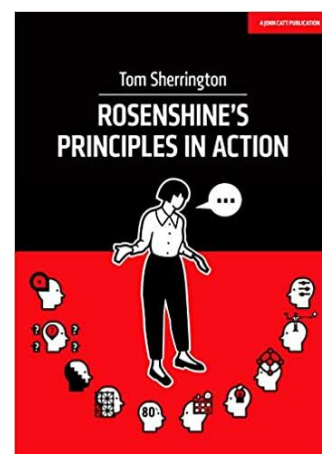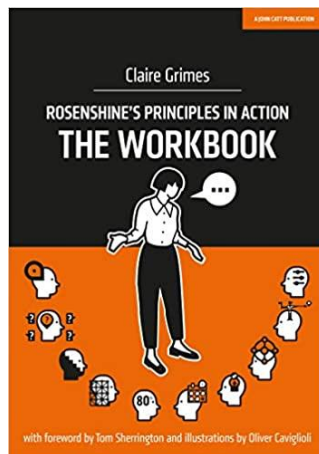**CPD Curriculum Pathway 2021-22**

Rudheath supports the professional development of all teachers in order to positively impact student outcomes. Our CPD curriculum intention is to create a staff body of evidence-informed practitioners, who seek to improve their classroom practice to ensure excellent outcomes for their students. **The programme is based upon Sherrington's** *Rosenshine's Principles in Action* **using Claire Grimes' workbook to explore these principles***.* Teachers benefit enormously when they have the opportunity to learn from educational research combined with the scope to embed those ideas into individual school contexts- in their subjects with their students.

Rudheath's Pedagogical Principles	
Sequencing Concepts and Modelling	**Present new material using small steps** • More effective teachers recognise the need to deal with the limitations of working memory and succeed in breaking down concepts and procedures into small steps. **Provide models** • Providing models is a central figure of giving good explanations. Explicitly model your thought process and show students what "success" looks like. **Provide scaffolds for difficult tasks** • Ensure students learn cognitive strategies from a master teacher who models, coaches and supports them to gain independence. • The key is that scaffolds are temporary and function to support students but are withdrawn so students do not become reliant on them.
Questioning	**Ask Questions** • Rosenshine notes how effective questioning lies at the heart of great instructional teaching. The most effective teachers ask more questions involving more students. **Check for student understanding** • It is imperative that students are given the opportunity to articulate what they have understood. In doing so, this gives the teacher feedback about how successful the teaching has been.
Reviewing Material	**Daily Review** • The significance of daily review is that it allows students to re-active recently acquired knowledge, thus reducing cognitive load at the beginning of a lesson that's designed to build on this knowledge. **Weekly and Monthly Review** • Through frequent revisiting of a range of materials, students are able to form well-connected networks of ideas- more extensive schemata.
Stages of Practice	**Guide Student Practice** • All students need to practise- but the practise must be guided so that the chance of forming misconceptions is minimised. **Obtain a high success rate** • More effective teachers set questions and tasks with sufficient practice to engineer a high success rate- optimal level is around 80%, if students are getting too much wrong, then they are effectively practising making errors. **Independent Practice** • It is important for the material that students practise to be the same during independent practice as during guided practice in order for appropriate level of success to be secured.

Timescale	T + L Strand Focus	Session	Reading Materials
Autumn 1	**N/A**	• Safeguarding *(Wednesday 15th September)*	**N/A**
		• Safeguarding, SEND, Instructional Coaching *(Wednesday 6th October)*	
	Sequencing Concepts and Modelling	• Sequencing and Modelling • Worked Examples • Experience and Knowledge *(Wednesday 13th October)*	Claire Grimes *'Rosenshine's Principles in Action'* p.27-32 (50 mins)
		• Prior Knowledge • Modelling Excellence • Final Reflections • CPD Feedback *(Wednesday 20th October)*	Claire Grimes *'Rosenshine's Principles in Action'* p.33-38 (45 mins)
Autumn 2	**N/A**	• CPD (Twilight: SG, SEND, Literacy strategy) *(Wednesday 3rd November)*	**N/A**
	Questioning	• Questioning • Message Sent Message Received • Repertoire of Questioning Techniques *(Wednesday 10th November)*	Claire Grimes 'Rosenshine's Principles in Action' p.40-49 (60 mins)
		• Probing Questioning • Processed Questions • Final Reflections *(Wednesday 17th November)*	Claire Grimes *'Rosenshine's Principles in Action'* p.50-53
		• CPD (Twilight: SG,Exams Access, Assessment) *(Wednesday 24th November)*	**N/A**
		Marking and Moderation *(Wednesday 8th December)*	
		Safeguarding & CPD Feedback *(Wednesday 15th December)*	

Spring 1	**Reviewing Materials**	Data Focus Twilight *(Wednesday 5th January)*	
		• Review • Principles of Retrieval Practice • Techniques for Retrieval Practice • Use of Terminology *(Wednesday 12th January)*	Claire Grimes *'Rosenshine's Principles in Action'* p.56-63
		Twilight • CPD (Twilight: SG, SEND, T&L) *(Wednesday 26th January)*	Potential injection of Kate Jones' materials
		• Improving Retrieval Practice • Final Reflections *(Wednesday 2nd February)*	Claire Grimes *'Rosenshine's Principles in Action'* p.64-66
		CPD Feedback *(Wednesday 16th February)*	
Spring 2	**N/A**	Twilight • CPD (Twilight: SG, SEND, Options process) *(Wednesday 2nd March)*	**N/A**
	Stages of Practice	• Stages of Practice • Practicing Explanation • Sequencing Concepts and Modelling *(Thursday 17th March)*	Claire Grimes 'Rosenshine's Principles in Action' p.67-74
		Marking & Moderation *(Wednesday 23rd March)*	
		• It's not a checklist • Final Reflections • CPD Feedback *(Wednesday 30th March)*	Claire Grimes *'Rosenshine's Principles in Action'* p.75-78
Summer 1	**Reviewing Pedagogical Principles**	Data Focus Twilight *(Wednesday 20th April)*	
		• CPD: SG, Exams Access, T&L Review • Revisit Research *(Wednesday 4th May)*	Claire Grimes *'Rosenshine's Principles in Action'* p.80-81
		• Sequencing Concepts and Modelling *(Wednesday 11th May)*	Claire Grimes *'Rosenshine's Principles in Action'* p.82-83
		• Questioning *(Wednesday 18th May)*	Claire Grimes *'Rosenshine's Principles in Action'* p.84-85
		• Reviewing Material • Stages of Practice *(Wednesday 25th May)*	Claire Grimes *'Rosenshine's Principles in Action'* p.86-89

Summer 2	**Reflection and Planning for the year ahead**	Twilight • CPD (Twilight: SG, SEND, T&L) *(Wednesday 8th June)*	
		Twilight • CPD (Twilight: SG, Transition, Enrichment) *(Wednesday 29th June)*	
		Marking & Moderation *(Wednesday 6th July)*	
		• CPD: End of year reflections *(Wednesday 13th July)*	

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2
teachinghow2s.com

01 DAILY REVIEW

MO TU WE TH FR

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

### 02 NEW MATERIAL IN SMALL STEPS

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS

? ?

The most successul teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS
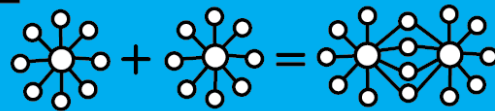
Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING

Less successful teachers merely ask "Are there any questions?" No questions are are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE

Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW

WEEK 1 WEEK 2 WEEK 3 WEEK 4 WEEK 5 WEEK 6 WEEK 7 WEEK 8

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.