

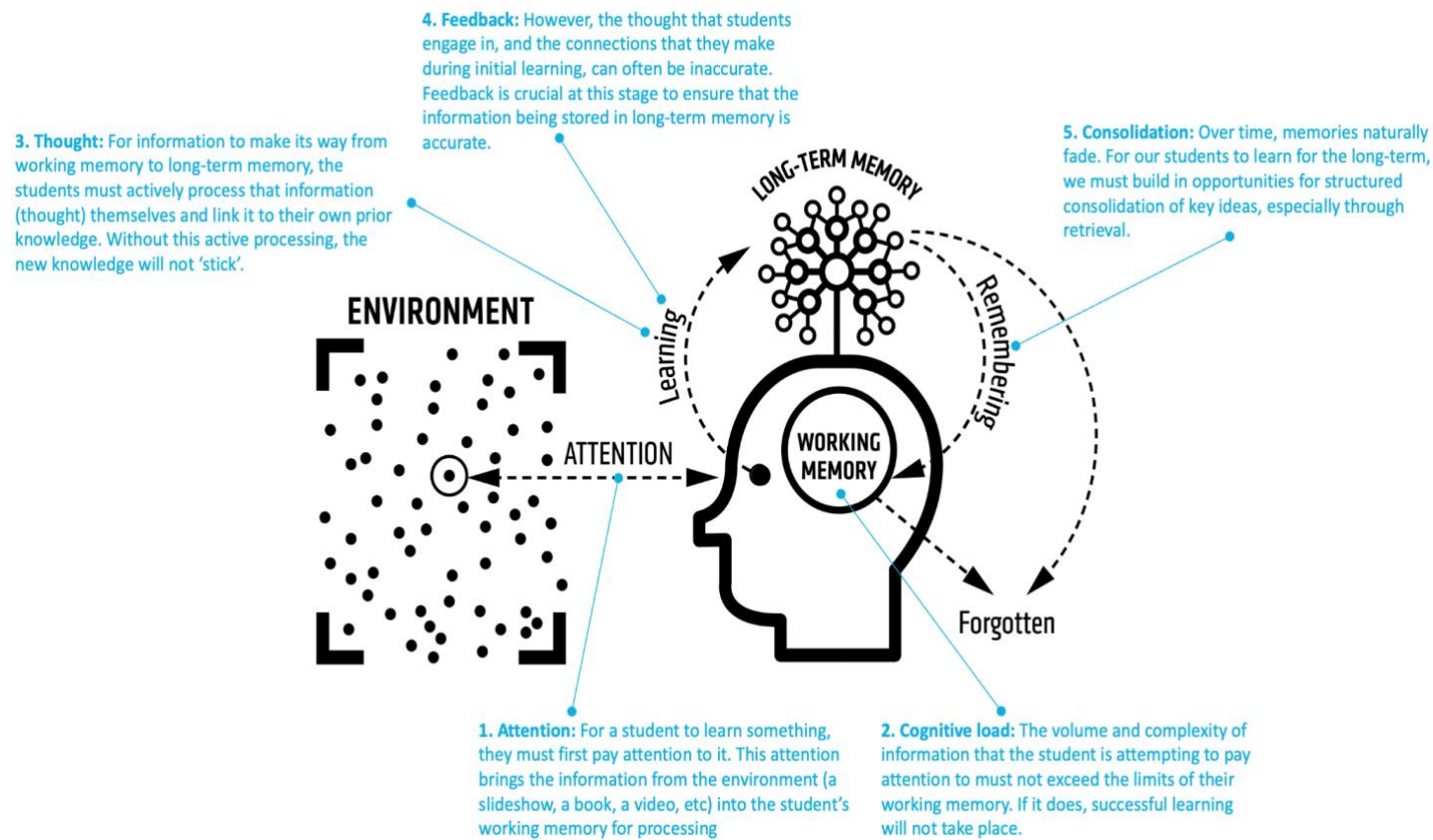
Bolton Hub Executive Board (HEB)

Pillars of Learning

The HEB curriculum implementation pillars are built on solid foundations, underpinned by the most robust

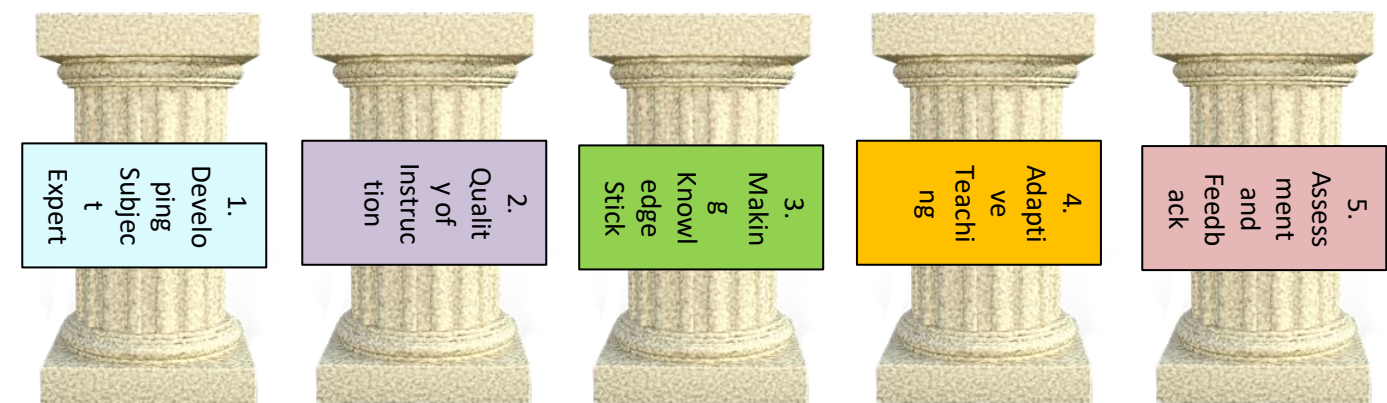
educational research and practice.

When pupils learn effectively, a change is made in their long-term memory. For learning to take place, and for it to stick, the following challenges must be overcome in every lesson.



Pillars of Effective Implementation

To achieve our vision of ensuring excellence across Bolton, we have used a range of research to develop our five pillars of effective teaching. These are detailed below.



Pillar 1: Developing Subject Expertise in your department

Principle of better practice	So that...
Subject leaders engage with a range of subject-specific research to identify best practice in curriculum design and pedagogy. They use this information to identify the right components that pupils need to learn and when.	Pupils readily draw on substantive and disciplinary knowledge from their long-term memory to successfully complete increasingly complex activities.
Subject leaders help teachers, including inexperienced and non-specialist teachers to reflect on the forthcoming curriculum in all year groups. They help teachers to share effective pedagogy and explanations.	Teachers sequence lessons well. Pupils benefit from the same high quality of lesson delivery regardless of the classroom they are in. Teachers use sound explanations that help pupils to understand difficult and/or abstract concepts.
Teachers demonstrate strong expertise in their subject curriculums.	New knowledge builds on secure foundations and pupils form a deep understanding of intended knowledge within and between various domains. We can illustrate to pupils how ideas are sequenced and connected. For example, that specific ideas form part of a bigger picture. Teachers can make links between knowledge and the effective pedagogy needed to help pupils to know more and remember more.
Teachers promote and uphold the highest standards of literacy and oracy with attention to depth and accuracy.	Pupils readily draw upon knowledge in their long-term memory and expectations of answers are high and academically rigorous.
Teachers plan for, address and pre-empt misconceptions.	Common misconceptions are avoided and are not embedded in long-term memory.

Pillar 2: Quality of Instruction	
Principle of better practice	So that...
Teachers present new knowledge in small steps.	Complex ideas and processes are broken down into manageable steps and pupils feel success. Metacognition is modelled, making the teacher's implicit decision-making explicit. Each step can be mastered before pupils can move on.
Teachers give highly effective explanations	Abstract concepts are made concrete for pupils. Pupils form more secure schemas and become more fluent.
Teachers model excellence and how to achieve it.	Pupils know what excellence looks like and how to achieve it.

Pillar 3: Making Knowledge Stick	
Principle of better practice	So that...

Teachers make links to prior learning.	Pupils practice retrieving information and make links with pre-established schema. Pupils and teachers have information about where gaps exist. Pupils embed learning into their long-term memory
Teachers ensure that there is a high ratio of pupil participation, including in tasks designed to promote thinking.	All pupils are engaged in thinking hard about key learning. Pupils can develop fluency and accuracy in new areas of learning.
Teachers give pupils opportunities to practice.	Pupils apply knowledge readily and with automaticity. Pupils establish strong subject discipline and produce a good quantity and quality of work over time.

Pillar 4: Adaptive Teaching	
Principle of better practice	So that...
Teachers pitch high every lesson to engineer success.	Pupils are challenged to exceed expectation. Pupils develop confidence and a feeling of success in the subject.
Teachers provide appropriate scaffolds for demanding tasks.	Pupils can succeed in challenging and demanding tasks, readily drawing on a range of knowledge.
Teachers use a range of information to adapt teaching as needs emerge.	Teachers reshape explanations where needed. Pupils' misconceptions are addressed effectively. Pupils get help when they need it. Pupils understand abstract or tricky concepts. All pupils make exceptional progress.
Teachers have a developed understanding of pupils with diverse needs	Pupils, especially those with SEND/EAL, develop confidence and a feeling of success in the subject. All pupils, especially those with SEND/ EAL pupils, learn and remember more of intended knowledge. They can apply this knowledge readily in increasingly complex tasks.

Pillar 5: Assessment and Feedback	
Principle of better practice	So that...
Teachers accurately gather information on the learning of all pupils.	Teachers can identify gaps in pupil learning and know which topics to re-teach that were not grasped the first time. Responses inform the next steps in the learning sequence.
Teachers give pupils high quality feedback.	Pupil actions are refocused or redirected to achieve a goal. Pupils know how to deepen knowledge and understanding or improve performance.
Teachers provide pupils with opportunities to act upon feedback.	Pupils can swiftly correct misconceptions and develop further knowledge and skills.

Pillar 1: Developing Subject Expertise in your Department.

Principles of better practice	Impact	Potential Strategies
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Subject leaders engage with a range of subject-specific research to identify best practice in curriculum design and pedagogy. They use this information to identify the right components that pupils need to learn and when.	Pupils readily draw on substantive and disciplinary knowledge from their long-term memory to successfully complete increasingly complex activities.	Develop a bank of links to subject-specific research that outlines best practice around curriculum design and pedagogy. Ensure that the curriculum and its associated resources are 'live' documents. - Identify the right components in the right order. - Identify the right pedagogy to help pupils to know and remember these components. <i>Potential Pitfalls: curriculum intent is a sequence of topics. Lack of thought given to the order that will aid teaching and memory. Teachers do not have the expertise to select resources and strategies that deliver the intended curriculum well.</i>
Subject leaders help teachers, including inexperienced and non-specialist teachers to reflect on the forthcoming curriculum in all year groups. They help teachers to share effective pedagogy and explanations.	Teachers sequence lessons well. Pupils benefit from the same high quality of lesson delivery regardless of the classroom they are in. Teachers use sound explanations that help pupils to understand difficult and/or abstract concepts.	Allocate weekly or fortnightly departmental time so that subject leaders and teachers can discuss the taught curriculum or forthcoming curriculum. https://researchschool.org.uk/durrington/news/subject-planning-and-development-sessions - Pre-empt misconceptions and script consistent explanation or pedagogy to aid learning of these concepts. - Identify abstract or difficult concepts that pupils have not grasped. Amend the curriculum plan or pedagogy to address these misconceptions. - Identify forthcoming abstract or difficult concepts and script consistent explanation or pedagogy to aid learning of these concepts. <i>Potential Pitfalls: subject leaders use department time to address administrative issues with limited time to discuss curriculum intent and/or effective implementation.</i>
Teachers demonstrate strong expertise in their subject curricula.	New knowledge builds on secure foundations and pupils form a deep understanding of intended knowledge within and between various domains. We can illustrate to pupils how ideas are sequenced and connected. For example, that specific ideas form part of a bigger picture. Teachers can make links between knowledge and the effective pedagogy needed to help pupils to know more and remember more.	Identify and sequence the most important knowledge. - Focus on the most powerful knowledge. - Specify what pupils are to learn and when - Identify connections between ideas. - Plan for units first. - Pinpoint components within lessons, in the right order. <i>Potential Pitfalls: your curriculum intent is not kept up to date with changes as they arise; use collaborative time to refine and hone as you move through the planned curriculum.</i> Use big picture, small picture. - Presenting a broad overview of a topic - Focus on a specific element but make connection to the Big Picture explicit - Continually make the link to and from details of knowledge to a bigger frame and back again. <i>Potential Pitfalls: Prerequisite knowledge of the big picture/specific element is not secure first. Use MWBs to assess and re-teach if required.</i> Sequence concepts in small steps - Identifying pre-requisite knowledge - Identifying the most basic first steps - Building on the first steps, breaking down the concepts and skills further. <i>Potential Pitfalls: Prerequisite knowledge is not secure. Use MWBs to assess and re-teach if required.</i>
Teachers promote and uphold the highest standards of literacy and oracy with	Pupils draw upon knowledge in their long-term memory and expectations of answers	Right is Right Use Right is Right (TLAC 3.0 p153)

attention to depth and accuracy	are high and academically rigorous.	• Setting and defending a high standard of correctness in your classroom. • Holding out for complete correctness. Don't confuse effort with mastery. <i>Potential Pitfalls: Losing pace and climate in your room whilst you dig deep. Keep pupils focused by narrating the positive and bouncing ideas/answers around the room before returning to the original pupil for a correct answer.</i> Disciplinary reading- read for knowledge. • Select the most appropriate text for the content. • Size 14 font (Calibri or Comic sans) with 1.5 spacing • Read out to the class. • Pupils follow along with their bookmarks. The book can also be displayed under a visualiser or teachers can patrol and position. • Pupils to answer the questions at the end of the text. <i>Potential Pitfalls: Finding a text that does not match the needs of everyone in your classroom; chunk the text and use summaries and questioning to break it down.</i>
Teachers plan for, pre-empt and address misconceptions	Common misconceptions are avoided and not embedded in long-term memory.	Plan for misconceptions Fletcher-Wood (Responsive teaching p16) • Introduce misconception explicitly. • Introduce or re-teach the model which explains why the misconception is wrong. • Check for the understanding of the misconception and correct version. <i>Potential Pitfalls: Introducing a misconception that pupils may have never developed; ensure you make explicit the difference between the correct answer and the misconception.</i>

Pillar 2: Quality of Instruction

Principles of better	Impact	Potential Strategies
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practice		
Teachers present new knowledge in small steps.	Complex ideas and processes are broken down into manageable steps and pupils feel success. Metacognition is modelled, making the teacher's implicit decision-making explicit. Each step can be mastered before pupils can move on.	Step by Step Explanations Take the steps (TLAC 3.0 Technique 21) - Identifying discrete steps/aspects. - Name them (if possible). - Build the steps one at a time. - After each step ask a high quantity of process and factual questions to check understanding before moving on. <i>Potential Pitfalls: Pupils lose focus during 'teacher talk'. Ensure you prime pupils for Cold Call after each step to ensure they remain attentive and are thinking hard</i> Use the visualiser. Board = Paper (TLAC 3.0 Technique 22) - Use a visualiser to modelling messy thinking. - Model each stage step-by-step, 'thinking out loud' as you explain your thought process. - After each step ask a high quantity of process and factual questions to check understanding before moving on. <i>Potential Pitfalls: Pupils lose focus during 'teacher talk'. Ensure you prime pupils for Cold Call after each step to ensure they remain attentive and are thinking hard.</i>
Teachers give highly effective explanations.	Abstract concepts are made concrete for pupils. Pupils form more secure schemas and become more fluent.	Examples and Non-Examples - Create standardised definitions in your curriculum for labels, instructions or language. - Select your non-examples to vary in only one way. - Present as wide a breadth of 'examples' as possible. - Ask a high quantity of process and factual questions to give the opportunity for pupils to practice new material. <i>Potential Pitfalls: Pupils lose focus during 'teacher talk'. Ensure you prime pupils for Cold Call after each step to ensure they remain attentive and are thinking hard.</i> Dual Coding - Communicate that the diagram you are about to build/show represents a whole model of understanding. - Explain the meaning of each part of the model, one step at a time. - At each stage, pause and allow pupils time to copy or trace the same part and explain it to their partner. - Finish by asking the pupils to redraw and recount the whole diagram from memory. <i>Potential Pitfalls: Pupils lose focus during 'teacher talk'. Ensure you prime pupils for Cold Call after each step to ensure they remain attentive and are thinking hard.</i> Root the Abstract in the Concrete - Identify concrete ideas which can help make sense of abstract ones. - Highlighting useful concrete examples to learn - Quizzing on both concrete and abstract examples. <i>Potential Pitfalls: Pupils confuse or conflate ideas; ensure you make explicit the difference between the concrete and the abstract.</i>
Teachers model excellence and how to achieve it.	Pupils know what excellence looks like and how to achieve	Build clear success criteria. Say what to do (TLAC 3.0 Technique 52)

	it.	- Deconstruct exemplars and show pupils concrete examples of excellence. - Co-construct success criteria throughout this process. - Reference this to contrasting exemplars. - Use these success criteria to provide feedback against. Potential Pitfalls: <i>Pupils are presented with success criteria but this isn't tangible; pupils aren't sure what this entails. Co-construct success criteria through concrete examples of excellence.</i> Clear instructions - Give specific directions in as few words as possible. - They should be hard to misinterpret. - Reveal the instructions as part of a sequence of actions one step at a time. Potential Pitfalls: <i>Pupils lose focus during 'teacher talk'. Ensure you prime pupils for Cold Call after each step to ensure they remain attentive and are thinking hard.</i>
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Pillar 3: Making knowledge Stick.

Principles of better practice	Impact	Potential Strategies
Teachers make links to prior learning.	Pupils practice retrieving information and make links with pre-established schema. Pupils and teachers have information about where gaps exist. Pupils embed learning into their long-term memory.	'Revisit' task of pre-requisite knowledge. - Identify the prerequisite knowledge which pupils have to understand before being able to access learning today. - Plan a 'revisit' task which allows you to assess the understanding of every pupil's pre-requisite knowledge. - Correct misconceptions/ re-teach before building knowledge in today's lesson. Potential Pitfalls: <i>This activity may require you to patrol and position, so don't plan to deliver it as you are doing meet and greet; this is more suited to the first substantial task within a lesson after a broader 'Connect Now' retrieval activity.</i> Mini Whiteboards - Building in thinking time - Signal: "3,2,1". Pupils show boards on '1'. - Sampling student responses and reshape learning. Potential Pitfalls: <i>Pupils are allowed to see answers on others' boards. Ensure 'hover' before everyone shows on 1.</i> Quizzing - Be specific about the prior learning you will quiz on - Design a series of low stakes questions which are easy to self-mark and allow you to pinpoint misconceptions. - After completing the quiz, provide answers in a time efficient way (on a single slide or sheet) which pupils check and change in purple pen. - Take the time to then explore where common misconceptions are and plan how to address this before moving on. Potential pitfall: <i>Taking too long when going through the answers, e.g., revealing one answer at a time; have answers ready to self-mark quickly and spend the time saving addressing broad misconceptions.</i>

Teachers ensure that there is a high ratio of pupil participation, including in tasks that promote thinking.	All pupils are engaged in thinking hard about key learning. Pupils can develop fluency and accuracy in new areas of learning.	Think Hard Questioning Lemov Technique 32 p275. • Pre-plan questions to ensure they cannot be answered with a yes/no. • Give sufficient thinking time to pupils. Use verbal prompts as they are thinking such as 'I can see we are thinking hard about this answer'. • When a pupil answers, avoid giving affirmation or correction immediately; bounce the answer around the room allow the pupils to develop or correct. <i>Potential pitfall: Don't forget what your initial question was as you bounce around the room! Write it down so that you (and the pupils) remain disciplined to answer what was asked.</i> Wait time. Lemov Technique 33 p276. • Pose the question and narrate your intention to wait whilst all pupils think hard as you will be cold calling. • Prompt thinking skills whilst you wait (eg. This question is tricky, so think hard...') • Stop talking at this point! • Cold Call (See Pillar 6) <i>Potential Pitfalls: Pupils are struggling to 'get there'. Give them 20 seconds to discuss ideas, forewarning that when time is up you will be selecting a pupil at random to share their ideas.</i> Multiple choice hinge questions • Plan closed multiple choice question sequences, which include common misconceptions and mistakes as answers. • Ensure all the answers are plausible. • Enact the answer routines. • Respond to the responses. <i>Potential Pitfalls: Multiple choice questions with answers that are too obviously 'right' and 'wrong'.</i>
Teachers give pupils opportunities to practice.	Pupils draw on and apply knowledge readily and with automaticity. Pupils establish strong subject discipline and produce a good quantity and quality of work as they progress through the curriculum.	Knowledge Organisers for Practice and Retrieval • Direct pupil attention to read and revise specific aspects of the knowledge organiser as part of a wider scheme. • Direct pupils to read and rehearse the information. • Pupils then turn the page of the knowledge organiser and engage in an active recall task by answering the linked questions from memory. • Pupils then check answers, close the gaps and complete the process again. <i>Potential pitfall: Pupils will struggle to apply knowledge of 'facts' to complex tasks without this being explicitly modelled; build opportunities for this into your curriculum. Pupils rely on knowledge organisers or use them as a crutch to mask insecure learning.</i> Perfect Practice • Deconstruct tasks into drillable elements. • Engage in repeated low-stakes practice • Integrate elements back into more complex tasks. <i>Potential pitfall: Pupils will struggle to apply knowledge of 'facts' to complex tasks without this being explicitly modelled; build opportunities for this into your curriculum.</i>

		Guided Practice ● Once component knowledge is secure, model how to apply it in a complex task. ● Initiate the practice task and patrol and position for assessment information on successes and misconceptions. ● Re-teach or extend the practice further. <i>Potential pitfall: Pupils remain dependent on models.</i> Regular Review ● Plan for spaced practice of component knowledge across a key stage of key stages ● Set a retrieval practice activity. ● Explore gaps and errors to correct. ● Make connections to other areas of pupils' schemas which will have developed since last encounter. <i>Potential pitfall: You only assess what 1 or 2 pupils can retrieve by using hands up; ensure you use mini whiteboards to check whole class understanding.</i>
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Pillar 4: Adaptive Teaching

Principles of better practice	Impact	Potential Strategies
Teachers pitch high every lesson.	Pupils are challenged to exceed expectation.	Set the standard. ● Demonstrate excellence. ● Deconstruct exemplars. ● Co-construct success criteria. <i>Potential pitfall: Doubting of pupils' abilities results in staff lowering levels of challenge or teaching to the lowest able in a group. Scaffolding and support are crucial to ensure that we teach to the top and don't lower expectations.</i>
Teachers provide scaffolds for demanding tasks	Pupils can succeed in challenging tasks	Scaffolding ● Map out the components of a task. ● Provide support at a detailed level. ● Provide support at an overview level. ● Provide scaffolding sets which offer varying levels of support. ● Take the scaffolding down over time. <i>Potential pitfall: Scaffolding remains in place for too long and pupils become over reliant; ensure you have a plan to scale it back over time.</i>
Teachers adapt teaching as needs emerge.	All pupils learn the intended curriculum to fluency.	Giving an explanation ● Set up a question that needs an answer. ● Establish concrete foundations and key terms. ● Tell a story, step by step. ● Explore examples and connections. ● Recap, check for understanding and consolidate. <i>Potential pitfall: Pupils lose focus during 'teacher talk'. Ensure you use Prime pupils for Cold Call after each step to ensure they remain attentive and are thinking hard.</i>

		Chunking ● Identify knowledge elements. ● Formulate chunks. ● Explain chunk as a whole. ● Rehearse and build fluency. ● Link and apply chunks. <i>Potential pitfall: Pupils will struggle to apply knowledge of ‘facts’ to complex tasks without this being explicitly modelled; build opportunities for this into your curriculum.</i> Checking for Understanding ● Cold call- asking ‘what’ not ‘if’ ● Probe with short dialogue ● Follow up with more checking. ● Explore difference and details. ● Re-teach, defer or move on. <i>Potential pitfall: A pupil can’t/won’t answer; Prime pupils to think hard as you will be asking somebody at random, use ‘no opt out’. See Cold Call.</i> Say it Again. ● Ask a pupil a question. ● Acknowledge the first response. ● Give supportive formative feedback. ● Invite pupil to say it again- better. ● Respond to the improved response. <i>Potential pitfall: Losing pace and climate in your room whilst you dig deep. Keep pupils focused by narrating the positive and bouncing ideas/answers around the room before returning to the original pupil for a correct answer.</i> Break it Down. TLAC 3.0 p315 ● Guide pupils to a correct answer by providing examples and non-examples. ● Provide the smallest possible hint for pupils to reach the correct answer. <i>Potential pitfall: Pupils confuse non-examples with examples. Pupils will need to benefit from clear instruction to avoid this.</i>
Teachers have a developed understanding of pupils with diverse needs.	All pupils with SEND/ EAL pupils/ pupils with a range of learning needs make exceptional progress	Retrieval Routines ● Show me (mini whiteboards) ● Quiz (low stakes/daily) ● Map it. ● Summarise. <i>Potential pitfall: See Mini White Boards/ Quizzing.</i> I Say, You Say ● Model the routine. ● Practice the routine. ● Mix choral and individual responses. ● Use spontaneously as new routines and knowledge emerges. ● Revisit and embed orally and in writing.

		Potential pitfall: Pupil Passports • Refer to SEND passports. • Ask advice from the Teaching Assistants • Ensure the seating plans are adapted, where needed. • Ensure that any adaptive or supportive equipment is available for all pupils who require additional support to ensure progress can be achieved. • Seek guidance from SENCO if needed, to ensure that all needs are consistently met.
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Pillar 5: Assessment and Feedback

Principles of better practice	Impact	Potential Strategies
Teachers accurately gather information on all pupils' learning.	Teachers identify gaps in pupil learning and know which topics to re-teach that were not grasped the first time. Responses inform the next steps in the learning sequence.	Multiple choice hinge questions Lemov, Control the Tell TLAC • Plan closed multiple choice question sequences, which include common misconceptions and mistakes as answers. • Ensure all the answers are plausible. • Invite responses, don't reveal answers straight away. • Explore and respond to the responses before revealing the correct answer. Potential Pitfall: a) Multiple choice questions with answers that are too obviously 'right' and 'wrong'. b) revealing the correct answer too quickly, missing the opportunity to explore misconceptions and why pupils have them. Mini Whiteboards • Set the question which can be answered succinctly. • Building in thinking time • Lids off pens and onto the end of them • Pupils to a) fill their board b) 'write on chest' and c) 'hover when ready' • Signal: "3,2,1". Pupils show boards on '1'. • Sampling student responses and reshape learning Potential Pitfall: Pupils are allowed to see answers on others' boards; ensure 'boards are down' before everyone shows on 1. Questions require answers which are too lengthy; plan questions which are wordy and allow answers which are succinct. Cold call Lemov, Control the Tell TLAC • Prime the class for cold call. • Ask the class the question. • Giving thinking time. • Select someone to respond. • Invite responses, don't reveal answers straight away. • Explore and respond to the responses before revealing the correct answer. Potential Pitfall: Pre-plan target groups so that PP and quieter pupils aren't avoided. Avoid giving hints- you are checking for understanding. If they need the hint, they don't understand. Quizzing • Be specific about the material you will quiz on • Design a series of low stakes questions which are easy to self-mark and allow you to pinpoint misconceptions. • After completing the quiz, provide answers in a time efficient way (on a single slide or sheet) which pupils check and change

		in purple pen. - Take the time to then explore where common misconceptions are and plan how to address this. Potential pitfall: Taking too long when going through the answers, e.g. revealing one answer at a time. Have the answers ready to mark immediately and spend the time instead addressing common misconceptions. Patrol and Position for assessment Lemov, 'Active Observation' p92 TLAC 3 - Set up your seating plan. - Be intentional about what knowledge you are looking for. - Circulate the room during independent work. - Give 1:1 feedback to pupils: praise and support. - Make a written note of success points and misconceptions. - Respond to assessment data. Potential Pitfall: The classroom you are teaching in provides less opportunity for movement so you may need to ask pupils to bring their work to you.
Teachers give pupils high quality feedback.	Pupil actions are refocused or redirected to achieve a goal. Pupils know how to deepen knowledge and understanding or improve performance.	Give feedback that moves forward. - Giving specific feedback or prompts for pupil improvement. - Pupils check and change their work in purple pen. - Reducing feedback over time Potential Pitfalls: Pupils develop an over-reliance on the teacher or don't attempt a task and wait for the teacher to go through the answers. Use patrol and position to ensure that all pupils are 'having a go'. Teacher feedback is too generic and does not give pupils helpful advice on how to address missing component knowledge. Give whole-class feedback. - Reading through pupils' work - Noting the strengths and areas for improvement - Giving the feedback to the whole class - Giving improvement time in purple pen. Potential Pitfalls: Spending too long giving 'written feedback'; instead, gather the broad misconceptions learning points and spend the time addressing these instead. Use the visualiser. Board = Paper (TLAC 3.0 Technique 22) - Use a visualiser to model messy thinking. - Model each stage step-by-step, 'thinking out loud' as you explain your thought process. - After each step ask a high quantity of process and factual questions to check understanding before moving on. Potential Pitfalls: Pupils lose focus during 'teacher talk'. Ensure you prime pupils for Cold Call after each step to ensure they remain attentive and are thinking hard.
Teachers provide pupils with opportunities to act upon feedback.	Pupils can swiftly correct misconceptions and develop further knowledge and skills.	Purple pen for improvement - Provide or generate feedback (See Patrol and Position for Assessment and Whole Class Feedback) - Give time to correct, amend or redraft work in purple pen. - The teacher patrols and positions during this time to ensure the feedback loop is closed.

Appendix

The pillars of effective curriculum delivery are based on a range of research. For example:

- Curriculum – Theory, Culture and the Subject Specialisms (Ashbee)
- How Learning Happens (Kirschner, P. and Hendrik, C. 2020)
- How Teaching Happens (Kirschner, P. and Hendrik, C. 2020)
- TLAC 3.0 (Lemov, D. 2022)
- Walkthrus 1 (Sherrington, T. 2020)
- DfE Independent Review into Behaviour in Schools: Creating a Culture: How School Leaders Can Optimise Behaviour (Bennett, T. 2017)
- Principles of Instruction (Rosenshine, B. 2012)
- Why don't students like school? (Willingham, D. 2009)
- Responsive Teaching (Fletcher-Wood, H. 2022)
- www.researchschool.org.uk
- <https://classteaching.wordpress.com>
- Visits to high-performing trusts, such as Greenshaw Trust.