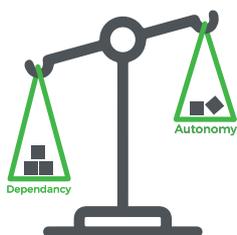


# TWHF Core Principles of Teaching & Learning



Teachers need to provide pupils with the time they need to practice new material and this practice should be careful, deliberate and just outside the child's 'comfort zone'.



## Get the balance right

The key to meaningful practice is a ratio; the amount of help the teacher provides during practice and the amount of independent thinking the teacher expects during practice. This will shift along over a course of weeks; and at other times the space of minutes. Scaffolding can be used by teachers to support the effectiveness of practices i.e. whole class discussions.



## Break it down

Before designing and planning pupil's practice, teachers must identify the key ideas and concepts that are crucial to the overall mastery of the topic. These micro-parts are to be practiced (at least 3 times) in various situations. By perfecting micro-parts makes more complex processes seem more achievable.

### Key KPI's

- Identify ideas and concepts that are crucial to the overall mastery of a topic and isolate those skill
- Plan in various opportunities for pupils to practice these isolated skills (micro-parts) ensuring a time-lapse between practicing.
- When practicing over time, ensure pupils have opportunities to apply this skill in different contexts (at least 3 times)
- Ensure pupil's practice of an isolated skill is 'interleaved' in-between different themes.
- Ensure practice is hard; pupils struggle at the outer reaches of their ability. The more effort made to retrieve information the more fruitful the practice.
- So that this is not forgotten, give pupils opportunities to return and perform these skills in the future (space-retrieval practice)



## Spaced-retrieval practice (for fluency)

To improve the chances of remembering, teachers should plan in time-lapses between practicing and interleave between alternative problems (rather than focusing on more than one theme) This cues memories of past learning which in turn improves memory strength as it builds connections (schema) in long-term memory.



## Deliberate practice

When practice is hard; pupils struggle at the outer reaches of their ability. Along the way, mistakes are inevitable, however it is this process of revisiting that strengthens new knowledge and understanding. Memory retrieval is most useful at the point of forgetting. The more effort we make to 'rummage' around our memories the more fruitful the practice (Retrieval practice)