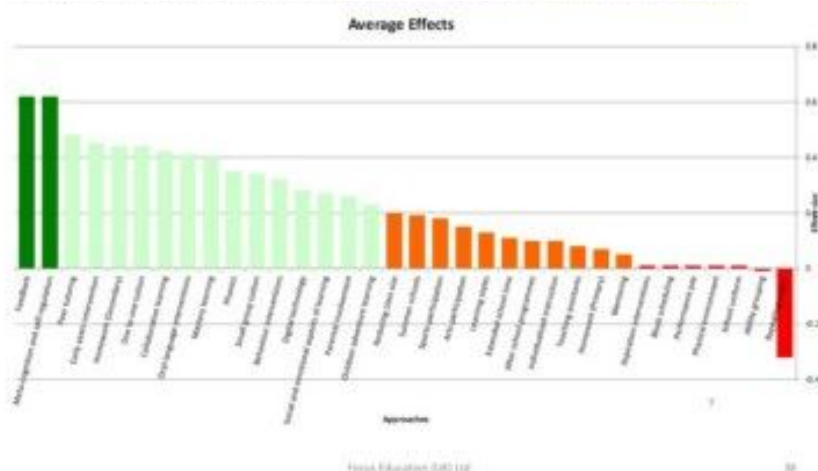


Rosendale's Theory of Pedagogy

Rosendale has a long history of engaging with research to make sure that we are offering the best possible teaching and learning opportunities. The graphic below reveals approaches to learning that have been shown to have the most impact on outcomes for pupils.



As a result of this evidence, Rosendale moved to mixed attainment teaching in 2011. The approach that we use is Kagan Cooperative Learning and we have become the only Kagan Model School in the UK.

The Kagan approach teaches pupils the skills of coaching and peer to peer learning as well as increasing engagement and providing a language rich classroom.

“When students are engaged, they pay attention, they're motivated, they learn more, and the learning sticks. The biggest difference between the Kagan approach and teaching using traditional methods is the ability to engage every student. Traditional classroom teaching captures the minds and attention of some students, but not all. Good teachers engage more students. But even the best teachers who use traditional instruction don't require every student to participate. With traditional instruction, there is always a subset of students who fall through the cracks. We're all too familiar with the results: a widening gap between high achievers and low achievers.” Dr Spencer Kagan

Rosendale has also developed its own approach to promote metacognitive skills in its pupils called ReflectED. ReflectED is being tested by an EEF randomised control trial and we hope that the results will be published this year. Please visit our website to find out more <http://www.reflectedlearning.org.uk/>

In the last two years, Rosendale has examined Rosenshine's Principles of Learning, developing a cycle of learning that informs our planning and ensures that all our pupils can meet the learning outcomes of every lesson.

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 on research on how the brain acquires and uses new information 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
- strategies from studies that taught learning strategies to students.

HOW?

<p>01 DAILY REVIEW</p> <p>Daily review is an important component of instruction. It helps strengthen the memory of the material learned. Automatic recall frees working memory for problem solving and creativity.</p>	<p>02 NEW MATERIAL IN SMALL STEPS</p> <p>The 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.</p>
<p>03 ASK QUESTIONS</p> <p>The most successful teachers spend more than half the class time asking, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.</p>	<p>04 PROVIDE MODELS</p> <p>Students need cognitive support to help them learn how to solve problems. Modeling, worked examples and teacher thinking and lead help clarify the specific steps involved.</p>
<p>05 GUIDE STUDENT PRACTICE</p> <p>Students need additional time to practise, elaborate and automate new material in order to store it in their long-term memory. More successful teachers built in extra time for this.</p>	<p>06 CHECK STUDENT UNDERSTANDING</p> <p>Less successful teachers rarely ask “Are there any questions?” No questions are an indicator to ignore problems. False. By contrast, more successful teachers check up on students.</p>
<p>07 OBTAIN HIGH SUCCESS RATE</p> <p>A success rate of around 90% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.</p>	<p>08 SCAFFOLDS FOR DIFFICULT TASKS</p> <p>Scaffolds are temporary supports to assist learning. They can include modeling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of positive apprenticeship.</p>
<p>09 INDEPENDENT PRACTICE</p> <p>Independent practice produces “ownership” – a necessary process for new material to be recalled automatically. This requires the construction of evidence, working memory.</p>	<p>10 WEEKLY & MONTHLY REVIEW</p> <p>The effort involved in recalling newly-learned material embeds it in long-term memory. And this means the deeper the learner is to connect new material to existing knowledge.</p>