

EPA Teaching Principles



“If we are going to be sure all students have formed secure understanding, teachers should not assume that knowledge aired and shared in the public space of the classroom has been absorbed and learned by any individual.”

— Tom Sherrington

Rosenshine's Principles in Action

“If we teach today's students as we taught yesterday's, we rob them of tomorrow.”

— John Dewey

**Every teacher
needs to improve,
not because they
are not good
enough, but
because they can
be **EVEN BETTER.**
Dylan Wiliam**



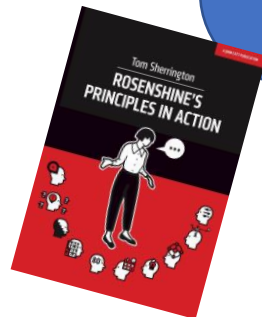


EPA Teaching Principles

Why do we have a common approach?

Teaching Principles

- Increase shared understanding of 'what works best'
- Allows more precise identification of development areas
- Incorporates research informed 'best practice' ideas

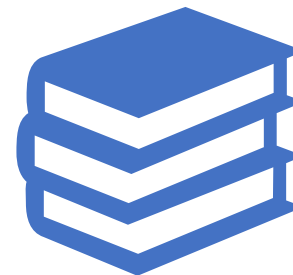




High expectations of learning behaviour



Quality of Instruction



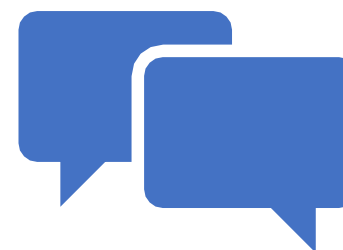
Subject Mastery



Making it stick



Adaptive teaching



Effective Feedback

Look out for:



web resource



video resource

Online courses:

[The science of learning](#)



[The science of learning](#)

– what every teacher should know



EPA Teaching Principles

- High expectations of learning behaviour
- Quality of instruction
- Subject mastery
- Making it stick
- Adaptive teaching
- Effective feedback



EPA Teaching Principles



Principles	So that...
1. High expectations of learning behaviour	
<ul style="list-style-type: none"> a) Routines and effective classroom management b) Consistent application of behaviour policy c) Promote active participation not compliance d) Reinforcing effort and providing recognition 	<ul style="list-style-type: none"> a) Minimal valuable lesson time is wasted dealing with low-level disruption b) Children can think hard about their learning free from distraction c) All Children are engaged in thinking about key learning d) Children understand the connection between effort and achievement
2. Quality of instruction	
<ul style="list-style-type: none"> a) Highly effective explanations b) Clearly defined outcomes c) New knowledge is founded upon old knowledge d) Teachers model excellence and how to achieve it 	<ul style="list-style-type: none"> a) So that Children quickly grasp key ideas b) Children have complete clarity around what they are learning and what success looks like c) Children can learn new ideas by reference to ideas they already know d) Children know what excellence looks like as well as how to achieve it
3. Subject mastery	
<ul style="list-style-type: none"> a) Excellent understanding of curriculum, including end of year / key stage expectations b) Misconceptions are planned for and addressed c) Comprehensive understanding of curriculum d) Promote and uphold the highest standards of literacy 	<ul style="list-style-type: none"> a) Children reach or exceed the expected standard for year / key stage b) Children overcome common misconceptions c) Teachers are able to confidently teach to the top d) Children read, write and speak with fluency and accuracy
4. Making it Stick	
<ul style="list-style-type: none"> a) Making connections between underlying concepts b) Regular low stakes testing c) Practise deliberately d) Learning is interleaved 	<ul style="list-style-type: none"> a) Children can make links across key subject skills b) Children can embed learning into their long-term memory c) Children can develop fluency and accuracy in key skills d) Children revisit material in a way which promotes long term memory
5. Adaptive teaching	
<ul style="list-style-type: none"> a) Support and scaffold in lesson for all children b) Pitch high every lesson c) Adapts teaching as needs emerge d) Developed understanding of Special Educational Needs in the classroom 	<ul style="list-style-type: none"> a) Children are able to access the learning they are doing b) Children are challenged to exceed expectation c) All Children make exceptional progress d) All Children with SEND make exceptional progress
6. Effective feedback	
<ul style="list-style-type: none"> a) Timely feedback to maximise learning b) Formative assessment is embedded throughout a lesson c) Comments are specific, accurate and clear d) Time to reflect and act upon feedback 	<ul style="list-style-type: none"> a) Children can swiftly unlock further learning b) Teachers know which topics to re-teach that were not grasped first time c) Student actions are refocused or redirected to achieve a goal d) Children are self-regulated learners

EPA EYFS Teaching Principles



Principles	So that...
1. High expectations of learning behaviour	
<ul style="list-style-type: none"> a) Routines and effective classroom management b) Consistent application of behaviour expectation c) Promote active participation not compliance d) Reinforcing effort and providing recognition 	<ul style="list-style-type: none"> a) Minimal valuable learning opportunities are wasted b) Children can follow the rules and apply themselves to their learning c) All Children are engaged in thinking about their learning d) Children understand the connection between effort and achievement
2. Quality of interaction	
<ul style="list-style-type: none"> a) Highly effective interaction b) Clearly defined outcomes c) New knowledge is founded upon old knowledge d) Adults model good language for learning. 	<ul style="list-style-type: none"> a) So that Children grasp key ideas b) Children begin to understand what they are learning and how to be successful c) Children can learn new ideas by making links to ideas they already know d) Children know what good learning looks like as well as how to achieve it
3. Subject mastery (EYFS Framework/Development Matters)	
<ul style="list-style-type: none"> a) Excellent understanding of curriculum, including end of year expectations b) Next steps identified and addressed c) Comprehensive understanding of the characteristics of effective learning d) Promote and uphold the highest standards of literacy and language 	<ul style="list-style-type: none"> a) Children reach or exceed the expected standard for EYFS b) Children overcome common misconceptions c) Teachers are able to adapt their provision to provide effective learning opportunities for all d) Children read, write and speak with fluency and accuracy
4. Characteristics of Effective Learning	
<ul style="list-style-type: none"> a) Making connections between underlying concepts b) Key concepts are revisited regularly c) Practise deliberately d) Learning is interleaved 	<ul style="list-style-type: none"> a) Children can make links across key areas of learning b) Children can embed learning into their long-term memory c) Children can develop fluency and accuracy in key skills d) Children revisit material in a way which promotes long term memory
5. Adaptive provision	
<ul style="list-style-type: none"> a) Support and scaffold in interactions for all children b) Provide appropriate challenge within the provision c) Adapts approach as needs emerge d) Developed understanding of Special Educational Needs in the Early Years 	<ul style="list-style-type: none"> a) Children are able to access the learning they are doing b) Children are challenged to exceed expectation c) All Children make exceptional progress d) Children with SEND are identified and supported appropriately
6. Observation/Next Steps	
<ul style="list-style-type: none"> a) Ongoing feedback to maximise learning b) Formative assessment is embedded throughout the day c) Interactions are specific, accurate and clear d) Teachers adapt provision to provide high quality support 	<ul style="list-style-type: none"> a) Children can unlock further learning b) Adults know which areas of learning to re-visit c) Children are supported or challenged so that they achieve their goal d) Children are given opportunities to extend their learning

EPA Teaching Principles



Your next steps

- review each of the short teaching principle videos
- Add any questions to the faq section next to each TP video

- High expectations of learning behaviour
- Quality of instruction
- Subject mastery
- Making it stick
- Adaptive teaching
- Effective feedback