



Cornwall
Education
Learning Trust

CELT ENTITLEMENT

The Learning Chronicles





With the learner...

Meet and Greet



CONNECT

Let's Do It Now



Curate and Narrate



Relentless Positivity



With curiosity, joy...

Harness Attention



Establish Learning Mode



Ignite Curiosity



INSPIRE



With ambition...

Narrate Ambition



Silent Steering



Catch them winning



GENERATE



With confidence...

Normalise Struggle



Own It...



Celebrate Success



EMPOWER



...and the learning

Retrieval Practice



Re-connect



Warm Up



Frame the Learning



CONNECT



...and expertise

Expert Exposition



Read to Learn



Check for Engagement



INSPIRE



...and precision

Meta-cognitive Modelling



Faded Scaffolding



Deliberate Practice



GENERATE



...and checks

Checking for understanding



Responsive Teaching



Deliberate Reflection



Actionable feedback



EMPOWER

CELT ENTITLEMENT

The Learning Chronicles

Volume 1

(First Edition 2025)



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with the Learner
and the Learning



Our Learning Chronicles

Teaching is a craft of intellect, empathy, and purpose, shaped by knowledge expertise and relationships. At Cornwall Education Learning Trust, we believe that great teaching deserves a framework that is as professional and enduring as the work it supports. Our Learning Chronicles are designed to embody a library of academic research, built as a collection of volumes that educators can draw upon to refine, strengthen, and shape their practice. They bring together the collective knowledge of expert staff from all of our schools, educational research and policy to create a body of shared understanding that all our educators can use as the basis for their practice. We know that when we teach with clear, evidence informed and consistent strategies our learners succeed.

We have four volumes to our CELT Chronicles. Each contains a wealth of strategies about aspects of teaching, including both belonging strategies designed to ensure all of our learners are able to be their best selves in our classrooms, and pedagogical choices that our educators will skilfully select to support our learners through their journey. During a lesson, educators will draw upon knowledge and strategies contained in each of the volumes, moving between volumes. The greatest skill of any educator is selecting the most impact approach at any moment.



Our CELT Chronicles are held and supported by Culture and Routines, the foundation of exceptional learning. They are also underpinned by a drive to support those learners who require additional or different strategies to ensure they are as successful as possible. The Adaptive Teaching Toolkit sets out our adaptive strategies to support SEND learners and is crafted to link expertly to the strategies set out in our CELT Chronicles.

The Four Volumes of the CELT Chronicles



The **Connect** phase sets a purposeful tone and creates a safe, welcoming environment for learning. It launches learning with immediate purpose and cognitive activation.



The **Generate** phase nurtures learner ownership and pride during application. Learners engage deeply with tasks that challenge and extend their thinking.



The **Inspire** phase energises learners and secures full engagement for new learning. Teachers expertly deliver content that deepens understanding with clarity, precision and confidence.



The **Empower** phase develops learner confidence, independence and resilience. Learners take charge of their progress through purposeful reflection and guidance.



Creating Cohesive Approaches

When every classroom across all our schools is underpinned by shared principles and consistent approaches, learners experience predictability, stability, and a stronger sense of belonging. Cohesion ensures that no matter which class they enter, learners encounter high expectations, safe routines, and a culture that values and cares for every learner as an individual.

Professional expertise relies on the ability of educators to apply shared strategies with intelligence, creativity, and adaptability. Our CELT Chronicles provide a common language and framework that binds us together. They set our **Best Bet** strategies and **Set Play** routines to ensure all learners have an exceptional educational experience 100% of the time.

CONNECT	with the learner...	INSPIRE	with curiosity, joy...	GENERATE	with ambition...	EMPOWER	with confidence...
	Meet and Greet		Harness Attention		Narrate Ambition		Normalise Struggle
	Let's Do It Now		Establish Learning Mode		Silent Steering		Own It...
	Curate and Narrate		Ignite Curiosity		Catch them winning		Celebrate Success
	Relentless Positivity						
	...and the learning		...and expertise		...and precision		...and checks
	Retrieval Practice		Expert Exposition		Meta-cognitive Modelling		Checking for understanding
	Re-connect		Read to Learn		Faded Scaffolding		Responsive Teaching
Warm Up	Check for Engagement	Deliberate Practice	Deliberate Reflection				
Frame the Learning			Actionable feedback				

Explaining Expert Practice

Best Bet Our **evidence informed Best Bets** set out suggested implementation ideas from our CELT Chronicle strategies to be successful.

Set Play Consistency and predictability in classrooms reduces cognitive load and ensure learners feel confident and safe. Our **Set Plays** set out how particular techniques will be delivered consistently with all learners.

Non-example **Non-examples** provide clarity regarding strategies that evidence tells us are not effective approaches to implementation.

Policy Identify aspects of our practice are determined by non-negotiable **Policy** requirements.

Throughout our CELT Chronicles there are icons indicating aspects of our practice that have been exemplified in Steplab with additional criteria, articles and videos.





Connect with the learner...

The **Connect** phase sets a purposeful tone and creates a safe, welcoming environment for learning. A warm **Threshold Meet and Greet** establishes immediate connection, helping learners feel seen and valued. During **Registration**, individual acknowledgment builds emotional safety and routine, while **Positive Framing** sets clear expectations for success. **Curate and Narrate** ensures each learner feels known, understood and included, creating the conditions for engagement and belonging. This phase fosters trust, attention and readiness to learn, allowing teachers to shape the emotional and behavioural climate of the lesson from the outset and establish a strong foundation for progress.

Meet and Greet

Warm welcome at the door to set a positive tone that builds connection, readiness, and emotional safety for learners.



1.1

Let's do it now

A task completed by learners after transitions to maximise focus, attention, and learning from the moment of entry.



1.2

Curate and Narrate

All learners are set up to succeed through thoughtfully organised seating plans and individual additional provision.



1.3

Relentless Positivity

Highlights desired behaviours to reinforce high expectations and a respectful classroom climate.



1.4



"To teach in a manner that respects and cares for the souls of our learners is essential if we are to provide the conditions where learning can most deeply and intimately begin."

Gloria Jean Watkins

...and the learning



The **Connect** phase launches learning with immediate purpose and cognitive activation. Learners engage straight away through **Let's Do It Now**, using purposeful tasks that maximise focus. **Retrieval** then strengthens memory by drawing on prior knowledge, while **Re-connect** activates existing understanding and links it to new content. A structured **Warm Up** ensures learners are cognitively or physically prepared, ready for challenge. **Framing the Learning** then clarifies the lesson's purpose and relevance, guiding learner focus and motivation. Together, these strategies build momentum, reinforce schema and ensure every learner enters the learning phase engaged and clear about what success looks like.

Retrieval Practice

Builds long-term memory by strengthening recall through regular spaced knowledge retrieval practice.



1.5

Re-connect

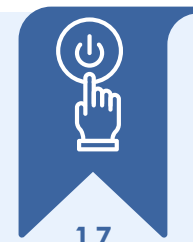
Activates relevant prior knowledge, ensuring learners are ready for new content.



1.6

Warm Up

Prepares learners for success by stimulating cognitive or physical readiness before new learning.



1.7

Frame the Learning

Clarifies learning purpose, goals and relevance to guide attention, motivation and focus during learning.



1.8

'The most important single factor influencing learning is what the learners already know. Ascertain this and teach accordingly'

David Ausubel





1.1 Meet & Greet



Warm welcome to set a positive tone that builds connection, readiness, and emotional safety for learners.

Rationale

Welcoming learners at the door establishes a calm and consistent connection before learning begins. This signals care, reinforces boundaries, and promotes readiness. This simple act creates emotional safety and positive expectations, allowing learners to be focused and settled. Over time, it builds strong habits that support engagement, behaviour, and belonging.

Set Play - Meet and Greet

1. Establish a routine for learners to line up before entering
2. Stand at the door during every transition with calm, visible presence
3. Warmly greet each learner to promote connection and belonging
4. Consider individual connection, specifically through the lens of Ethnicity, Diversity and Inclusion
5. Use non-verbal cues and short prompts to reinforce high expectations
6. Scan for emotional readiness or potential behaviour issues
7. Positively narrate correct uniform, punctuality, calm entry, etc.
8. Use this as an opportunity to positively engage with learners
9. Transition learners directly into the 'Let's do it now' task
10. Learners routinely take out their equipment for the lesson and begin the 'Let's do it now' task without delay



Set Play



ECF Ref.

1.4

Setting clear expectations can help communicate shared values that improve classroom and school culture.

1.5

A culture of mutual trust and respect supports effective relationships

7.1

Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment



1.2 Let's Do It Now



A task completed by learners after transitions to maximise focus, attention, and learning from the moment of entry.

Rationale

Starting to learn straight away signals urgency, purpose, and high expectations. An immediate task reduces lost time, supports focus, and smooths the transition into the lesson. It removes ambiguity and primes thinking. When used consistently, learners arrive knowing what's expected, reducing low-level disruption and increasing the proportion of time spent learning.

Set Play - Let's Do it Now

1. 'Let's Do It Now' is pre-planned to take no more than 10 minutes.
2. Clearly display the task or have printed copies for learners as required.
3. Ensure instructions are clear and accessible without explanation.
4. 'Let's Do It Now' is started straight away and in silence to allow **register is completed** in first 5 min (as a default mode).
5. Establish a consistent routine so learners know how to start without prompting.
6. Circulate quickly to check for engagement.
7. During/After completion, **check for engagement** and **check for understanding**.



Set Play

What makes a great do it now activity?

- Low task complexity - little to no instruction or explanation required
- Use as an opportunity to make a pedagogical choice of:
 - **Retrieval Practice** - Long term memory rehearsal
 - **Re-connect** - Activate pre-requisite knowledge
 - **Warm Up** - Physically/cognitively/emotionally prepares
 - **Ignite Curiosity** - Sparks Interest, imagination and engagement
 - **Read for Success** - Develop vocabulary, cultural capital, context
- Easily assessed for immediate engagement for all



Best Bet



Tasks that do not enhance learning, such as:

- Word searches
- Code-Breakers
- Crosswords



Non-example

ECF Ref.

7.1

Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment



Registration

Taking the register silently and purposefully signals the start of learning. It helps establish predictable structure, supports calm focus, and models respectful expectations. Quiet acknowledgement reinforces belonging without distraction. This routine creates a buffer between transition and task, allowing learners to settle and teachers to scan for readiness or concerns.

Register Policy

- Within the first five minutes of the lessons, the register should be taken.
- For every register, the names of all learners need to be called out so they can reply that they are present. Any learners arriving after the first five minutes need to be marked as 'late'.
- If the learner is not present, then a 'N' code will be used.
- Complete a headcount to ensure the number of learners in the room is equal to the total number of learners marked present on the register.
- **Secondary Only** - If a learner was present in the previous lesson but is not present in this current lesson, they must be reported as absent using the 'Missing Student' button on Class Charts.



Policy

Set Play - Registration

1. Learners will be completing a 'Let's do it now' task
2. Start the register in complete silence
3. Acknowledge each learner briefly (name, nod, or eye contact)
4. Check correct pronunciation of names individually with learners
5. Avoid multitasking — use this time to be fully observant and present
6. Reinforce posture, readiness, and positive behaviours subtly
7. Use this opportunity to scan for potential issues or disengagement
8. Transition immediately from register to the opening learning task



Set Play





1.3 Curate & Narrate



Ensures all learners are successful through thorough knowledge and understanding of all learners' needs and the application of adaptive teaching.

Rationale

A dynamic and practical tool designed to curate the classroom to ensure adaptive strategies are in place for all learners. It provides key information to ensure teachers plan effectively and implement adaptive strategies that foster equity and high-quality learning experiences for all learners. There is a shared language and strategies that are consistent through the use of the adaptive teaching toolkit.

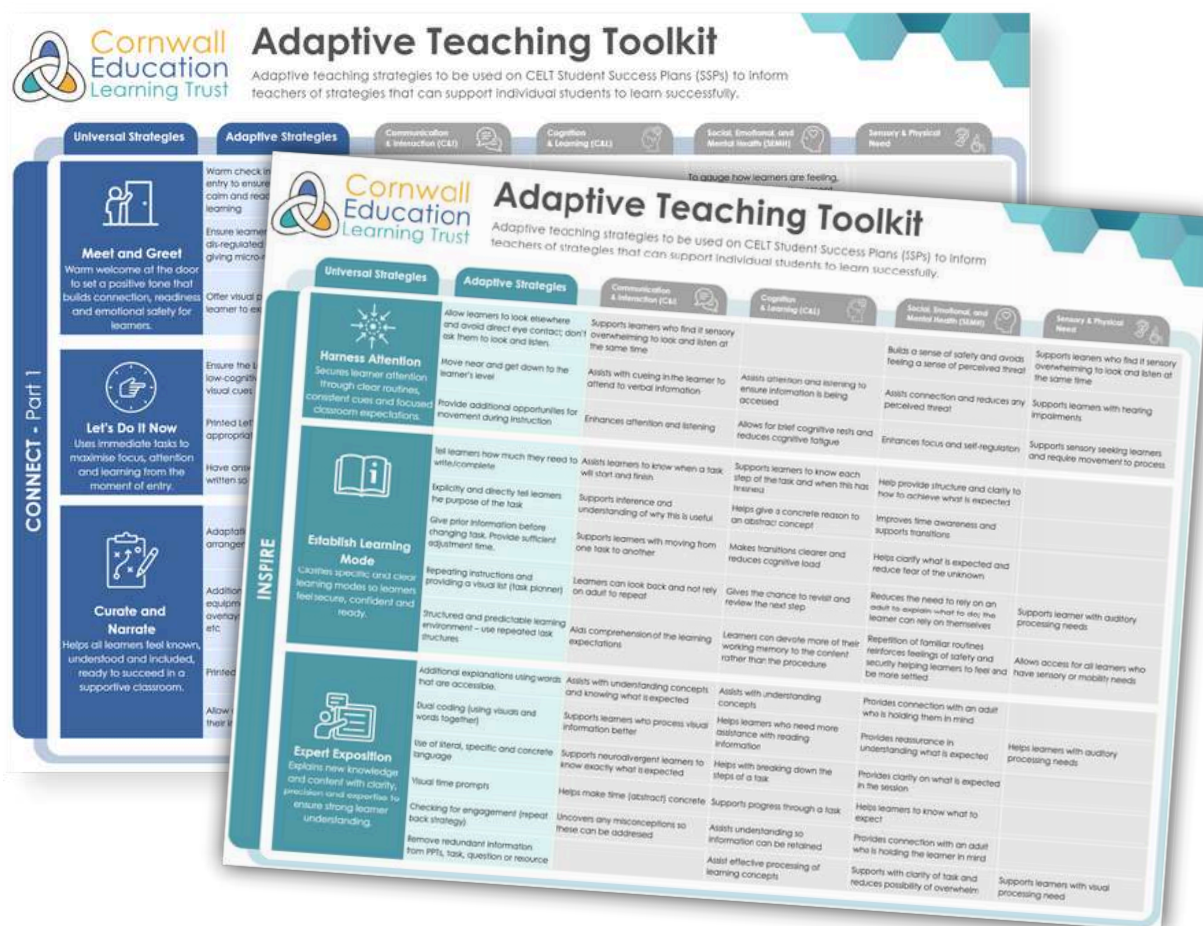
Set Play - Curate and Narrate

1. Use Curate & Narrate to inform and support your lesson preparation alongside the CELT Adaptive Teaching Toolkit
2. Use EHCPs, 'Need to Know' and 'Need to Do' information to curate seating plans, including wider knowledge of learners.
3. Have an up-to-date printed copy of annotated seating plans in your Curate & Narrate folder.
4. Consider all potential belonging barriers, including under-resourced and under-represented learners.
5. Embed identified strategies in planning and implementation.
6. Ensure Curate & Narrate is available in your classroom during every lesson.



Set Play

CONNECT | Belonging Strategies





1.4 Relentless Positivity



Highlights desired behaviours to reinforce high expectations and a respectful classroom climate.

Rationale

Framing expectations positively reduces resistance and promotes a calm, respectful atmosphere. Instead of highlighting what not to do, the teacher draws attention to what's going well. This builds motivation, reinforces norms, and protects learner dignity. It shifts the classroom culture from correction to guidance, encouraging learners to self-regulate.

Best Bet - How to set the expectations

1. Narrate and name positive behaviours as they happen, with the implied expectation that everyone will achieve them
2. Make sure expectations are established clearly from the outset
3. Narrate links between class and school reward systems
4. Reinforce respectful and tolerant classrooms where all viewpoints, values, and beliefs respected



Best Bet

How to correct and promote positively

- Don't ignore—what you ignore you accept
- Redirect calmly using reminders of what's expected
- Avoid shaming or public confrontation—focus forward
- Balance corrections with praise to reinforce norms
- Name and praise those learners who meet expectations



- Public confrontation or conversations learners could feel shamed by
- Praising when expectations are not met
- Avoid sarcasm



Non-example

ECF Ref.

1.1

Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.

1.4

Setting clear expectations can help communicate shared values that improve classroom and school culture

7.1

Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment

7.5

Building effective relationships with pupils can help teachers to motivate pupils and support their wellbeing.



1.5 Retrieval Practice



Builds long-term memory by strengthening recall through regular spaced knowledge retrieval practice.

Rationale

Retrieval strengthens memory by forcing the brain to recall knowledge, rather than simply reviewing it. This deepens understanding and improves retention over time. Regular, low-stakes practice helps identify misconceptions and highlights what needs re-teaching. When embedded consistently, it improves learners' confidence, fluency, and readiness for more complex thinking.

Best Bet - Retrieval Practice

1. Intentionally plan and sequence retrieved content
2. Use short, focused retrieval tasks regularly
3. Make tasks low-stakes to reduce anxiety
4. Space and interleave content over time to optimise long-term knowledge retention
5. Review and clarify misconceptions immediately



Best Bet

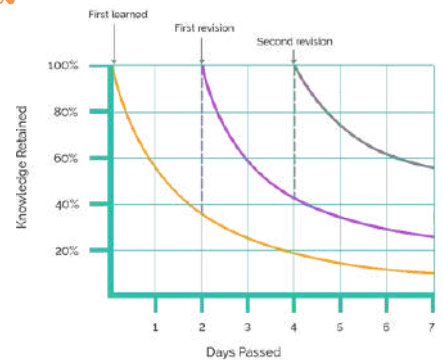
- Continuing to retrieve content where learners have insecure knowledge
- Retrieving knowledge learners have not been taught
- Cognitive overload for learners by retrieving content that is too disparate
- Random selection of content, not careful selection
- Not checking for understanding



Non-example



Evidence Base



The forgetting curve, identified by Ebbinghaus, shows that without reinforcement, memory retention declines rapidly over time. Spacing retrieval interrupts this decline by promoting effortful recall, which strengthens neural connections and facilitates deeper encoding into long-term memory. Cognitive science also highlights that the act of retrieving information—especially when it's just on the verge of being forgotten—produces stronger, more durable learning than passive review.



ECF Ref.

2.7

Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.

2.8

Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.



1.6 Reconnect



Activates relevant prior knowledge, ensuring learners are ready for new content.

Rationale

Re-connecting to prior knowledge helps learners make sense of new material. It reduces cognitive load by anchoring new information to what is already known. This primes attention, improves comprehension, and supports memory. When teachers deliberately activate relevant knowledge, learners are more likely to engage deeply and make meaningful links.

Best Bet - Reconnect

1. Use questions, diagrams or recap tasks to revisit key knowledge
2. Make links between prior and current learning explicit
3. Encourage learners to summarise past content in their own words
4. Avoid assuming learners remember everything—check for understanding
5. Use visual references such as content mapping to connect knowledge across lessons
6. Move to a phase of expert exposition if knowledge needs to be re-taught



Best Bet

- Not checking for understanding
- Moving on to new content before prerequisite knowledge is activated or understood
- Reconnecting with irrelevant prerequisite knowledge, increasing cognitive load



Non-example



Evidence Base

Reconnecting with prerequisite knowledge before introducing new content is essential for effective learning, as confirmed by cognitive science research. A study published in **Frontiers in Psychology** (van Riesen et al., 2020) highlights how activating prior knowledge reduces cognitive load, making it easier for learners to process and integrate new information. This approach frees up working memory, allowing learners to form stronger mental connections and better understand new concepts.



ECF Ref.

2.2

Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.

2.7

Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.

3.7

Pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models ("schemata")



1.7 Warm Up



Prepares learners for success by stimulating cognitive or physical readiness before new learning.

Rationale

A warm-up prepares learners mentally and emotionally to engage with the lesson. It activates thinking, sharpens focus, and builds momentum. It can also reduce anxiety and boost motivation. When teachers use warm-ups with purpose, they set the cognitive climate and help learners shift smoothly into learning mode.

Best Bet - Warm Up

1. Keep routines consistent to reinforce expectation and purpose
2. Target key knowledge or skills needed for today's content
3. Make it quick, active or academically focused
4. Use it to assess readiness and identify individual barriers to success
5. Ensure all learners can access and complete the task
6. Connect the warm-up clearly to the learning ahead



Best Bet

Possible Ideas Include:

- Physical warm-up by enacting a concept such as particle motion in Science, or number line in Maths
- Cognitive warm-up such as a brain dump or find a location on a map
- Physical warm-up such as quick draw in Art or rhythm clapping in Music, or a set warm-up routine in PE



ECF Ref.

2.3

An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory

2.5

Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge



1.8 Frame the Learning



Clarifies learning purpose, goals and relevance to guide attention, motivation and focus during learning.

Rationale

Framing the learning helps learners understand the why behind the lesson. Clear goals focus attention and reduce cognitive overload. When learners know what success looks like and why it matters, they are more motivated and better able to monitor their own progress. Purpose drives engagement and deeper thinking.

Best Bet - Frame the Learning

- 1. State the learning goals clearly and concisely
- 2. Explain the purpose behind today's learning
- 3. Link the task to prior knowledge and future learning
- 4. Use accessible, motivating language to promote relevance
- 5. Provide an exemplar for excellence
- 6. Refer back to the learning purpose throughout the lesson



Best Bet



ECF Ref.

2.3

An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory

2.5

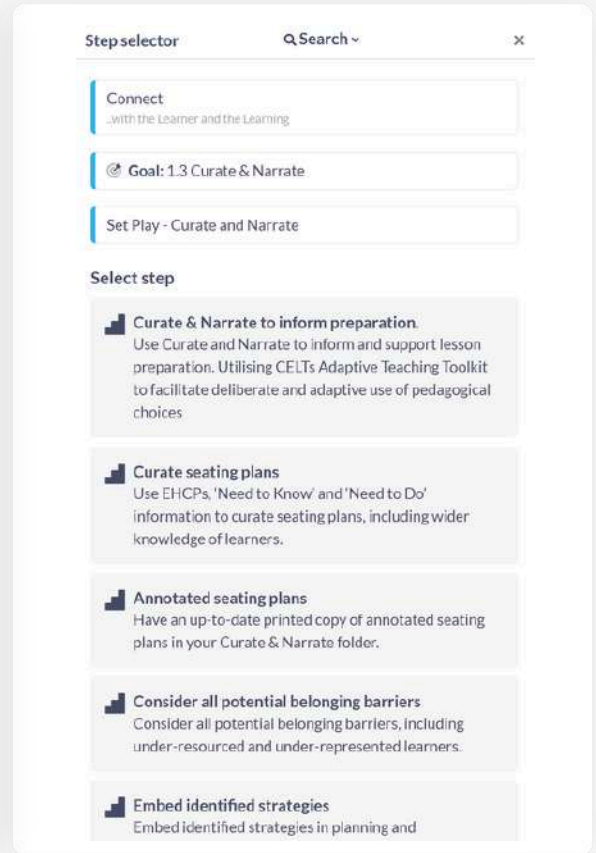
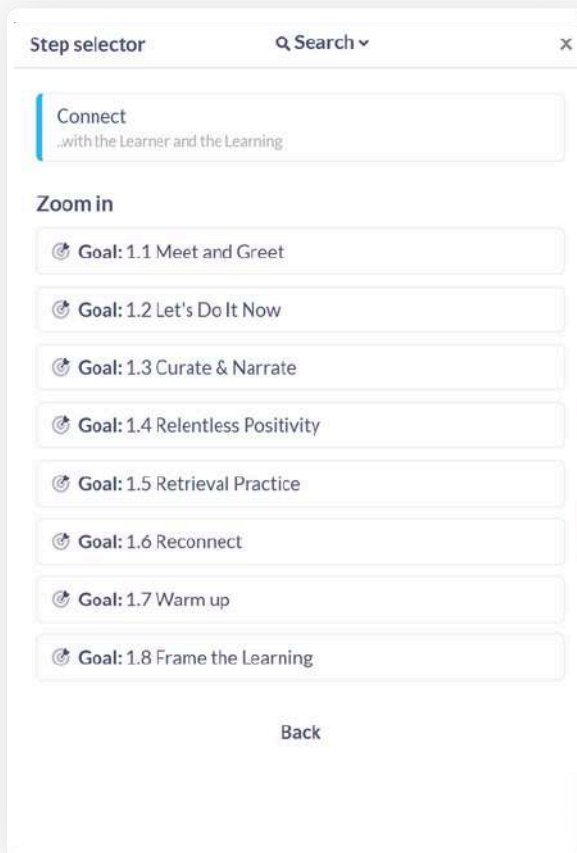
Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge



Learning in Steplab

Our CELT Chronicles are embedded within Steplab, our professional development and instructional coaching platform. This integration ensures that the strategies and principles outlined in our CELT Chronicles are lived out in practice and developed over time. Steplab allows educators and leaders to engage with the framework through shoutouts, drop-ins, deliberate practice and coaching, creating a clear link between professional learning and classroom impact.

Educators can access our CELT Chronicles in Steplab by zooming into each of our strategies and exploring our Best Bets, Set Plays, Non-examples and Adaptive Strategies.

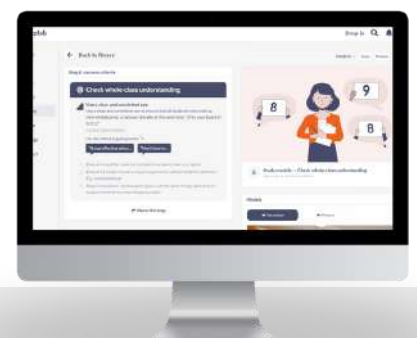


LEARNING CHRONICLES | Steplab

Steplab hosts a library of expert teaching videos from across our Trust and beyond, demonstrating our strategies and providing research and evidence links for further study and professional development.



Throughout our CELT Chronicles there are icons indicating aspects of our practice that have been exemplified in Steplab with additional criteria, articles and videos.



Steplab

connect with the learner,
and the learning



CELT ENTITLEMENT

The Learning Chronicles

Volume 2

(First Edition 2025)



with expertise,
curiosity and joy

INSPIRE



Inspire with curiosity, joy...

The **Inspire** phase energises learners and secures full engagement for new learning. **Harnessing Attention** through consistent cues and routines ensures every learner is focused and ready. **Establishing Learning Modes** makes expectations clear, building learner confidence and creating a climate of certainty. **'Invite Curiosity'** then ignites curiosity, delivering content with awe, relevance and authority to spark genuine interest. These strategies work together to secure motivation, focus and belief. Learners are not only attentive but inspired—primed to take intellectual risks, engage deeply, and see the value in what they are learning and why it matters.

Harness Attention

Secures learner attention through clear routines, consistent cues and focused classroom expectations.



Establish Learning Mode

Clarifies specific and clear learning modes so learners feel secure, confident and ready.



Ignite Curiosity

Builds curiosity, joy and motivation by delivering content with awe, relevance and strong subject knowledge.



"Curiosity is the engine of achievement"

Ken Robinson

... and expertise



In the **Inspire** phase, teachers deliver content that deepens understanding and fosters active learner engagement. **Expert Exposition** ensures new knowledge is shared with clarity, precision and confidence, helping learners grasp complex ideas. **Read to Learn** builds curiosity and comprehension through rich texts that challenge thinking and develop subject knowledge. **All In: High Ratio** keeps every learner thinking and participating through inclusive questioning and purposeful tasks. These strategies combine to raise cognitive demand, maintain momentum and ensure that all learners are actively processing and acquiring new information—building the foundation for meaningful, sustained learning.

Expert Exposition

Explains new knowledge and content with clarity, accuracy and subject expertise to ensure strong learner understanding.



Read to Learn

Imparts knowledge and develops vocabulary through exposure to rich academic texts, inspiring deeper thinking.



Check for Engagement

Maximises momentum and participation by involving every learner through inclusive questioning, tasks and prompts.



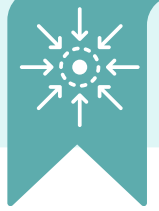
"When we design teaching from a lens of joy, history, identity, and intellect – genius is cultivated."

Dr Ghody Muhammad





2.1 Harness Attention



Secures learner attention through clear routines, consistent cues and focused classroom expectations.

Rationale

Attention is the gateway to learning, so that learners can receive and retain knowledge being shared. Teachers harness attention by establishing predictable verbal and non-verbal cues and routines that reduce distractions and create shared focus. Clarity, consistency, and presence ensure learners are cognitively engaged, ready to process information, and able to access the full learning experience.

Set Play - Harness Attention

1. Prior to harnessing attention, where possible, give learner pre-warning of the task coming to an end. "We have 10 seconds left".
2. **Use the non-verbal** (team stop) cue - raise hand and wait
3. **Or use the verbal cue** - "3-2-1-Eyes..."
4. Vary your tone and consider adding addition narration of the change of expectation. "3, put your pens down, 2, everyone looking at me, 1, Eyes on me..."
5. Insist upon attention from all learners, waiting for all learners full attention
6. Use positive noticing to reinforce expectations
7. Consider any individual barriers to securing full attention including gaps in knowledge, understanding or cultural capital



Set Play

- Not waiting for all learners' attention
- Extending countdown if learners are not transitioning their attention
- Inconsistent use of ways of getting attention leading to inconsistent attention from learners
- Allowing attention to drift after harnessing



Non-example



ECF Ref.

7.1

Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.

7.2

A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs



2.2 Establish Learning Mode



Clarifies specific and clear learning modes so learners feel secure, confident and ready.

Rationale

Learning mode routines help learners know what is expected and how to behave in different phases of a lesson. When teachers establish clear modes, learners feel more confident and secure. This clarity reduces low-level disruption, improves transitions, and increases time spent in productive learning. A learning mode is an intentional choice by the teacher, which is narrated clearly to learners.

Learning Modes

INSPIRE

Focused Listening



Note Taking



Silent Reading



Tracking Text



GENERATE

Silent Practice



Guided Practice



Paired Oracy



Group Oracy



Best Bet - Establish Learning Mode



Best Bet

1. Intentionally select a learning mode
2. Define learning mode explicitly and consistently
3. Clearly communicate the expected learning mode to learners
4. Model and rehearse expectations regularly
5. Use visual cues or prompts to re-establish mode when needed
6. Provide positive feedback for correct learning behaviours
7. Narrate examples to reinforce shared understanding
8. Reset calmly but firmly when expectations are not met

- Allowing low-level chat that is not intentionally planned to support the learning
- Blurring learning modes, some listening and some note-taking



Non-example



ECF Ref.

7.1

Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.



2.3 Ignite Curiosity



Builds curiosity, joy, and motivation by delivering content with awe, relevance, and strong subject knowledge.

Rationale

Ignite curiosity through passionate delivery and the highest of expectations. Learners find joy through success and learning knowledge-rich content. When teachers present learning with passion, awe, or meaningful relevance, they spark emotional and cognitive engagement. This increases attention, effort, and retention. Enthusiastic, knowledgeable delivery shows learners that content matters.

Best Bet - Ignite Curiosity

1. Articulate the purpose of the learning
2. Ensure all learners know how they can be successful and inspire them with confidence
3. Use a story, question, or challenge to inspire
4. Connect the stimulus clearly to the learning, and to individual learners' context, values, and viewpoints
5. Provide real-world relevance succinctly, linking to experience, careers, or learner interest
6. Avoid distractions—ensure the hook serves the learning and the individual
7. Encourage learners to generate questions from the stimulus
8. Use body language and tone to convey your own curiosity and passion



Best Bet

- Changing the content of the lesson or deviating from the intended learning
- Distracting learners through prolonged deviations from curriculum content
- Blurring professional boundaries by oversharing personal anecdotes
- Learners' questions distract from the intended learning
- Assuming prior knowledge or specific cultural capital to spark learning



Non-example



ECF Ref.

- 1.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.
- 1.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.
- 1.1 High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds



2.4 Expert Exposition



Explains new knowledge and content with clarity, accuracy and subject expertise to ensure strong learner understanding.

Rationale

Clear teacher explanation reduces cognitive load and supports accurate understanding. When explanations are sequenced well, concise and connected to prior knowledge, learners can follow and retain new ideas more easily. Skilled exposition guides attention, builds schema and avoids overload, ensuring that learners are not just hearing, but understanding and remembering. Expert exposition is rooted in expert subject knowledge.

Best Bet - Expert Exposition

1. Pre-prepare explanations before teaching
2. Content is chunked appropriately, based on identified component knowledge to avoid cognitive overload
3. Consider the brevity and conciseness of language
4. Use worked examples or analogies to support clarity
5. Use clear visuals that enhance exposition
6. Narrate process and thinking with brevity
7. Emphasise Tier 3 Vocabulary and key concepts explicitly
8. Pause to allow processing and recap often
9. Use visuals, modelling or scaffolds to enhance explanation
10. For EAL learners- Use a microphone on the visualiser to create subtitles on PPTs



Best Bet

- Interrupt cognitive flow by asking questions that distract from explanations.
- Teachers ask learners to contribute during exposition. This may lead to misconceptions or poorly worded explanations that distract others.



Non-example



2.4

Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.

3.2

Secure subject knowledge helps teachers to motivate pupils and teach effectively.

3.5

Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.

4.2

Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.

ECF Ref.



2.5 Read to learn



Imparts knowledge and develops vocabulary through exposure to rich academic texts, inspiring deeper thinking.

Rationale

Reading exposes learners to language, concepts and knowledge they might not access otherwise. It enables storytelling. When teachers model and scaffold reading of rich texts, they build comprehension, vocabulary and critical thinking. Reading becomes not just a skill but a tool for learning across subjects, deepening understanding and broadening learners' cognitive frameworks.

Best Bet - Read to Learn

- 1. Select high-quality, relevant academic text considering the following:
 - a. Reading Age - learners should be able to read 95% of the text
 - b. Ethnicity, Diversity and Inclusive Representation
 - c. Subject and Curriculum Relevance
- 2. Pre-teach vocabulary and context as needed, using visual reminders, examples, and opportunities to say the word.
- 3. Teacher reads aloud fluently and expressively.
- 4. Learners track using a 'reading ruler' or 'following finger'.
- 5. Scaffold access for less confident readers.



Best Bet

- Read to Learn is not a strategy to teach reading skills; it is about imparting new knowledge and information through reading.



Non-example



3.9

To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode

3.10

Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.

ECF Ref.



2.6 Check for Engagement



Maximises momentum and participation by involving every learner through inclusive questioning, tasks and prompts.

Rationale

High participation drives deeper learning. When teachers structure questioning and tasks so that every learner thinks and contributes, engagement and understanding increase. It prevents passivity and ensures all learners practise retrieving and applying knowledge. Inclusive, high-ratio techniques keep thinking visible and ensure no one can opt out of learning.

Set Play - My Turn, Your Turn

Checks engagement by getting learners to repeat words or phrases as well as checking pronunciation.



Set Play

- 1. Teacher says a word or phrase
- 2. Cue learners to repeat in unison immediately
- 3. Learners repeat the word or phrase back
- 4. Maintain a strong pace, rhythm, and vocal energy
- 5. Repeat multiple times to embed accurate recall

Set Play - All Hands Up

Checks engagement by getting learners to all put their hands up to answer questions before selection.



Set Play

- 1. Teacher poses a question clearly
- 2. Cue learners to all raise hands together (verbally or non-verbally)
- 3. Teacher selects a learner to respond

Set Play - Cold Call

Checks engagement by getting learners to all respond individually to a closed question together (can also check understanding)



Set Play

- 1. Plan questions
- 2. Set expectation that anyone may be asked
- 3. Question, pause, name learners intentionally
- 4. Plan strategic learner selection to confirm engagement

Set Play - Choral Response

Checks engagement by getting learners to all respond to a closed question together (can also check understanding)



Set Play

- 1. Choose short, clear questions with one answer
- 2. Signal 3-2-1 lift hands - when to respond with unified timing.
- 3. Rehearse expectations for volume and clarity together
- 4. Monitor all learners for full participation consistently





CEL CENTRE OF EXCELLENCE

At CELT, we believe inspiration doesn't stop with our students – it must live within our educators too. The most powerful teaching comes from colleagues who are **curious, ambitious**, and constantly **refining** their practice. Professional learning is not an add-on; it is central to who we are. When teachers are inspired, they inspire others – **modelling growth, high standards**, and **joyful curiosity** that ripple through every classroom.

The **CEL Centre of Excellence**, based at **Penrice Academy**, is the home of that vision. More than a training hub, it is a place to reflect, collaborate, and plan for the future. Whether you are pursuing qualifications, seeking guidance on your next steps, or stepping into leadership, the **Centre of Excellence** provides clarity, connection, and opportunity. Through programmes such as **CELT Future Leaders, New and Aspiring Primary & Secondary Leaders**, and the new **Flourishing Programme** (launching in 2026), the Centre nurtures potential, supports career progression, and ensures every colleague is recognised and valued for their contribution. Our commitment is simple: **every colleague, in every role, should have access to growth that is meaningful, relevant, and ambitious.**

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We'd love to hear from you, whether you'd like to pop in for an informal chat, give us a call, or drop us an email. You can also find more information on our website.

Centre of Excellence: Penrice Academy, St Austell

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☎ Extension: 0118

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iNSPIRING
THE SOUTH WEST



Inspiring the Southwest

Based on the success of last year, hold the dates for our 2026 Inspiring the South West conference series:

- **Communication** in Schools (7 Feb),
- **Equality in Schools** (28 Mar),
- **Aspiration** in Schools (13 Jun).

Each is aligned with **CELT's Big Moves** and designed to spark collaboration and fresh thinking across the region.

Be inspired, collaborate with colleagues and unlock the potential of education. Don't miss out on this fantastic opportunity to drive forward positive change in education to change the futures of our young people in Cornwall.

research **ED** Cornwall **2**

researchED Cornwall (UK) on
the 11th October 2025 @
8:30 am - 4:00 pm
at our very own Penrice
Academy, St Austell.



#ResearchEDCornwall

LEARNING CHRONICLES | Inspiring Educators

Inspire with expertise,
curiosity and joy



CELT ENTITLEMENT

The Learning Chronicles

Volume 3

(First Edition 2025)



GENERATE

with ambition
and precision



Generate with ambition...

The **Generative** phase nurtures learner ownership and pride during independent or group application. **Narrating Ambition** reinforces high expectations and celebrates excellence, helping learners understand what success looks like and why it matters. **Silent Steering** supports focus and independence by guiding learners non-verbally, allowing them to think deeply without interruption. **Catching Them Winning** boosts confidence by recognising effort, progress and success in real time. Together, these strategies sustain motivation, develop self-belief and embed a culture of excellence. Learners are encouraged to stay focused, work purposefully and feel recognised and valued as they strive toward their learning goals.

Narrate Ambition

Raises aspirations by front-loading positive learner attitude, pride and academic ambition.



Silent Steering

Maintains focus, ownership and pride, guiding learners without disrupting cognitive flow.



Catch them winning

Builds learner confidence by consistently noticing effort, improvement and personal academic growth through praise and reward



"Every child deserves a champion... someone who insists they become the best they can possibly be."

Rita Pierson

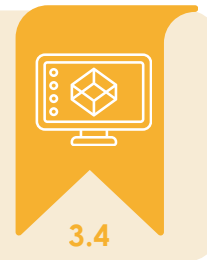
...and precision



During the **Generative** phase, learners engage deeply with tasks that challenge and extend their thinking. **Meta-cognitive Modelling** supports this by making expert thinking visible, helping learners understand how to approach complex problems independently. **Faded Scaffolding** ensures appropriate challenge by gradually removing support as confidence and competence grow. **Deliberate Practice** then strengthens fluency and mastery through focused repetition and application. These strategies equip learners with tools to think critically, self-regulate and improve performance. They create a structured pathway from guided support to confident independence, ensuring that all learners experience meaningful progress and sustained academic growth.

Meta-cognitive Modelling

Demonstrates thinking and generative processes explicitly to help learners develop independent strategies for successful application of knowledge.



Faded Scaffolding

Supports access to challenging tasks with gradual removal of temporary structures and support as confidence and understanding increase.



Deliberate Practice

Develops fluency and confidence by repeated or sustained focused practice that builds automaticity and long term mastery.



"Children will learn to do what they want to learn to do."

Sugata Mitra





3.1 Narrate Ambition



Raises aspirations by front-loading positive learner attitude, pride and academic ambition.

Rationale

When teachers narrate ambition, they communicate belief in learners' potential and frame effort as the path to success. This builds pride, purpose, and a collective identity of high standards. Positive academic identity isn't assumed—it's constructed through consistent messages that learners are capable and that their learning genuinely matters.

Best Bet - Narrate Ambition

- 1. Use language that reflects high ambition for all learners.
- 2. Frame tasks as worthwhile challenges worth engaging in.
- 3. Set out high expectations for the quality of learners work and the expectation that all can meet these aspirations.
- 4. Praise academic effort and growth mindset explicitly.
- 5. Use inclusive language to avoid reinforcing ability hierarchies.
- 6. Understand and consider that ambition may be different for individual learners.
- 7. Narrate respect and tolerance for all cultural viewpoints, values, and beliefs.



Best Bet

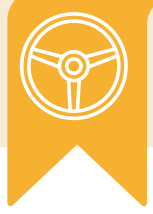


ECF Ref.

- 1.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils
- 2.1 Learning involves a lasting change in pupils' capabilities or understanding
- 4.1 Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.



3.2 Silent Steering



Maintains focus, ownership and pride, guiding learners without disrupting cognitive flow.

Rationale

Silent steering allows the teacher to manage behaviour or support learners without interrupting the flow of learning. Quiet, intentional presence communicates high expectations and respect. This subtle guidance preserves focus, promotes independence, and maintains a calm atmosphere, allowing learners to stay in the thinking zone without unnecessary distraction.

Best Bet - Silent Steering

- 1. Use proximity and eye contact to redirect off-task behaviour
- 2. Avoid unnecessary verbal corrections during task time
- 3. Circulate regularly to maintain awareness and presence
- 4. Use gestures or silent cues taught in advance
- 5. Follow up privately if behaviour persists
- 6. Narrate focus and effort to reinforce expectations



Best Bet

- 1. Interrupting learners with instructions whilst they try to concentrate
- 2. Highlighting poor engagement by some learners by loudly calling it out
- 3. Not circulating or observing the room by staying in one place too long



Non-example



ECF Ref.

7.2

A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.

7.4

Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success



3.3 Catch them winning



Builds learner confidence by consistently noticing effort, improvement and personal academic growth through praise and reward

Rationale

Noticing and affirming positive effort and growth reinforces motivation, belonging, and self-belief. When teachers catch learners succeeding, even in small steps, they strengthen habits and shift attention to what's going well. This normalises effortful learning, builds confidence, and encourages others to model the same behaviours and mindsets.

Best Bet - Catch them winning

- 1. Look for small moments of improvement or resilience
- 2. Name the behaviour and link it to academic success
- 3. Distribute praise equitably, specifically considering learners with potential belonging barriers such as under-resourced and under-represented groups
- 4. Keep praise authentic and proportionate
- 5. Use non-verbal affirmation (nods, smiles, thumbs up)
- 6. Link praise to learning goals, values and viewpoints



Best Bet



ECF Ref.

7.5

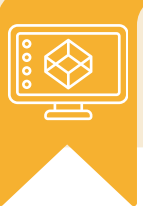
Building effective relationships is easier when pupils believe that their feelings will be considered and understood.

7.6

Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward)



3.4 Meta-cognitive Modelling



Demonstrates thinking and generative processes explicitly to help learners develop independent strategies for successful application of knowledge.

Rationale

Learning improves when learners understand how to think, not just what to do. When teachers model their thought processes aloud, they make invisible thinking visible. This builds learners' ability to plan, monitor and evaluate their own learning. Over time, learners adopt and adapt these strategies to work more independently.

Live modelling can generally be done in three ways, depending on the best way for learners to see the modelling:

1. **Visualiser** - *Under a live camera stream*
2. **On Whiteboard/Interactive Screen** - *Directly onto a board*
3. **Practical Modelling** - *Gathering learners to see in person*



Best Bet

Set Play - Meta-cognitive Modelling

Before learners attempt a task, it's crucial that the teacher models how to be successful in the task.

1. Ensure the workspace is clear and learners can see the modelling
2. Model the task—step by step—carefully managing the cognitive load of learners
3. Narrate the thinking and techniques
4. Utilise the resources and scaffolds learners will have access to
5. Reference mistakes and potential misconceptions learners can make



Set Play



ECF Ref.

2.9

Worked examples that take pupils through each step of a new process are also likely to support pupils to learn

3.4

Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable

4.3

Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible

4.5

Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.



3.5 Faded Scaffolding



Supports access to challenging tasks with gradual removal of temporary structures and support as confidence and understanding increase.

Rationale

Effective scaffolding enables learners to access complexity they couldn't manage independently—yet. Gradually removing this support helps them internalise strategies and build autonomy. When teachers pace this fading carefully, learners grow confident through success. The goal is not dependency, but independence—where support is temporary, targeted, and always moving learners forward.

Best Bet - Faded Scaffolding

- 1. Sentence starters or vocabulary lists to support written tasks
- 2. Writing Framework to enable success for all
- 3. Exemplar material for learners (that cannot be directly copied)
- 4. Sequenced questions/tasks increasing in complexity
- 5. Step-by-step instructions—setting out the process
- 6. Visual reminders of the task sequence, instructions or task timing



Best Bet



ECF Ref.

4.4

Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases

5.1

Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed

5.7

Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.



3.6 Deliberate Practice



Develops fluency and confidence by repeated or sustained focused practice that builds automaticity and long term mastery.

Rationale

Deliberate practice isn't repetition for its own sake, it's focused, intentional effort aimed at improving performance. When teachers plan practice that targets specific knowledge or skills, they help learners build fluency and confidence. Mastery develops not from doing more, but from doing better, with clarity, precision, feedback, and reflection embedded in the process.



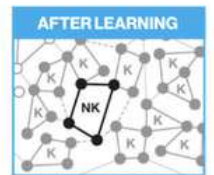
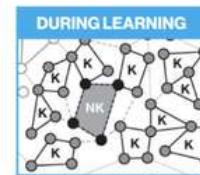
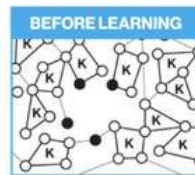
Evidence Base

Generative learning is the process of linking new knowledge to existing knowledge through well-designed deliberate learning tasks that encourage deeper understanding. These deliberate practice tasks focus learners' efforts and strengthen their mental models. They allow all learners to make connections, which refine and reinforce prior knowledge while integrating new concepts, improving retention and mastery through repeated, intentional engagement with material that challenges but builds on what they already know.

Generative activities such as organisation, elaboration, and inference generation serve a construction function. That is, the activities are believed to contribute to the construction of coherent and well-integrated mental representations for to-be-learned content.

Learning a new concept

K Knowledge **NK** New Knowledge



Generative activities such as organisation, elaboration, and inference generation serve a construction function. That is, the activities are believed to contribute to the construction of coherent and well-integrated mental representations for to-be-learned content.

Concept Mapping	Generating Explanations	Making Predictions	Devising Questions	Answering Questions	Constructing Drawings
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ECF Ref.

4.7

High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.

4.8

Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.



3.6 Deliberate Practice



Best Bet - Deliberate Practice

- 1. Consider prerequisite and component knowledge or skill that needs to be learnt.
- 2. Deliberately and judiciously select the most appropriate task for highest-impact learning.
- 3. Consider appropriate learning mode for each task
- 4. Consider how support will be equitable during deliberate practice tasks
- 5. Deliberate practice should build from simple to complex or supported to independent.



Best Bet

Consider component knowledge or skill required	Consider task selection to achieve learning aim
Recall key knowledge (facts, definitions, concepts)	<ul style="list-style-type: none"> • Retrieval quizzes • Create and use flashcards • Retrieval grids
Improve fluency (automaticity in skills like writing, arithmetic, structuring ideas)	<ul style="list-style-type: none"> • Timed drills, quick fire questions • Repetition of task with variation • Copy–edit–create cycle
Build reasoning(explaining why/how, making links)	<ul style="list-style-type: none"> • Think-aloud routines • Sentence completion with scaffolds • Paired rehearsals
Refine accuracy(fixing common errors, precision in written or spoken work)	<ul style="list-style-type: none"> • Error analysis and correction • Micro-editing tasks • Compare–improve routines
Deepen understanding (go beyond surface knowledge, build schema)	<ul style="list-style-type: none"> • Self-explanation • Compare and contrast tasks • Sorting and categorising tasks
Transfer learning across contexts	<ul style="list-style-type: none"> • Varied application tasks, apply knowledge to new context • Re-present information in new format • Challenge prompts
Use feedback to improve	<ul style="list-style-type: none"> • Focused redrafting, key section or purpose • Success criteria checklists • Peer critique

ECF Ref.

4.9

Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice

4.11

Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set.



3.6 Deliberate Practice



Develops fluency and confidence by repeated or sustained focused practice that builds automaticity and long term mastery.

Set Play - Extended Write – Draft and Refine

Develop depth and accuracy through extended writing, with deliberate redrafting

- 1. Give clear writing frame or question
- 2. Learner write silently for a set time (10–15 minutes) for completion not perfection
- 3. Celebrate 2–3 extracts (via visualiser), highlights strengths + one specific improvement
- 4. Learners silently redrafting a key paragraph or section to apply improvement



Set Play

Set Play- Explain to Learn

Deepen understanding by generating and organising knowledge.

- 1. Pose a “why/how” question that frames today’s learning
- 2. Learners create a short written or verbal explanation individually
- 3. Pair learners: one explains, the other probes with a follow-up “why/how” question
- 4. Cold-call pairs to share, then model expert response



Set Play

Set Play - Silent Summarisation

Condense knowledge into progressively tighter summaries to strengthen retrieval + synthesis.

- 1. Learners silently write a 50-word summary of a key concept, text, or process
- 2. Ask learners to reduce it to 25 words, then 10 words, finally to a single sentence
- 3. Silent steering to check essential content remains at each stage
- 4. Celebrate success by sharing final “one-sentence” versions



Set Play

Set Play - Self-Explanation

Encourage deeper understanding by generating “why/how” reasoning.

- 1. Use 4–5 worked examples, steps, or quotations
- 2. Learners annotate each one with a self-explanation
- 3. Sample a few anonymous answers (projected via visualiser or cold-call), quickly correcting errors
- 4. Learners then re-write one improved self-explanation as deliberate reflection



Set Play

Set Play - Concept Mapping

Create connections between ideas through learner-generated structure.

- 1. Learners receive 6–8 key terms (from the current or previous topic)
- 2. Ask learners to draw a concept map showing relationships, arrows, and short linking phrases
- 3. Circulates, noting misconceptions or missing links
- 4. Share model example of expert map and allow learners to self-correct
- 5. Learners highlight 2 changes they made to strengthen connections



Set Play

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Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice

4.11

Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set.

ECF Ref.

Generate with ambition
and precision



CELT ENTITLEMENT

The Learning Chronicles

Volume 4

(First Edition 2025)



with checks and
confidence

EMPOWER



Empower with confidence...

The **Empower** phase develops learner confidence, independence and resilience by valuing effort, ownership and growth. **Normalising Struggle** helps learners see challenge as a natural and necessary part of learning, not a setback. **Own It** encourages learners to take responsibility for their progress, fostering motivation, pride and a growth mindset. **Celebrating Success** reinforces positive learning behaviours and outcomes, showing learners that their efforts are recognised and meaningful. These strategies combine to empower learners to believe in their abilities, persist through difficulty and feel proud of what they've achieved—nurturing both academic success and self-efficacy.

Normalise Struggle

Builds resilience by framing difficulty as essential to learning and normalises productive struggle to increase self-belief and motivation.



4.1

Own It...

Promotes determination, agency and responsibility by encouraging learners to take ownership of their learning.



4.2

Celebrate Success

Raises aspirations and motivation through clear recognition of individual or collective learning success.



4.3



"We need to help learners understand that struggle is not a sign of failure but an indication that they're learning and growing."

Carol Dweck

...and checks



The **Empower** phase equips learners to take charge of their progress through purposeful reflection and guidance. **Checking for Understanding** ensures learners are clear on what they know and where they need improvement. **Responsive Teaching** adapts learning in real time, showing learners that their thinking matters. **Deliberate Reflection** encourages learners to evaluate and improve their work, building metacognitive awareness. **Actionable Feedback** provides clear, specific next steps learners can act on straight away. Together, these strategies empower learners to feel capable, involved and responsible—developing the independence, confidence and resilience needed for sustained success.

Checking for understanding

Identifies misconceptions and clarifies understanding to allow responsive teaching and improve learner outcomes.



4.4

Responsive Teaching

Adapts instruction in real time based on what learners know, need or misunderstand.



4.5

Deliberate Reflection

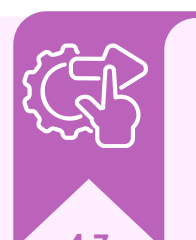
Encourages improvement through structured reflection, review, redrafting and active metacognitive engagement.



4.6

Actionable feedback

Improves outcomes by giving clear, useful, specific feedback learners can use immediately.



4.7

"Good feedback gives learners information they need so they can understand where they are in their learning and what to do next."

Susan Brookhart





4.1 Normalise Struggle



Builds resilience by framing difficulty as essential to learning and normalises productive struggle to increase self-belief and motivation.

Rationale

Struggle is not a sign of failure — it's part of learning. When teachers frame difficulty as valuable, learners are more likely to persist and take risks. Normalising struggle helps build resilience and self-efficacy. It creates a culture where challenge is expected, and effort is seen as the route to success.

Best Bet - Normalise Struggle

1. Explicitly teach that struggle and mistakes are part of learning.
2. Frame challenge as an opportunity to grow.
3. Praise persistence and strategy during difficult tasks.
4. Model your own thinking when you don't know something.
5. Allow space for productive effort before stepping in.
6. Provide scaffolds to support rather than remove challenge.
7. Consider struggle may look different depending on individual context, values, and beliefs.



Best Bet

Possible Ideas Include:

1. Thinking your own mistakes aloud: 'Hmm, that didn't work; let me try again.'
2. Struggle of the week or shout-outs.
3. Reflection questions/exit tickets on what learners found hard.
4. Design and narrate 'Struggle Moments' in lessons.



ECF Ref.

1.3

Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.

7.7

Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure



4.2 Own It



Promotes determination, agency, and responsibility by encouraging learners to take ownership of their learning.

Rationale

Ownership leads to greater investment. When learners feel responsible for their progress, they are more motivated, reflective, and determined. Teachers support ownership by giving learners meaningful choices, encouraging goal-setting, and nurturing self-regulation. Over time, learners develop a sense of control over their learning journey, which drives deeper, sustained effort.

Best Bet - Own It

1. Create space for learners to set goals and reflect
2. Model and scaffold self-monitoring strategies
3. Encourage learners to take initiative and advocate for their needs, viewpoints, and beliefs
4. Celebrate examples of learner agency and independence
5. Use routines that support planning and self-checking
6. Build in opportunities for choice and responsibility



Best Bet

Possible Ideas include

1. Involve learners in generating the questions or success criteria
2. Build in regular checkpoints to reflect
3. Use roles and responsibilities in learning
4. Create opportunities for choice and voice for all, ensuring ethnicity, diversity, and inclusivity are at the forefront
5. Use a help desk or a staged checking system like Book, Buddy, Boss





4.3 Celebrate Success



Raises aspirations and motivation through clear recognition of individual or collective learning success.

Rationale

Celebrating success builds momentum, motivation and belief. When teachers highlight genuine progress—especially academic growth—learners see that effort leads to achievement. Celebrations reinforce expectations and show that learning is valued. Whether individual or collective, recognition should be meaningful, specific and inclusive, helping to shape a classroom culture of pride and ambition.

Best Bet - Celebrate Success

- 1. Celebrating success genuinely goes beyond stickers or applause.
- 2. Ensure celebrating success is about recognising meaningful effort and progress.
- 3. Building confidence whilst staying authentic.



Best Bet

Possible Ideas Include

- 1. Specific Public Praise: praising effort, progress, or strategy, not just outcomes.
- 2. End lessons or tasks with peer recognition by using sentence stems.
- 3. Highlight and invite learners to showcase their own work, exemplifying their success.
- 4. Display and promote learners' work.
- 5. Include parents and carers in the celebration of success; consider how we reach need-to-reach families by removing any contextual or cultural barriers.





4.4 Check for understanding



Identifies misconceptions and clarifies understanding to allow responsive teaching and improve learner outcomes.

Rationale

Effective teaching depends on knowing what learners have understood—not just what was taught. When teachers check for understanding regularly and purposefully, they catch misconceptions early and adjust instruction. It prevents false confidence, ensures all learners are secure, and turns teaching into a two-way process rather than a one-way delivery.

Best Bet - Check for Understanding

1. Use a range of techniques to check understanding
2. Avoid relying solely on confident volunteers
3. Ask follow-up questions to probe thinking
4. Respond neutrally to errors and use them to teach
5. Check for whole-class understanding before moving on
6. Use insights to adapt teaching immediately



Best Bets

Set Play - Mini White Board

1. Pose clear, concise question with thinking time
2. All learners write answers silently, simultaneously
3. Use 3-2-1 countdown and 'Show Me' to signal and reveal
4. Explicitly scan every responses to assess understanding levels
5. Address misconceptions or reteach based on response



Set Play

- Moves on quickly without checking learners responses
- Assumes silence means everyone has understood clearly
- Rely only on confident learners' verbal response



Non-example



ECF Ref.

- 2.6 Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.
- 3.3 Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.
- 4.6 Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.



4.4 Check for understanding



Identifies misconceptions and clarifies understanding to allow responsive teaching and improve learner outcomes.

Set Play - Choral Response

- 1. Choose short, clear questions with one answer.
- 2. Signal 3-2-1 lift hands—when to respond with unified timing.
- 3. Rehearse expectations for volume and clarity together.
- 4. Monitor all learners for full participation consistently.
- 5. Use responses to confirm or correct understanding.



Set Play

Set Play - Think Pair Share

- 1. Ask an open question that needs deeper analytical thinking
- 2. Learners silently think for 30-60 seconds
- 3. Learners then pair (as directed) to discuss for a further 30-60 seconds
- 4. The teacher is intentional about which pair shares ideas with the class
- 5. Follow-up probing questions are used to expand thinking



Set Play

Set Play - Cold Call

- 1. Plan scaffolded questions linked to learning goals
- 2. Set expectation that anyone may be asked
- 3. Question, pause, name learners intentionally
- 4. Plan strategic learner selection
- 5. Use answers to guide next teaching steps



Set Play

Set Play - Low Stakes Quizzing

- 1. Use short, frequent quizzes to reinforce learning
- 2. Mix new content with previously taught material
- 3. Keep atmosphere supportive and pressure-free throughout
- 4. Review quiz results to identify learning gaps
- 5. Use results to inform future lesson planning



Set Play



ECF Ref.

6.1

Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.

6.2

Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear



4.5 Responsive Teaching



Adapts instruction in real time based on what learners know, need or misunderstand.

Rationale

Teaching is most effective when it adapts to learners' needs. Responsive teaching means using real-time feedback—verbal, written or behavioural—to adjust pace, pitch or content. It ensures misconceptions are addressed early and support is given where needed. Responsive teachers remain flexible, using evidence to guide next steps with clarity and precision.

Best Bet - Responsive Teaching

1. Scan learner responses for signs of confusion or success
2. Re-teach or adjust explanations as needed
3. Provide scaffolds or prompts in response to misconceptions
4. Use flexible groupings based on learner need
5. Plan for adaptiveness—don't rely on fixed scripts
6. Close the feedback loop by checking progress again



Best Bet

Set Play - Responsive Grouping

1. Following checking for understanding activity
2. Temporarily regroups learners
 - Group A - Deepen thinking task
 - Group B - Scaffolded consolidation
 - Group C - Guided reteaching
3. Label groups neutrally to avoid stigma
4. Rotate groups based on success and progress



Set Play

Set Play - Reteach Differently

1. Identify Misconception
- Reframe the concept using:**
1. A different example or analogy
 2. A visual or concrete representation
 3. A simplified explanation or sentence scaffold
 4. Remodelling the metacognitive process



Set Play



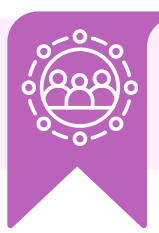
ECF Ref.

5.3

Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.



4.6 Deliberate Reflection



Encourages improvement through structured reflection, review, redrafting and active metacognitive engagement.

Rationale

Learning deepens when learners reflect deliberately on their thinking and progress. Structured reflection helps them recognise strengths, identify gaps and make meaningful changes. When teachers build in time for review, redrafting and metacognitive talk, learners become more self-aware, more strategic and better equipped to take control of their own improvement.

Best Bet - Deliberate Reflection

- 1. Provide structured prompts to support reflection
- 2. Build time into lessons for review and redrafting
- 3. Link reflection to success criteria or exemplars
- 4. Model reflective thinking aloud
- 5. Use reflection to guide future learning goals
- 6. Avoid superficial reflection—support depth and honesty



Best Bet

Set Play - Compare and Improve

Uses exemplars to help learners spot and understand excellence to improve their own practice

- 1. Provide learners with a high-quality exemplar
- 2. Prompt 'compare this with yours, what's missing, what would you change?'
- 3. Learners then annotate/redraft/improve their work
- 4. Ensure exemplars are within the 'zone of proximal development' for all learners



Set Play





4.7 Actionable feedback



Improves outcomes by giving clear, useful, specific feedback learners can use immediately.

Rationale

Feedback is most powerful when learners know exactly what to do next. Actionable feedback is timely, specific, and focused on improvement, not just judgement. It helps learners close the gap between current and desired performance. When feedback leads to action—and that action is supported—progress accelerates, confidence grows, and learning sticks.

Best Bet - Actionable Feedback

- 1. Focus feedback on a specific improvement point
- 2. Use clear, learner-friendly language
- 3. Ensure time is given for learners to act on feedback
- 4. Model how to apply feedback through examples
- 5. Avoid overwhelming learners with too many points
- 6. Track whether feedback has led to improvement



Best Bet

Set Play - Live Marking and Circulating

- 1. Teacher circulates with a pen/highlighter
- 2. Intentionally selecting key parts of the learning
- 3. Skim read/assesses as you circulate
- 4. Leave live feedback that can be immediately improved
- 5. Common misconceptions are addressed with the whole class
- 6. Small groups can be targeted for intervention as needed



Set Play

Set Play - Whole Class Feedback

Respond to common strengths and misconceptions collectively

- 1. Highlight and strengthen what went well
- 2. Identify and narrate common misconceptions
- 3. Create a simple 'Fix It' Task list
- 4. Identify priority order / entry point for improvement
- 5. Offer extension challenges



Set Play



ECF Ref.

6.4

To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect

6.5

High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve

Empower with checks and
confidence

