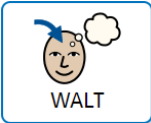
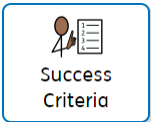
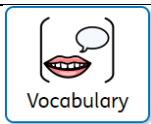
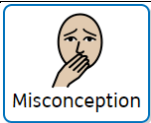
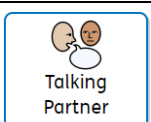


Implementation


Our pedagogy








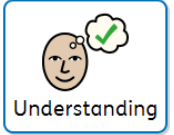
We align our pedagogical approach with the Education Endowment Foundation (EEF) High Quality teaching 'Five A Day' principle, incorporating evidence-based strategies to enhance educational outcomes and the integration of Widget symbols to support cognitive load. This dual approach ensures a comprehensive and engaging educational experience for our pupils.

Teaching Pedagogy Lesson Structure		
WALT	 WALT	Explicit Instructions Teacher-led approaches with a focus on clear explanation, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.
Success Criteria	 Success Criteria	
Vocabulary*	 Vocabulary	
Misconception	 Misconception	Cognitive and Metacognitive Strategies Managing cognitive load is crucial if new content is to be transferred into pupil's long-term memory. These strategies provide opportunities for pupils to plan, monitor and evaluate their own learning.
Discussion (Oracy)	 Talking Partner	

Our Turn

(Assessment for Learning,
Flexible Group or Paired work)



My Turn (Modelling)		Explicit Instructions	
Your Turn (Scaffolding and Stretch) Assistive Technology		Flexible Grouping Teachers allocate groups temporarily, based on current level of mastery. This could, for example, be a guided group that comes together to get some additional instruction based on current need, before re-joining the main class.	
Review (Key questions and summary points throughout the lesson)	    	Cognitive and Metacognitive Strategies	
Plenary <i>**Mini Plenaries throughout**</i> (Oracy and challenge)		Using Technology Technology can be used by a teacher to model worked examples; it can be used by a pupil to help them to learn, to practice and to record their learning. For instance, they might use a class	

		visualiser to share pupils work or to jointly rework an incorrect model.	
--	--	--	--

* These are placed throughout the lesson to highlight new vocabulary and are also incorporated in our teaching resources to support any pre-teaching that is required.



By embracing the 'Five A Day' principle, integrating widget symbols and incorporating evidence-based teaching strategies Courtney Primary School is dedicated to providing an innovative and supportive educational experience that supports the cognitive, emotional and social development of every pupil.

The Five A Day principle is used throughout all teaching and lessons to support our children in having reduced cognitive load by their being consistency across subjects and between year groups.

References

Education Endowment Foundation (EEF), (2021) Special Educational Needs in Mainstream Schools, Guidance Report, Five A Day principle

