

6 CORE PRINCIPLES

A framework for expert teaching and learning across The NSB Trust.



1

PRECISE EXPLANATIONS

- Use examples and non-examples to ensure that students build clear mental models.
- Focus on essential knowledge and remove extraneous content to reduce cognitive load.
- Chunk explanations and offer multi-step problems before systematically checking for understanding.
- Use dual coding where relevant to support with the clarity of explanations and examples.
- Use multiple concrete examples to explain abstract concepts.

2

CHALLENGE & THINKING HARD

- Teach to the top with ambitious expectations for all students, especially from key groups e.g., PP/SEND.
- Model the verbal and written use of tier 2 and tier 3 academic vocabulary.
- Use scaffolding to ensure that all students have the opportunity to meet the same curriculum end points.
- Challenge students to build complex schema by making connections between new and prior learning.
- Provide multiple opportunities for 'cognitive conflict' in lessons and give students time to 'struggle'.

3

MODELLING & SCAFFOLDING

- Use live-modelling or pre-prepared models to demonstrate what 'success' looks like.
- Provide worked (and part-worked) examples to help break down challenging concepts and knowledge.
- Use the gradual release method of 'I do', 'We do' and 'You do' in a shift towards independent practice.
- Use scaffolding such as prompts, checklists, sentence stems etc. to build expertise before gradually withdrawing this support.
- Model task completion including possible errors.

4

QUESTIONING & RETRIEVAL

- Create a culture of student participation through 'no opt-out' questioning strategies such as cold-calling.
- Use questioning to deliberately check for understanding and test for possible misconceptions.
- Provide 'thinking time' for students to consider meaningful responses to challenging questions.
- Plan regular retrieval tasks that make connections between new and prior knowledge.
- Use spaced retrieval to strengthen schema and activate prior learning.

5

DELIBERATE PRACTICE

- Provide new problems with different surface structures to test the strength of understanding.
- Ensure students can apply learning to new contexts when testing the 'flexibility' of their knowledge.
- Use 'guided practice' with students to build confidence and carefully monitor any errors.
- Break down complex topics into component parts so students can practise discrete skills in isolation.
- Shift towards 'independent practice' so students can demonstrate application of skills and knowledge.

6

FEEDBACK TO FEEDFORWARD

- Use formative and summative assessments to identify specific and actionable targets for students.
- Frame feedback using precise praise and specific ways to improve on previous performance.
- Specify the explicit success criteria that students need to demonstrate in order to be successful.
- Train students to generate self-assessed feedback using modelled exemplars and worked examples etc.
- Ensure that students actively engage with DIRT opportunities to respond meaningfully to targets.