

Queen Elizabeth's Principles of Teaching



Principle of Better Practice	So that..
1. High expectations for behaviour and routines	
<ul style="list-style-type: none"> a) Teachers demonstrate effective classroom management b) Teachers consistently apply the Ready to Learn policy c) Teachers ensure that there is a high student participation rate d) Teachers reinforce effort and provide recognition e) Teachers ask questions that promote student participation 	<ul style="list-style-type: none"> a) Minimal lesson time is wasted dealing with low-level disruption or disorderly transitions b) Students can think hard about their learning free from distractions c) All students are engaged d) Students understand the connection between effort and achievement e) A high number of students are asked and answer questions
2. Quality of instruction	
<ul style="list-style-type: none"> a) Teachers give highly effective explanations b) Teachers provide clearly defined outcomes c) Teachers present new knowledge in small steps d) Teachers model excellence and how to achieve it e) Teachers ask a high quantity of process and factual questions 	<ul style="list-style-type: none"> a) Students quickly grasp ideas b) Students have total clarity about what they are learning and what success looks like c) Each step can be mastered before students move on d) Students know what excellence looks like as well as how to achieve it e) Students are given opportunities to practise new material
3. Literacy: vocabulary, reading, oracy, writing	
<ul style="list-style-type: none"> a) Teachers explicitly instruct Tier 2 and Tier 3 vocabulary b) Teachers provide challenging subject based reading c) Teachers plan, prompt and model structured talk activities d) Teachers break down, scaffold and model complex writing tasks in their subject 	<ul style="list-style-type: none"> a) Students use academic vocabulary fluently in speech and writing b) Students can comprehend challenging academic texts c) Students can eloquently verbalise their knowledge and understanding d) Students can independently plan, draft and edit extended writing
4. Making it stick	
<ul style="list-style-type: none"> a) Teachers regularly use low stakes testing b) Teachers guide students as they begin to practise new material c) Teachers give students opportunities to practise independently d) Teachers use visuals and other resources to support explanations e) Teachers ask questions which make links with prior learning 	<ul style="list-style-type: none"> a) Students can embed learning into their long term memory b) Students can develop fluency and accuracy in new areas of learning c) Skills and knowledge become automatic for students d) Students can successfully understand and remember key aspects of learning e) Students are encouraged to draw on prior knowledge
5. Inclusive classroom	
<ul style="list-style-type: none"> a) Teachers have a clear understanding of all learners' requirements b) Teachers develop and apply personalised strategies in the classroom c) Teachers do not rely solely on resources or interventions d) Teachers reflect critically on the impact of teaching on all learners and adapt strategies in response to feedback 	<ul style="list-style-type: none"> a) All students can access learning within lessons b) All students encounter the appropriate level of challenge within lessons and can make progress c) Inclusion is embedded in every aspect of the classroom d) Students' needs are responded to flexibly and strategies are reviewed regularly for impact
6. Effective feedback	
<ul style="list-style-type: none"> a) Teachers give students high quality feedback b) Teachers accurately gather information on student learning c) Teacher provide students with opportunities to act upon feedback d) Teachers plan and ask questions that provide a picture of student learning 	<ul style="list-style-type: none"> a) Student actions are refocused/directed to achieve a goal (ReACT) b) Teachers know which topics to re-teach that were not grasped first time c) Students can swiftly develop further knowledge and skills d) Teachers can identify gaps in student learning