Teaching and Learning Policy 2025

Adopted by the Senior Leadership Teams of

New Road and Park Lane Primary and Nursery Schools

Aspire Learning Trust

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Explicit Teaching

As a school we use 'explicit teaching' also known as 'direct instruction' to teach our curriculum.

One of the most trusted sources for evidence-based educational research, the Education Endowment Foundation (EEF), defines explicit teaching as a process where teachers provide **clear, direct instruction** for new skills or concepts.

This includes teacher modelling, structured activities, and opportunities for guided and independent practice.

The Australian Department of Education similarly highlights explicit teaching as a structured, systematic, and effective method of instruction. It focuses on clear demonstrations, guided practice, and independent application of skills.

Educational researcher Barak Rosenshine's work further emphasises the importance of clear instruction, guided practice, and regular feedback to ensure student comprehension and mastery.

These principles underpin much of what we consider high-quality teaching today.

What are the benefits of explicit teaching?

When implemented effectively, explicit teaching is one of the most efficient ways to transfer knowledge. Teachers can break down concepts into manageable chunks, avoiding cognitive overload while ensuring all students can follow along.

This approach allows teachers to demonstrate the craft of teaching, making their thinking visible to learners.

- **Chunked learning:** Breaking lessons into smaller segments prevents cognitive overload and helps students retain information more effectively.
- **Improved assessment for learning:** Teachers gain a clearer understanding of students' knowledge and understanding.
- **Reduced frustration:** Students are given tasks that match their ability, allowing them to build confidence without feeling overwhelmed or disengaged.
- **Increased opportunities for practice:** Students can practise skills and concepts within their remit, enabling mastery before progressing to more challenging material.

What are the three components of explicit teaching?

Explicit teaching often follows the "I do, we do, you do" framework. This structured approach ensures that teaching progresses systematically:

1. **I do:** The teacher demonstrates a skill or concept, making their thinking process visible to the class.
2. **We do:** The teacher and students practise together, guided by the teacher.
3. **You do:** Students practise independently, applying what they've learnt.

Breaking down the components

I do

This stage relies on strong pedagogical content knowledge (PCK) — understanding both the subject and how to teach it. Teachers model skills by thinking aloud, helping students understand the steps involved in solving a problem or mastering a concept.

In our resources and schemes of learning, we often use the CPA (concrete, pictorial, abstract) approach to support understanding. By starting with tangible objects or visual representations, teachers can bridge the gap to more abstract ideas.

We do

During this phase, teachers assess whether students have grasped the concept enough to move on to independent work. Effective strategies include:

- **Cold calling:** Asking targeted questions to check understanding, this could be in the form of "no hands up".
- **Think-pair-share:** Allowing students to rehearse their thinking before responding.
- **Mini whiteboards:** Providing a low-stakes way for all students to demonstrate their understanding.

Teachers use this time to identify students who may need additional support or scaffolding to succeed.

You do Once the teacher is confident that most students understand the concept, they provide opportunities for independent practice. Teachers must carefully scaffold tasks for those who need extra support while offering depth and challenge for quick graspers.

It's crucial to ensure that advanced tasks deepen understanding rather than introducing entirely new concepts, as these risks widening the achievement gap.

What does explicit teaching look like in practice?

In the classroom, explicit teaching often involves the "I do, we do, you do" framework.

To prevent cognitive overload, we structure our lessons in the same, predictable way.

Learning Objective and Date is shared	First we present specific, clear and simple learning objectives beginning with the words 'I will know…' so that teachers and pupils focus on the purpose of the lesson.
Remember	Then we remind the children of the previous lessons' teaching points. We show the visuals and models and remind the children of the prior knowledge. Each lesson is in a sequence of 6 lessons. In lessons 4,5 and 6 there is more to remember, accordingly this section of the lesson is longer.
Baseline	Before we begin to teach the new knowledge we show the children an image, video short, a concrete resource to **activate prior knowledge** the children may have and to give the teacher an impression of how easily the knew knowledge will be remembered and understood.
Chunk 1, 2 and 3	The new knowledge is commonly taught in **three distinct 'chunks'**. At the planning stage teachers specify exactly what is they want children to know in each of the three chunks. The chunk of knowledge is taught using '**I do, We do, You do'.** When notebook slides are used, the following symbols are used to clearly indicate the purpose of the slide:  The teacher uses a mastery approach which means they will not teach the next chunk unless the first chunk is securely understood. The '**I do, We do, You do'** slides explain, assess and practice the same teaching point with only subtle variations on a theme. Each chunk contains the right amount knowledge for the year group being taught and only knowledge that children of that age can be expected to remember and understand in future.
In Lesson Progress Review	The lesson ends with the teacher assessing the extent to which pupils can remember, understand, and apply the new knowledge.
Subject Progress Review	Low stakes quizzing on mini-whiteboards and/or cold calling is then used by the teacher to ask pupils to remember knowledge from previous 'units of work'. For example, after an art lesson on Picasso, pupils could be quizzed on their knowledge about a different artist which was taught several terms before.

One of three teaching and learning scenarios will arise during lesson delivery. This will determine if and to whom **chunks** are retaught.

Scenario A: Pupils find the knowledge easy to learn (minimal teacher scaffolding required)

I do	Model: altogether one step at a time Model the use of any scaffolds, times table square for example.
We do	With your peers **or** on your own 'have a go' **'We do'** might not be required if the learning can be secured with an **'I do, you do'** approach
You do	You can do it; go for it!

Scenario B: Pupils find the knowledge difficult to learn (high levels of teacher scaffolding required for the whole class)

I do	Model: altogether one step at a time Model the use of any scaffolds.
We do	Reteach: repeat the I do with a different example, gradually fade out the level of detail when teaching.
You do	Pupils have a go. Teacher stops and reteaches as required to whole class, group or individuals.

Scenario C: Some pupils can easily learn the new knowledge and some cant (some pupils require high levels of teacher scaffolding, and some do not)

I do	Model: altogether one step at a time **Alternating** with pupils during the explanation Model the use of any scaffolds.	
We do	**Can't do:** Teacher repeats the I do with a different example.	**Can do:** With pupils 'have a go' with peer support.
You do	**Pupils who continue to find the task challenging** Practise in the way taught in the '**I do and We do'.**	**Pupils who are secure** Practise in the way taught in the previous '**I do and We do'.**

	With **adult support** attempt a variation from the way taught.	**Then** practise in a variety of ways to deepen learning (problem solving for example in maths).

Planning Lessons

Teachers use an agreed planning format that clearly follows the above lesson structure. The plan also clearly shows the six lessons and details the knowledge and skills for each lesson. The knowledge and skills are aligned to the national curriculum and in some instances exceed the requirements of the national curriculum. Explicit teaching requires detailed and carefully structured lesson planning.

Chunk Order

The three chunks are ordered from 'easiest to hardest' to support the acquisition of the new knowledge step by step.

Notebook Slide Design

When designing and making notebook slides teachers apply the principles in table 1.

Simplest Form Principle	To begin with use models and examples in their simplest form.	Complex models and examples eat up working memory capacity. They draw limited attention away from what the student is supposed to be learning.
Multimedia Principle	Use words and visuals, not just words.	Images and diagrams help make the material more concrete by giving students a tangible representation of what you are saying
Coherence Principle	Exclude unnecessary visuals and words.	Unnecessary visuals and words eat up working memory capacity. They draw limited attention away from what the student is supposed to be learning.
Redundancy Principle	Avoid displaying written texts that repeats of duplicates what you are saying.	Learning is optimised when you speak and present images at the same time, but you risk overloading students when you display written text that says the same thing you are saying.

Signalling Principle	Direct student attention to the parts of the presentation you want them to focus on.	Using your finger or a tool to point, circle, underline, or highlight helps guide the students' cognitive processing during a visual presentation.
Dynamic Drawing Principle	Draw on the board while speaking rather than referring to already drawn graphics.	Drawing as you speak allows you to direct student attention toward one piece of information at a time, something that is not possible with an already drawn graphic.

Explicit Teaching Principles

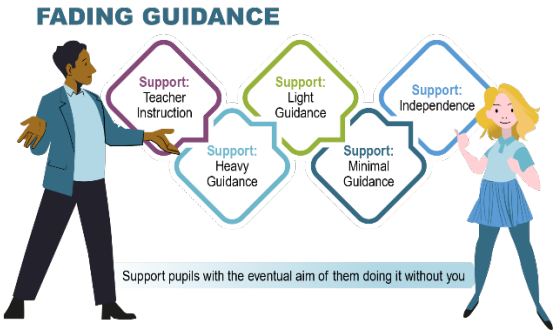
As a school we use several principles to help children learn.

Discontinuity – when the speaker digresses from the logical flow of a lesson.

We work hard to avoid the addition of Irrelevant information to the Lesson. For example:

Irrelevant to the lesson	Relevant, but inappropriate timing
'' Everyone have a look at this Venn diagram. We use Venn diagrams to compare information. **John Venn must have been a smart man for creating such an elegant diagram.** The similarities go to the middle of the Venn diagram, and the differences go on the outside.''	'' Everyone have a look at this Venn diagram. We use Venn diagrams to compare information. **Tomorrow, you will not be working with Venn diagrams, but with cause-and-effect charts.** The similarities go to the middle of the Venn diagram, and the differences go on the outside.''

Fading Guidance (aka gradual release) during the We do - is the I do broken down into small steps and are pupils given the opportunity to learn each step before moving on to the next?



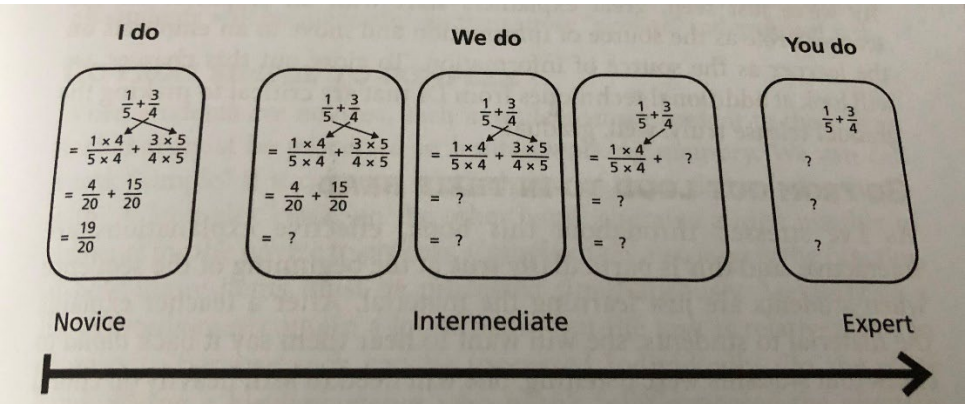


Figure 27: The gradual release model, aka the guidance fading effect and I do, We do, You do

Alternating principle - effective explainers provide small amounts of information and check that the learner can apply of 'revoice' the information.

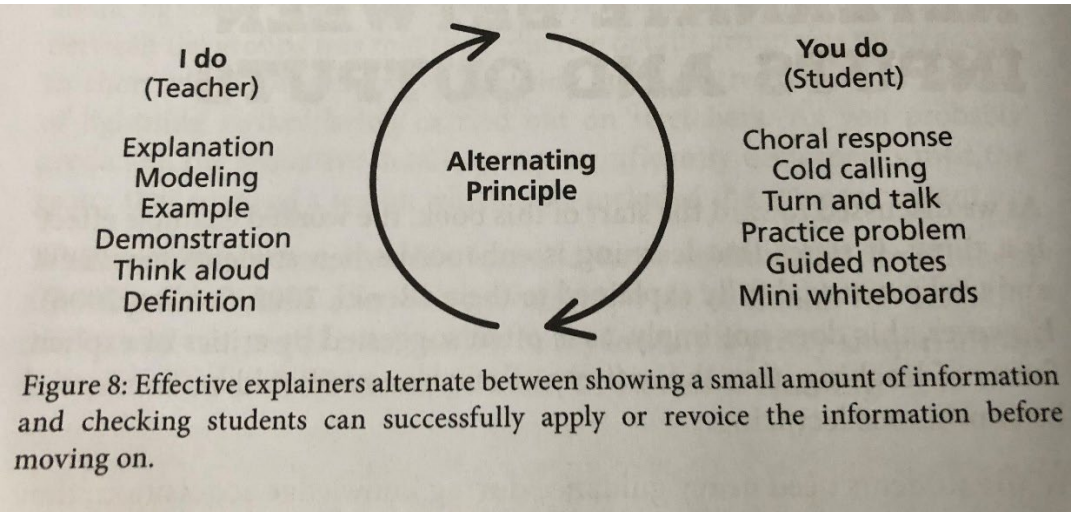
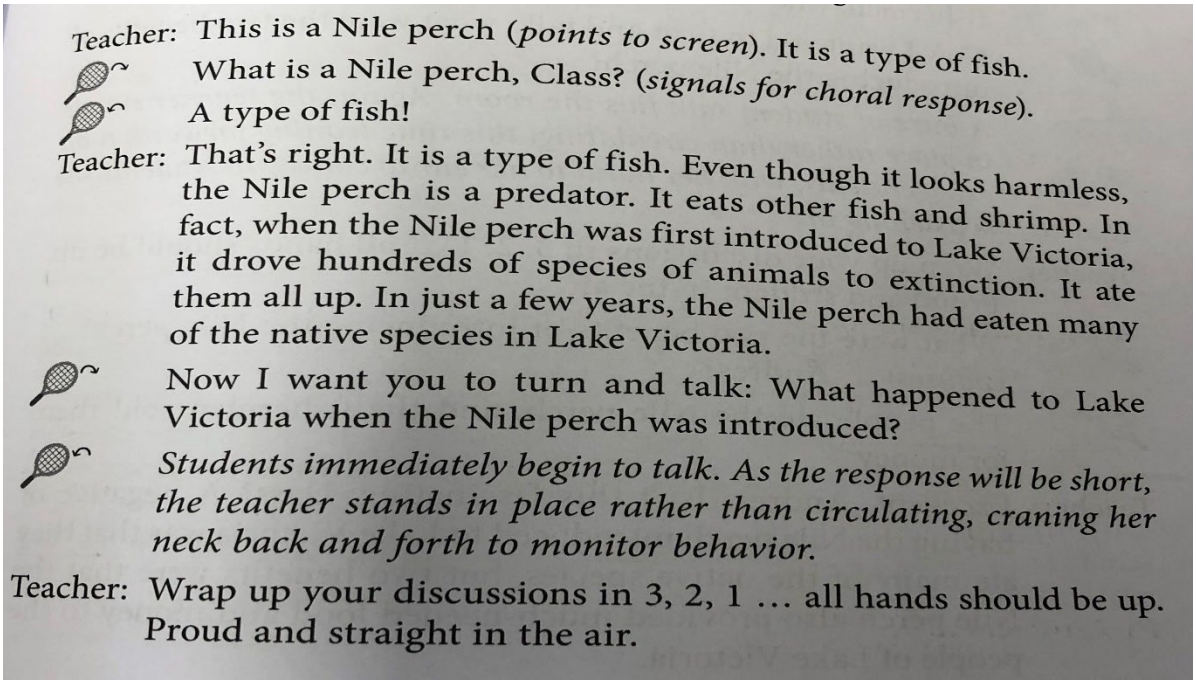


Figure 8: Effective explainers alternate between showing a small amount of information and checking students can successfully apply or revoice the information before moving on.

I do	You do	I do	You do
Teacher: Here is a map of Spain. *Pauses to trace finger around Spanish borders.*	Teacher: Now class, tell me this country's name in 3, 2, 1 ... Students: Spain!	Teacher: That's right! And right in the middle is the Spanish capital, Madrid. *Signals with finger toward Madrid.*	Teacher: Now class, what is the capital of Spain? 3, 2, 1 ... Students: Madrid!

Table 4: Choral response



Teacher: This is a Nile perch (*points to screen*). It is a type of fish.
What is a Nile perch, Class? (*signals for choral response*).
A type of fish!
Teacher: That's right. It is a type of fish. Even though it looks harmless, the Nile perch is a predator. It eats other fish and shrimp. In fact, when the Nile perch was first introduced to Lake Victoria, it drove hundreds of species of animals to extinction. It ate them all up. In just a few years, the Nile perch had eaten many of the native species in Lake Victoria.
Now I want you to turn and talk: What happened to Lake Victoria when the Nile perch was introduced?
Students immediately begin to talk. As the response will be short, the teacher stands in place rather than circulating, craning her neck back and forth to monitor behavior.
Teacher: Wrap up your discussions in 3, 2, 1 … all hands should be up. Proud and straight in the air.

Appendix 1

The table below clealry defines each stage of **I do, We do , You do** and demonstrates how each stage supports teaching approaches supported by Cognitive Load Theory and Rosenshine's Principles of Instruction.

STAGE	Direct Instruction/explicit instruction	Cognitive Load Theory	Rosenshine's Principles of Instruction
1	**I** • Teacher demonstrates via an explicit instruction approach	**Worked example** • Reduces cognitive load for novices who lack sufficiently developed background knowledge • For building schemas • Exemplifies success criteria or goal	**Provide Models** • Clarify and exemplify specific steps • Turn the abstract into the concrete
2	**We** • Teacher demonstrates and asks student to assist with completion	**Completion Problem** • A 'hybrid' of worked examples and problem solving • To ensure students process worked parts sufficiently	**New Material in Small Steps/Provide Models** • Mastering individual steps one a time prevents cognitive overload
3	**You** • Students attempt problem independently	**Problem** • Allows students with sufficiently developed schemas to apply their knowledge	**Independent Practice** • Develops automaticity and fluency

Appendix 2 Monitoring: Planning

Planning								
National curriculum links								
Lesson sequence follows a logical order								
I Will Know is clear								
Knowledge is clearly defined								
Knowledge is in manageable chunks								
Skills are clearly defined and link to knowledge taught in lesson.								
Previous learning /recap learning is linked to the lesson focus.								
Baseline is a suitable assessment activity/prompt for the lesson.								

Lesson ordered in three clear chunks.								
Each chunk has r I,W, Y sections.								
Chunks use simple models								
Progress review related to each chunk taught.								
Slides								
As clear as possible								
Use the I do, We do, You do slide markers.								
I,W,Y mirror each other.								
The slides are in the agreed order.								
The slides meet the requirements of Teaching and Learning Policy								

Appendix 3 Monitoring: Teaching

Lesson Structure and Content							
I will know is specific							
Remember reviews prior knowledge that is to be used in that lesson.							
Baseline activates prior Knowledge							
Chunk has the 'right amount of knowledge'							
IWY symbol used							
Chunks in correct order - easiest to hardest.							
Notebook Quality and Design							
Notebooks exemplify the notebook principles							
Simplest form							
Words and Visuals							
No unnecessary content							
Avoids written text to be read by teacher							
Lesson Delivery							
Discontinuity Avoided							
Signalling Used							
Dynamic Drawing Principle used							

Alternating Used							
Fading Guidance during the **We Do** as required.							
Assessment throughout. Think Pair Share, mini whiteboards, Coldcall							
Scenario C, lesson adapted for those who can and those who cant.							