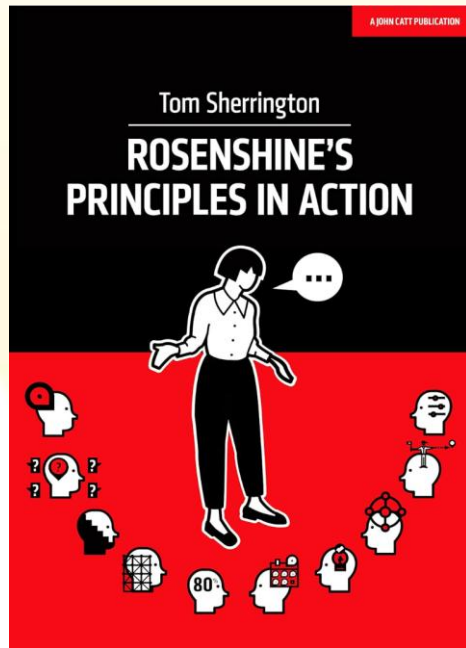
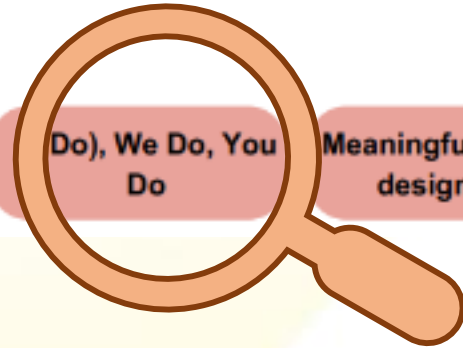
Do), We Do, You Do

Meaningful task design

Skilful adaptation (Scaffolding)

Create conditions

Equip Learners



In Rosenshine's Principles of Instruction, **independent practice** is described as a crucial step where students practice newly learned material on their own. This phase allows students to consolidate their understanding and develop fluency.

- **Repetition:** Students engage in repeated practice to reinforce their learning.
- **Application:** They apply what they've learned to different contexts and problems.

Independent practice helps ensure that students can perform tasks accurately and confidently without teacher assistance.



Practice

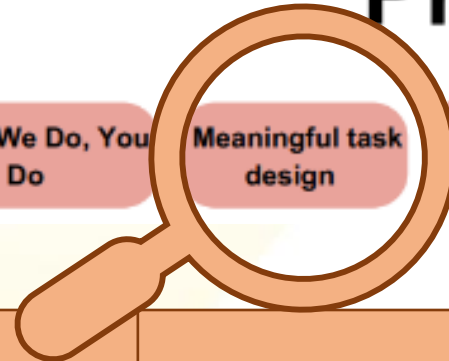
(I Do), We Do, You Do

Meaningful task design

Skilful adaptation (Scaffolding)

Create conditions

Equip Learners



First	Next	Last
<p>Select a learning objective from an upcoming lesson (think about our clarity session)</p>	<p>10 mins:</p> <p>Using your booklet, in pairs or threes, design the task with the child's tangible outcome in mind. What is the task? What will the resource look like? What is the 'doing' expected from children?</p> <p>Design that page.</p>	<p>Share your product with a neighbouring group.</p> <p>'Will the task enable children to build fluency and demonstrate that they have achieved their learning objective?'</p>



Practice

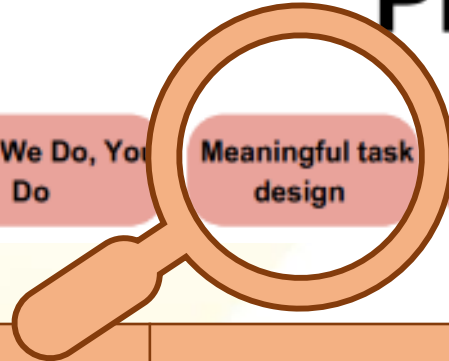
(I Do), We Do, You Do

Meaningful task design

Skilful adaptation (Scaffolding)

Create conditions

Equip Learners



First	Next	Last
<p>10 mins:</p> <p>Using the same learning objective, in pairs or threes, challenge yourself to design a different task with the child's tangible outcome in mind. What is the task? What will the resource look like? What is the 'doing' expected from children?</p> <p>Design that page.</p>	<p>Share your product with a neighbouring group.</p> <p>'Will the task enable children to build fluency and demonstrate that they have achieved their learning objective?'</p> <p>How many children will be able to access this iteration of the task? How might adaptations be made?</p>	<p>Consider some key takeaways about the principles of meaningful task design.</p>

Who We Are

Inspection of Heron Park Primary Academy

Dallington Road, Hampden Park, Eastbourne, East Sussex BN22 9EE

Inspection dates: 24 and 25 May 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

Inspection of Glenleigh Park Primary Academy

Gunters Lane, Bexhill-on-Sea, East Sussex TN39 4ED

Inspection dates: 13 and 14 December 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

Inspection of Oakwood Primary Academy

Magnolia Drive, Eastbourne, East Sussex BN22 0SS

Inspection dates: 11 and 12 October 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Inadequate

Inspection of Westvale Park Primary Academy

Cavell Way, Westvale Park, Horley, Surrey RH6 8SU

Inspection dates: 7 and 8 June 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good

Inspection of The Gatwick School

23 Gatwick Road, Crawley, West Sussex RH10 9TP

Inspection dates: 1 to 2 May 2024

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

Inspection of King Offa Primary Academy

Down Road, Bexhill-on-Sea, East Sussex TN39 4HS

Inspection dates: 15–16 January 2020

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

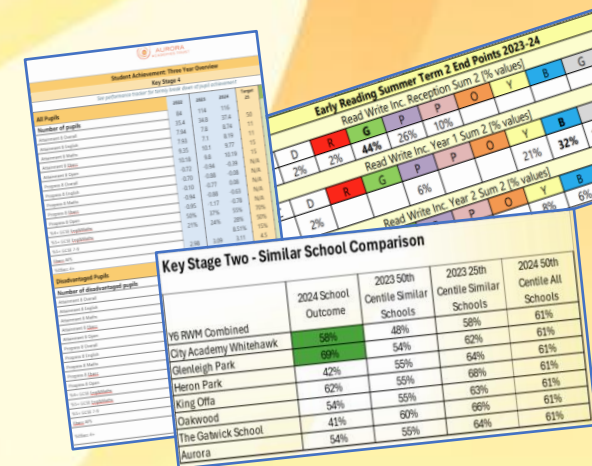
Inspection of City Academy Whitehawk

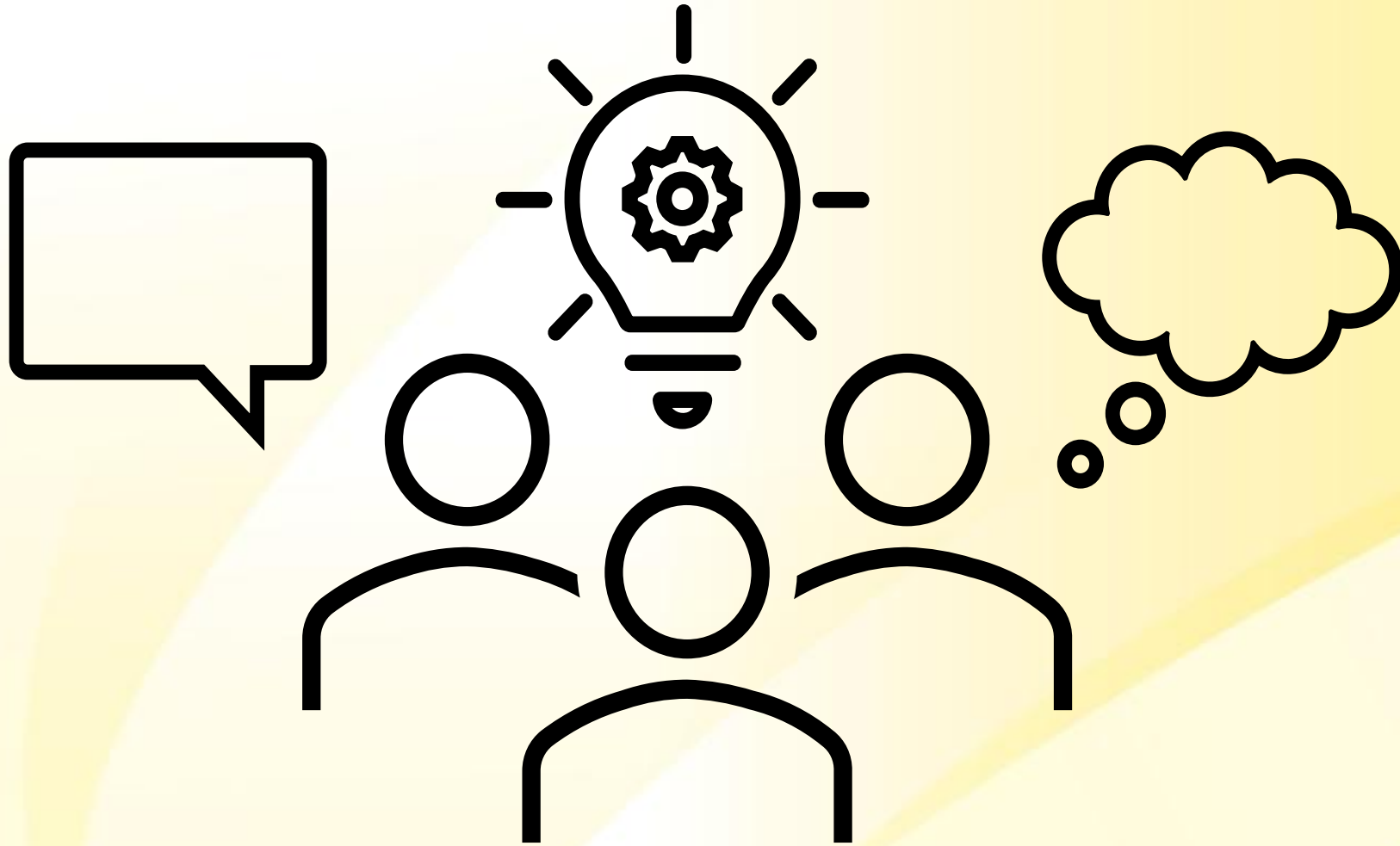
Whitehawk Road, Whitehawk, Brighton, East Sussex BN2 5FL

Inspection dates: 8 to 9 May 2024

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good





Thank You

