

## Mapping evidence base and QA themes to inform Common Principles for Teaching and Learning

<b>MLT Common Theme Groupings from QA</b>	<b>Relationships and Behaviour</b>	<b>Planning and Activities</b>	<b>Marking and Feedback</b>		
<b>Rosenshine's Principles of Instruction (Sherrington's grouping)</b>		<b>Sequencing and Modelling</b> 2. Small steps 4. Provide models 8. Promote scaffolds	<b>Questioning</b> 3. Ask questions 6. Check for understanding	<b>Reviewing Materials</b> 1. Daily review 10. Weekly and monthly review	<b>Stages of Practice</b> 5. Guided practice 7. High success rate 9. Independent practice
<b>Early Career Framework (aligned to teachers' standards)</b>	<b>Behaviour Management (S1, S7)</b>	<b>Pedagogy (S2, S4, S5)</b>	<b>Curriculum (S3)</b>	<b>Assessment (S6)</b>	<b>Professional Behaviours (S8)</b>
<b>EEF SEND Best Practice (Quality First Teaching)</b>	<b>Technology</b> • Assistive • Modelling	<b>Explicit Instruction</b> • Guided practice • Independent Practice	<b>Cognitive and Metacognitive</b>	<b>Flexible Grouping</b>	<b>Scaffolding</b> • Guided practice • Routines
<b>Autumn QA</b>	Games/competition incentive High expectations Peer support +ve relationships Points system/ praise Presentation of work Work celebrated in displays Respect for environment	Subject knowledge Scaffolding Stretch and challenge Teaching strategies Planning with TAs Pupils aware of LO Visual aids WAGOLL Cross-curricular links	Checking for understanding Address misconceptions Consistent marking/ feedback Constructive feedback Pupils self assess Pupil response to feedback	Link to prior learning Questioning for recall Starter/ plenary	Guided practice Independent practice Pace of lesson Homework

<b>Respect for relationships, behaviour and the environment</b>	<b>Learning intentions are clear, shared and understood by pupils</b>	<b>Lessons are well sequenced</b>	<b>Use of appropriate scaffolding to promote independence</b>	<b>Assessment and Feedback are used to promote pupil progress</b>
Where this might be seen: Behaviour management Physical environment Calm Engaged learners Autism friendly space	Where this might be seen: Learning objective Feedback Review previous material Questioning Sharing examples	Where this might be seen: Chunking—small steps Modelling Stretch and challenge Link to prior learning	Where this might be seen: Guided practice High success rate Independent practice Pupils self-scaffolding Metacognitive strategies	Where this might be seen: Questioning Check for understanding Marking