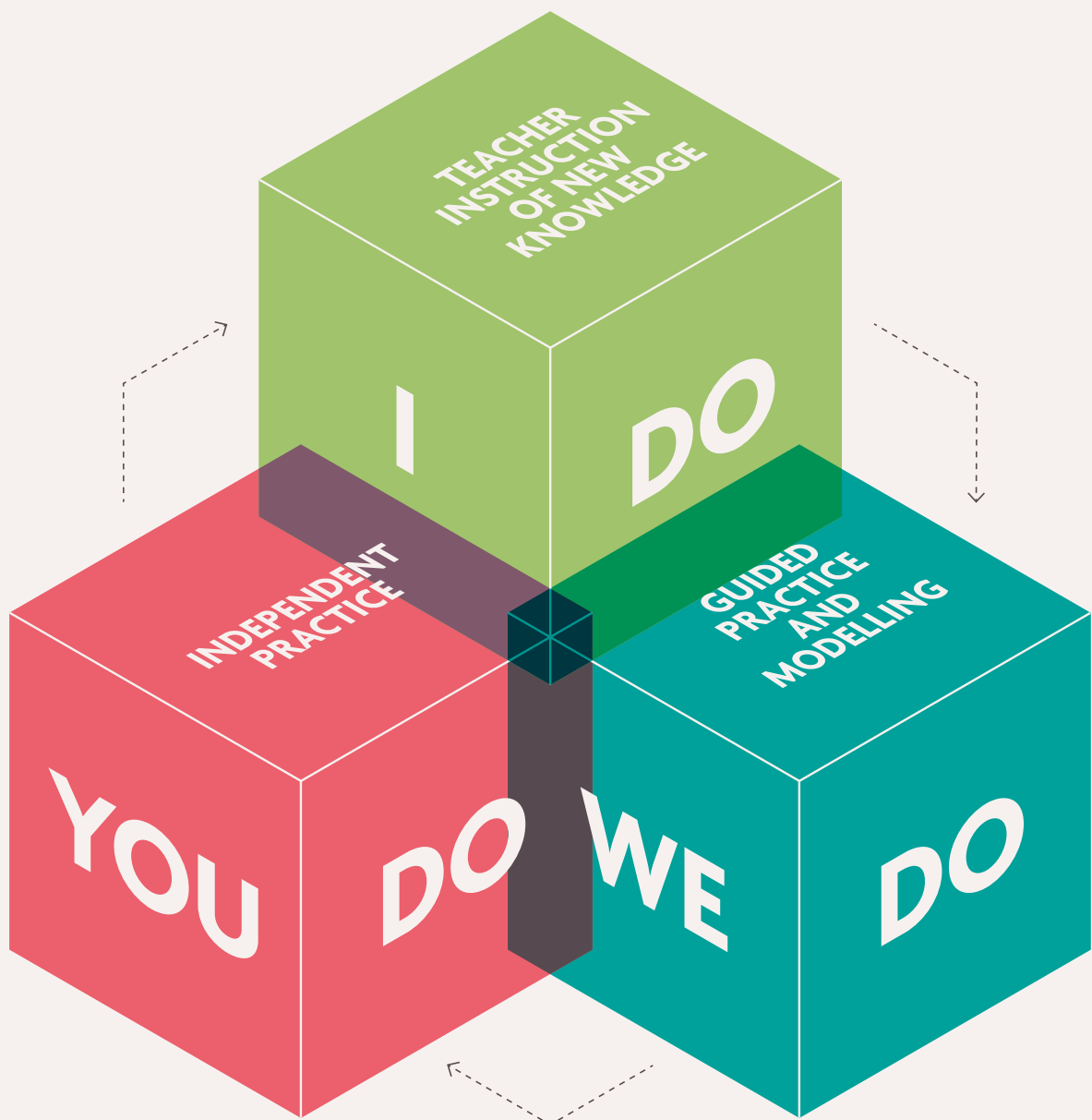


EVERY STUDENT • EVERY LESSON • ALL THE TIME

The Anthem Way

CUMULATIVE FLUENCY



anthem

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Introduction and rationale

The Anthem Way is a set of codified principles and expectations for curriculum, assessment and pedagogy which will help us meet the aims of our Every Student strategy. The compelling reasons for its introduction become clear when our collective context is outlined:

- **Low levels of literacy (reading strategy)**
- **Attainment gaps (cumulative fluency)**
- **Cultural, social & attainment gaps (personal development)**

As a trust, we are above national measures in every single characteristic: free school meals, minority ethnic, English as an additional language, looked after children and children with SEND and Educational Health and Care Plans.

This means that many of our students, especially those from disadvantaged backgrounds, have low levels of literacy, and limited cultural and social capital. Some face lifelong barriers to achievement due to their special educational needs.

Having a strong set of research-led, codified principles means that leaders at all levels can take a consistent approach to overcoming the contextual barriers that our students face.

Structure liberates

A consistent approach and routines designed to enhance learning reduce cognitive load for both teacher and student, and will create a place for teacher passion and charisma to shine through!

‘The more of our teaching we automate – and so run on habit – the more of our limited mental capacity becomes available to make critical decisions, monitor learning and respond flexibly to student needs as they arise.’

Peps McCrea, Developing Expert Teaching 2023

Cumulative fluency

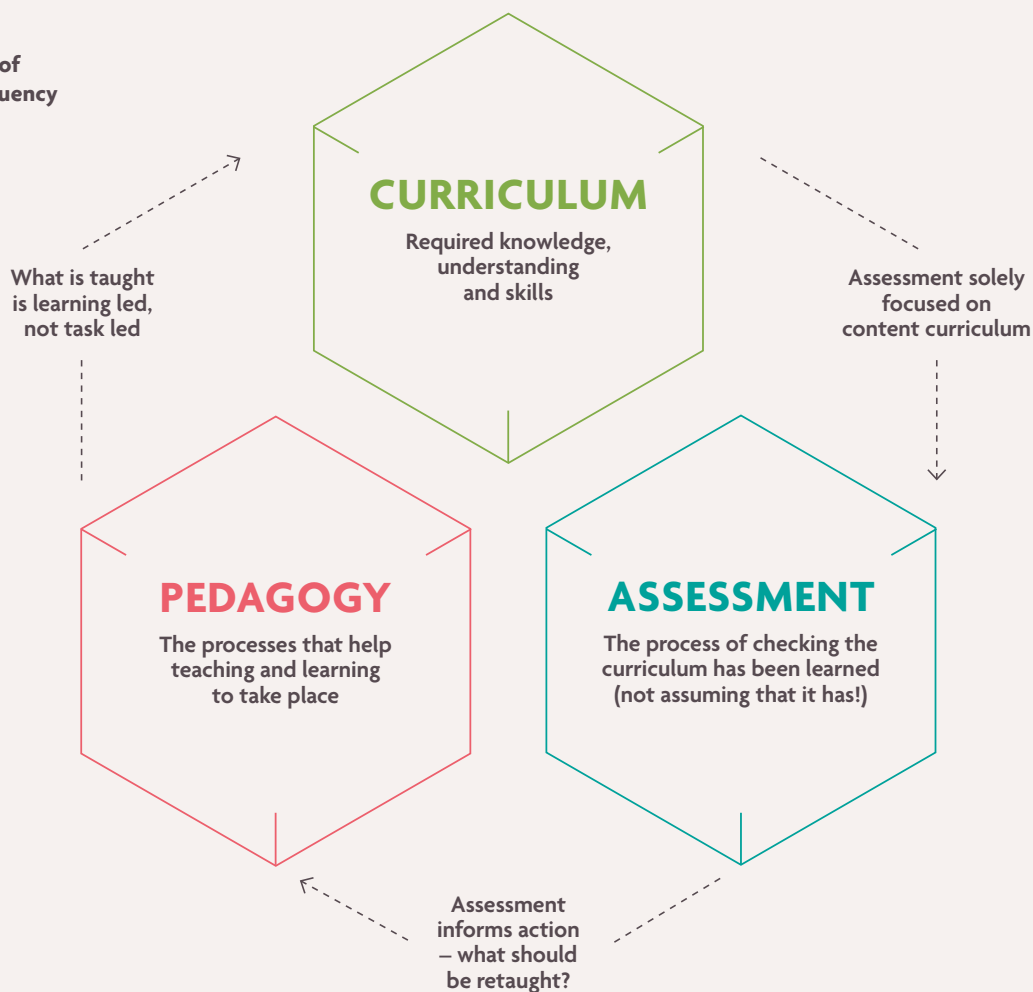
The Anthem Way was written following input by leaders from all Anthem Schools and outlines our principles for curriculum, pedagogy and assessment, as well as defining an expert teaching model for use in every lesson all the time.

The principles have been designed to align. This is deliberate and will ensure that the effect of each is maximised. Curriculum, pedagogy and assessment need to align and work effectively together towards our aim of building cumulative

fluency. This will ensure that we meet the needs of every student, every lesson, all the time.

Cumulative fluency is when students can apply their knowledge and skills because they have been taught in well-sequenced building blocks that build upon themselves over time. With opportunities to retrieve and practise, skills become embedded and gaps are prevented. This is how students make progress within the curriculum.

FIG 1
The benefits of
cumulative fluency



Overview

The Anthem Way involves curriculum, pedagogy and assessment with deliberate alignment between them. In order for pedagogy to be effective, assessment must be valid and the curriculum resourcing and design must support the pedagogy. The Anthem Way principles for curriculum, pedagogy and assessment do this.

How will The Anthem Way be used to help us achieve the aims of the Every Student strategy?

Having a model (in our case 'cycle') that we align ourselves to and collectively use to make decisions about our classroom practice will improve the quality of teaching. It will enable us to have deliberate conversations about teaching within our year groups, subjects and across the school and trust. It will be used for four main purposes:

- As a reference point, toolkit or handbook for teachers to reflect, plan and execute their teaching practice and support innovation. The model should act as a starting point for new teachers, a reference point for experienced teachers, and a framework for teachers to have developmental conversations between themselves.
- As a guide and a framework for lesson visits and discussion about practice between line managers and teachers, peers, and instructional coaching pairs and groups.
- As the foundation for both whole-school and subject communities' professional development about teaching. It will form the basis of CPD through The Anthem Institute and will be the reference point from which we evaluate teacher effectiveness.
- As a framework for understanding and evaluating the effectiveness of teaching at whole-school level so that appropriate support and professional development can be provided.

How was The Anthem Way designed?

Collaboratively! A working group of teaching and learning leads from across the Trust have synthesised excellent practice from all our schools combined with the most up to date research. The Anthem Way is a response to the most current thinking and evidence around what makes expert teachers effective and our current understanding about how we all learn best. The model will evolve and be updated if needed to reflect the most current evidence we have about teacher expertise.

A health warning!

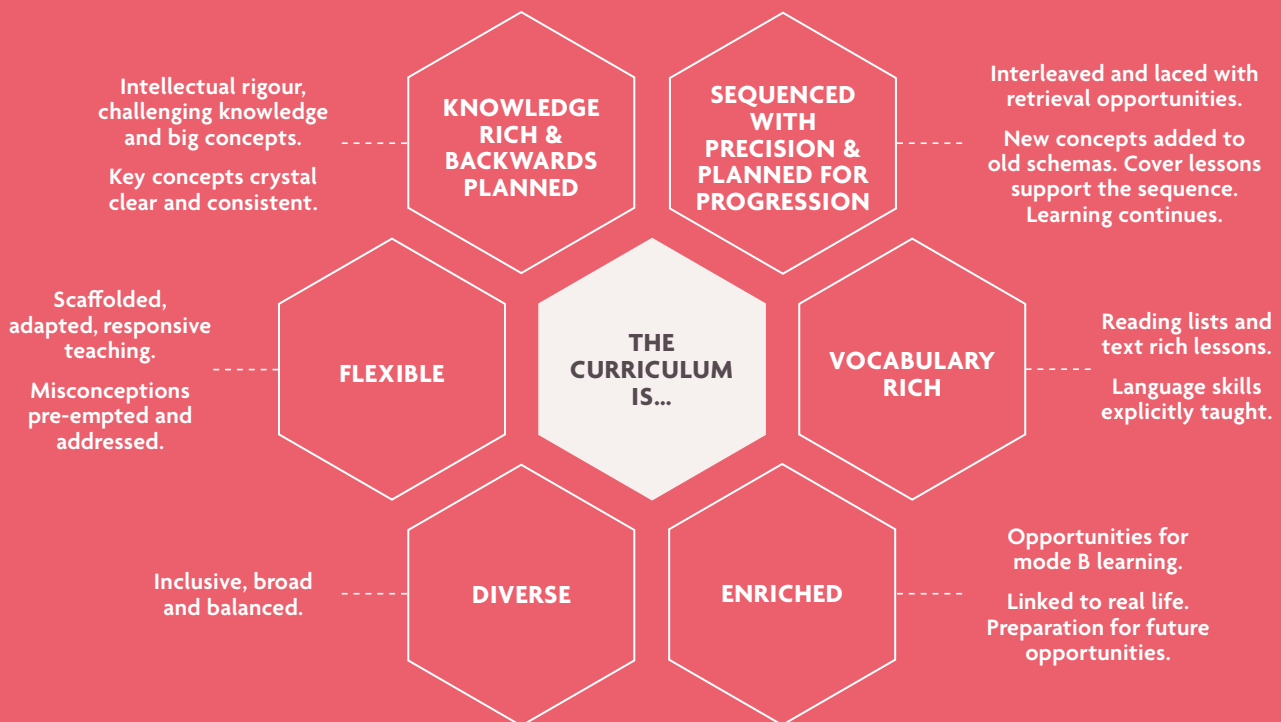
The principles for curriculum, assessment and pedagogy and the cycle for expert teaching should not be seen as a tick box rubric. Curriculum and assessment are never finished and even the best teachers can always get better. So the strands of the cycle should be seen as areas of our practice to be continually developed and refined.

Curriculum, assessment and pedagogy are complex in themselves, hence them each having their own set of principles – but these should not exist in isolation from each other. Each is part of the more complex 'whole' of teaching. In exactly the same way, the strands of the cycle for expert teaching should not be seen in isolation and a teacher needs to be secure in all of them at the right times in order to be effective. More detail on this can be found on the cycle for expert teaching information on page 8.

The cycle should not replace subject specificity. It is the foundation of excellent practice from which to build. Once secure responsive teaching is in place, then more nuanced adaptations to allow subject specificity can be woven into practice.

Curriculum guiding principles

Right from the earliest stages in EY, through Key Stages 1, 2, 3 and 4, we must ensure the cumulative contribution of each key stage. KS3 is a development from KS2 and a solid foundation for KS4. The Y7 curriculum is carefully planned to prior Y6 learning and KS4 curriculum planning is tightly focused on achievement and attainment. A student's success in understanding the big questions/key concepts, and the component knowledge which underpins them, is the key to mastery and 'cumulative' fluency.



KNOWLEDGE RICH and backwards planned from university level content

... so that every student is challenged to their full potential and can master the substantive and procedural knowledge necessary to thrive.

SEQUENCED with precision and planned for progression

... so that every student experiences learning that is revisited and builds complexity over time, allowing them to make links to existing knowledge.

VOCABULARY RICH

... so that every student develops the skills to access further study and is exposed to material that will challenge their thinking across all disciplines.

FLEXIBLE

... so that every student every lesson is hooked and can access the curriculum. So that the evolution of the curriculum remains alive and at the forefront of all professional conversations.

DIVERSE

... so that every student is represented whilst also transcending their individual experiences and being exposed to other world views. So that every student develops social and cultural capital.

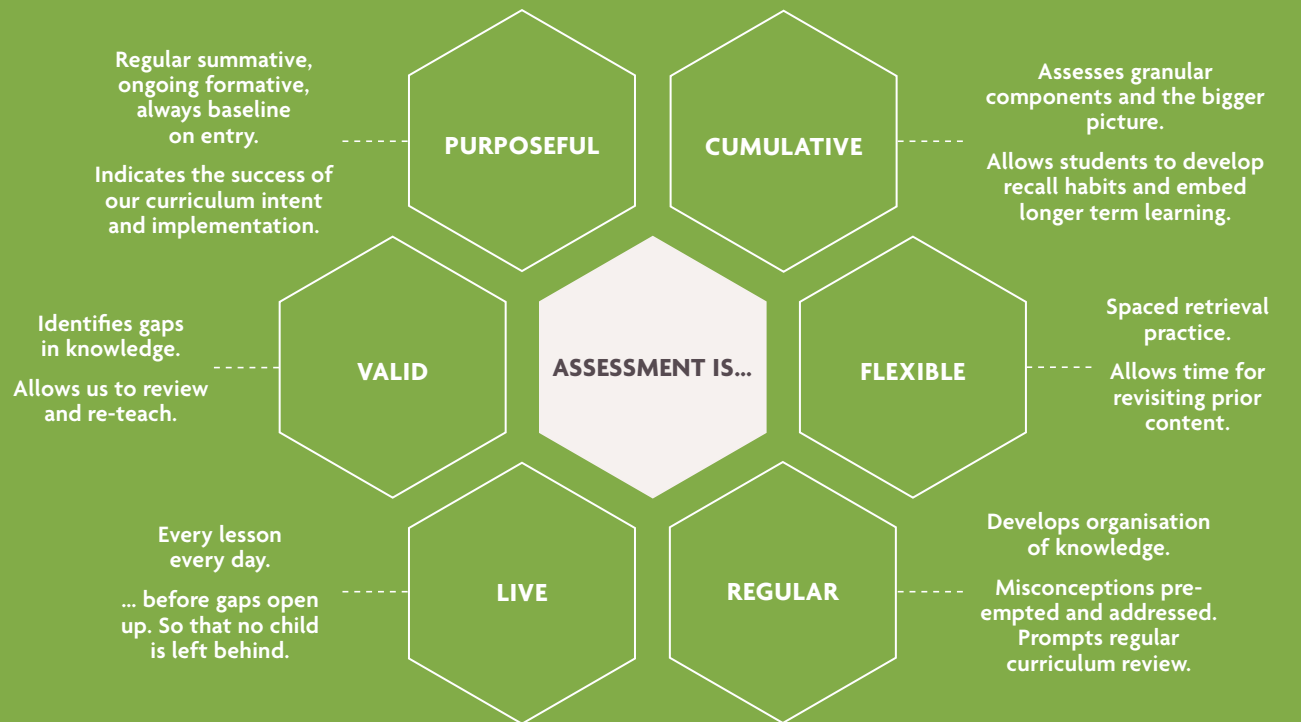
ENRICHING

... so that every student has opportunities to access wider learning outside the classroom and develop lifelong interests that bring further meaning to their lives.

FIG 2
Curriculum
guiding principles

Assessment guiding principles

Formative and summative assessment should focus on students' understanding of component knowledge, 'key concepts' and vocabulary.



PURPOSEFUL:
Intrinsically linked to core substantive and procedural knowledge
... so that all Anthem students can practise and build the skills and knowledge that they need.

CUMULATIVE
... so that we can layer every student's knowledge, skills and concepts and systematically check for retention and understanding over time.

FLEXIBLE
... so that we challenge students to think hard and teachers have frequent opportunities to check depth of knowledge.

REGULAR
... so that all Anthem students develop powerful habits of knowledge recall and application in different contexts across the curriculum.

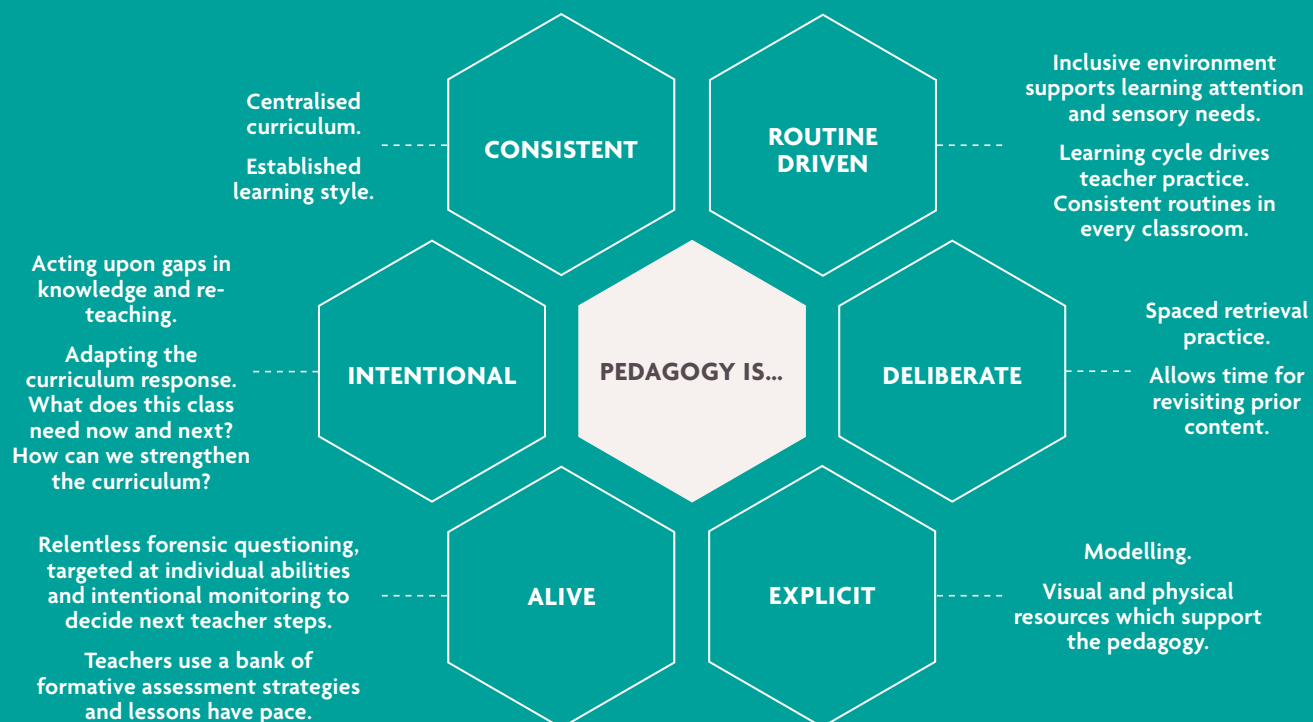
LIVE
... so that teachers and students have the most up to date picture of student progress and can adapt, repair and accelerate when necessary.

VALID
Moderated... so that all information generated is useful for teachers, students and parents.

FIG 3
Assessment
guiding principles

Pedagogical guiding principles

These principles outline the rationale behind our cycle for expert teaching and provide the why behind our approach to a pedagogy which builds cumulative fluency.



CONSISTENT

... so that every student, every lesson has the same quality all the time.

ROUTINE DRIVEN

... so that cognitive overload is reduced, and teachers and students can focus on learning with passion and energy.

DELIBERATE

... so that new concepts are communicated with precision and clarity, working memory is maximised and every second is learning focused.

EXPLICIT

... so that all new concepts and skills are modelled and scaffolded.

ALIVE

... so that teachers have the most up to date picture of student progress and can adapt, repair and accelerate when necessary.

INTENTIONAL

... so that all information generated is useful for teachers, students and parents, and teachers can take steps to move every student forward.

FIG 4
Pedagogical
guiding principles

A cycle for expert teaching to impact every student, every lesson, all the time

Whilst our pedagogical principles outline the why behind our approach to pedagogy, our cycle for expert teaching provides absolute clarity on what exactly teachers need to do in the classroom. It creates a shared language to describe what effective teachers do every lesson all the time, to achieve cumulative fluency for every student.

The cycle brings together findings from cognitive science, pedagogical research and the expertise of some fantastic Anthem teachers and leaders into one coherent model.

It should be applied intelligently, not as a tick box instrument, but with the phrase ‘no missed opportunities’ in mind. Teachers should use it to ensure that there are no missed opportunities to use any of the stages of the cycle if those opportunities would lead to increased effectiveness of practice and better student outcomes.

Fundamental steps to building cumulative fluency

The diagram on the following page reflects the fundamental importance of the model in building cumulative fluency. If elements of the model are missed from the learning cycle then the impact is clear!

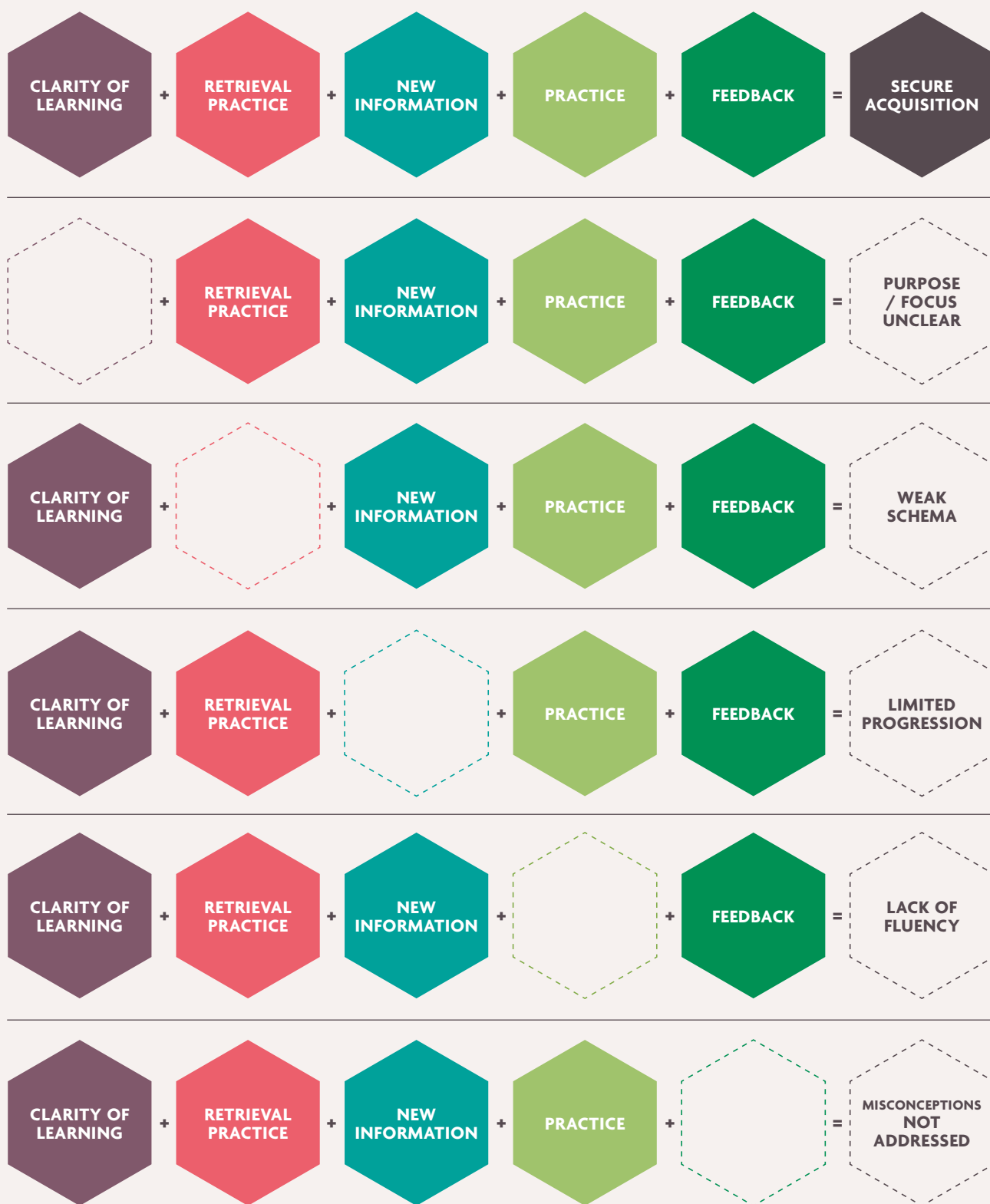


FIG 5
The fundamental
steps to building
cumulative fluency

The Anthem Way: process

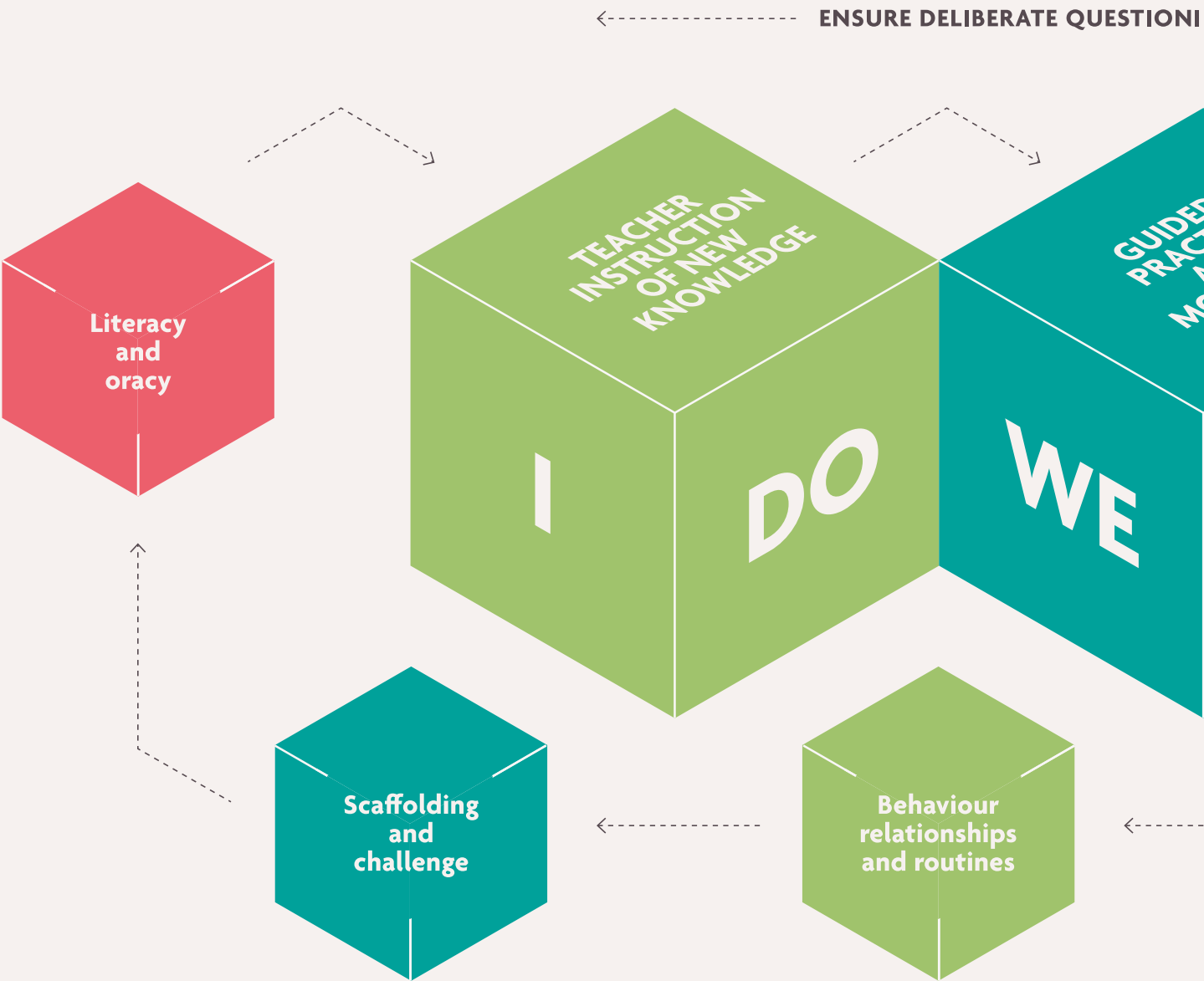
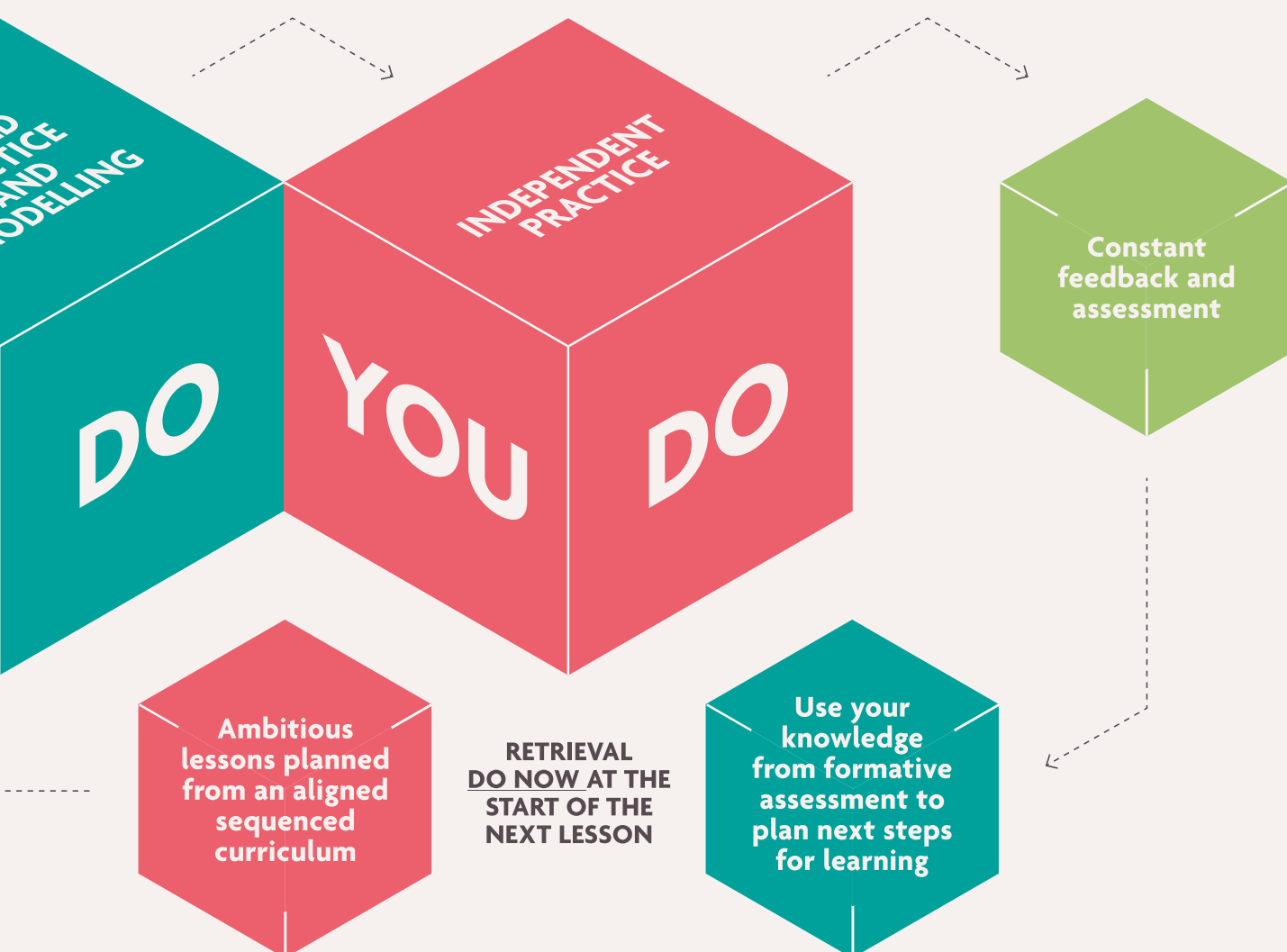


FIG 6
The Anthem Way
process

NG THROUGHOUT THE PROCESS ----->



The Anthem Way: in detail

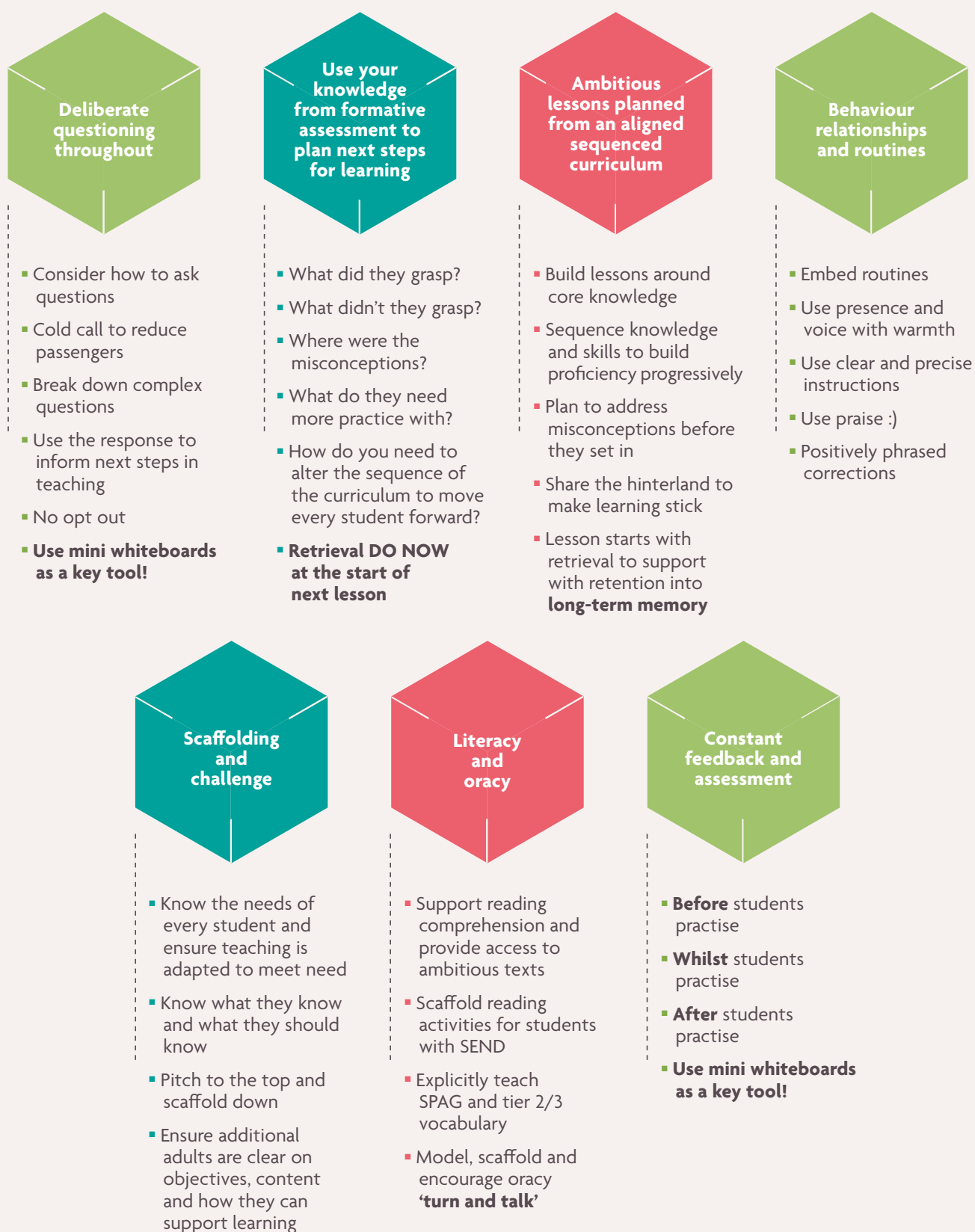
- Scaffold via access to worked examples and exemplar work
 - Design tasks that serve the lesson objective and reinforce core knowledge and skills
 - Low stakes test both knowledge and skills
 - Set appropriate application e.g. exam questions, extended writing, practise
 - Provide opportunities to **overlearn** and **over practise**
 - Set practice to make them 'think hard'
 - Relentlessly circulate, give verbal feedback or **live mark** (intentional monitoring)
 - **READ**
-

- Make success criteria clear
 - Model the application of key skills and academic language
 - Scaffold
 - 'Think aloud'
 - **Use the visualiser as a key tool**
 - **Gradually fade out guidance once you know that they know**
 - **Model and teach reading**
-

- Give new information in small steps – avoid cognitive overload
 - Dual code to support processing
 - Share the hinterland/bigger picture – cement the connections between new knowledge, prior knowledge and future knowledge
 - Give concrete examples
 - Provide non examples and tackle misconceptions – tell them what **not** to do as well as what to do
 - **Model and teach reading**
-



FIG 7 & 8
The Anthem Way
in detail



Inclusive high quality first teaching: this is The Anthem Way!

The Every Student Strategy outlines our expectation that every student is supported to make the best progress in every lesson all the time.

In the very fabric of The Anthem Way are the ‘ordinarily available’ strategies that will support every student in the classroom in terms of managing cognitive load and building cumulative fluency. Woven through the cycle of expert teaching and the teaching prompts are strategies that will create an inclusive high quality first classroom.

Inclusive classrooms tend to look like any other effective classroom – they are calm, quiet, orderly, predictable and clear – with particular attention paid to the quality of relationships, knowing pupils’ individual needs and creating enabling environments. The principles of explicit instruction, cognitive strategies and scaffolding which are woven throughout The Anthem Way are all recommended in the EEF’s *Five evidence based strategies to support high quality teaching for pupils with SEND*.

It is important to note that we always pitch the curriculum high. As part of our drive to ensure that challenge is as good as it can be, we teach to the top for all, with high level content and vocabulary, access to challenging texts and reading widely before scaffolding and personalising down for learners with SEND or other gaps.

The best differentiation is ‘responsive teaching’ – this is to avoid the ‘denial of knowledge’ that can sometimes affect learners with SEND. As a fully inclusive trust we want to give every student the opportunity for exposure to the big ideas and rich knowledge that they are entitled to.

Whilst an inclusive high quality first teaching approach is the best approach for every student, some students require a more personalised approach with adaptive and targeted teaching.

Coming soon! An adaptive and targeted teaching toolkit as an appendix to The Anthem Way.

Responsive teaching: Every student, every lesson, all the time

FIG 9
The benefits of
responsive teaching

Access to the
full curriculum
– pitching high



Relentless formative
assessment



Personalise/
scaffold down



vs the risks of traditional differentiation

Start low and build up
for a few who can



Teach to
the middle



Denial of
knowledge



Now for a closer look at each of the elements of the cycle...

Behaviour, relationships, and routines

Excellent teachers create a supportive, safe, calm environment for learning. A strong classroom culture ensures that students are supported and challenged and expectations are sky high. This ensures that students are motivated and take risks with their learning.

It is fundamental that teachers own their classroom and establish this culture through the consistent and systematic use of whole-school routines, processes and systems.

The impact of this will be positive and professional relationships between teachers and students where teachers can teach without interruption and learning is maximised. Every student, every lesson, will flourish!

- Embed routines.
- Use presence and voice.
- Use clear and precise instructions.
- Use praise.
- Positively phrase corrections.

'I have come to the frightening conclusion that I am the decisive element. It is my personal approach that creates the climate. It is my daily mood that makes the weather. I possess tremendous power to make life miserable or joyous. I can be a tool of torture or an instrument of inspiration, I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis is escalated or de-escalated, and a person is humanized or de-humanized. If we treat people as they are, we make them worse. If we treat people as they ought to be, we help them become what they are capable of becoming.'

Hiam Ginnot

Teaching prompts



ENTRY

The teacher models a positive approach through their own body language, use of language and modelling of kindness, warmth, and respect.

The teacher meets and greets students at the start of the lesson to set the tone.

Students are immediately engaged in a retrieval activity on entry to set the tone and activate working memory.

There is a climate of high expectations, high challenge and high trust so that every student can learn in every lesson.

Routines are consistent and predictable to create a safe space and reduce cognitive load to enable learning.

The classroom layout and resources support 100% engagement and in EYFS, interest.

Purposeful routines for giving resources out ensure that every minute counts towards learning. In EYFS the resourcing supports high levels of engagement.

In EYFS the routines for accessing resources independently are well established, minimise disruption and elevate learning potential by ensuring active learning.

ROUTINES AND RELATIONSHIPS

Verbal praise and sanctions are used consistently to enforce expectations.

Students are encouraged through praise and positive reinforcement to contribute to a positive climate for learning.

Behaviour expectations are explicit to support students in getting it right.

The teacher expects 100% engagement and swiftly challenges minimally disruptive behaviours before they escalate.

In EYFS the teacher redirects students to purposeful playing and exploring if necessary.

Disruption is responded to via the least intrusive intervention. Corrections are worded using positive language. This prevents situations escalating.

Non-verbal cues are used to reinforce desired behaviours so that learning is not disrupted.

The teacher walks the classroom and uses the space to actively support and monitor students. This keeps them on task.

Teachers insist on pens down during explanations so that students can listen and process without distraction.

There is silence and active listening when the teacher or a student speaks to the class so that every student can learn.

The pace of activities and tasks is appropriate so that every student is effectively challenged and supported to learn. There are no 'passengers.'

The pace of activities and the deliberate design of the environment in the early years ensures that every student is effectively challenged and supported to learn. There are no 'passengers.'

Teachers promote a climate of inquisitiveness and celebrate student curiosity. In EYFS teachers plan with students' needs and interests in mind.

Students respect and pay attention to each other's thoughts and feel safe to express their own thoughts.

Exit routines ensure a calm end and ordered environment. This supports other teachers with strong starts to other lessons. In EYFS routines support the smooth transition from school to home.

Use your knowledge

from formative assessment to plan next steps for learning

The Anthem Way is deliberately represented as a cycle rather than a linear model therefore it is difficult to know where to start! It is logical, that we start with behaviour, relationships, and routines. And what should come next is this.

It is impossible to plan an excellent lesson without a crystal-clear understanding of what students already know/don't know. Without this knowledge, how can teachers achieve cumulative fluency without knowing what they are building on? It is so important that teachers use knowledge of previous key stages, as well as formative feedback on learning, to plan the next sequence of learning.

All teaching should be reflective and adaptive, and all intelligence gathered by teachers on what every student has learned should feed into planning of the next phase of learning.

- What did they grasp?
- What didn't they grasp?
- Where were the misconceptions?
- What do they need more practice with?
- How do you need to alter the sequence of the curriculum to move every student forwards?
- Retrieval DO NOW at the start of next lesson.

'When teachers do formative assessment effectively, students learn at roughly double the rate than they do without it.'

Dylan Wiliam

Teaching prompts

Use your knowledge from formative assessment to plan next steps for learning

KNOWLEDGE FROM PREVIOUS LEARNING

The teacher plans the lesson based on their own knowledge gathered from the last lesson or the last series of lessons. They reflect on the following questions to allow them to plan with precision:

What did they grasp?

What didn't they grasp?

Where were the misconceptions?

What do they need more practice with?

How can my planning for the next few lessons ensure that every student gets what they need to move them rapidly forwards?

In EYFS, how can my adaptation of the environment ensure that students learn and develop well?

The teacher uses data effectively to ensure that all students can access learning and make progress. (PA, SEND, EAL, PP, reading ages)

The teacher addresses any misconceptions from previous lessons at the start of the next before they 'stick' with students. In EYFS this may be at another appropriate time.

In EYFS adults respond to individual interests and needs and help them to build learning over time.

In EYFS the home school partnership is strong and transition between home and school ensures that learning is strong.

RETRIEVAL DO NOW

Teachers start lessons with retrieval to support retention into long-term memory and to provide a further formative assessment point for teachers to 'read' learning.

In EYFS lessons may start with routines and common shared interest/experiences to engage and focus students.

Teachers space and interleave retrieval to improve retention over time.

The retrieval DO NOW takes into account student prior attainment and other contextual factors such as SEND.

Teachers ensure that there are no missed opportunities to use mini whiteboards to check whole-class retrieval practice where appropriate.

In the EYFS classroom, teachers plan for opportunities for retrieval.

Teachers balance low-stakes knowledge recall checks with free recall. Free recall helps students make links between concepts and strengthen schema. In the EYFS environment, key adult interactions achieve this.

Low-stakes quizzing is used regularly to facilitate retrieval and to give students the chance to practise prior knowledge. In EYFS students get the opportunity to practise during continuous provision.

Teachers interrogate with 'how' and 'why' questions at key points during the checking of the DO NOW. This further improves memory retention as it deepens understanding of the content. In the EYFS environment, key adult interactions achieve this.

Teachers make checking accurate and easy, students quickly self-assess against the right answers to maximise learning time and allow sufficient time for new learning.

Teachers build in time to allow students to correct their mistakes, circulating the room, explaining misconceptions. There is a culture of exploration and trying again if something is difficult in continuous provision.

Ambitious lessons planned

from an aligned, sequenced curriculum

This stage ties closely to the previous one. Effective curriculum planning cannot happen without a strong teacher grasp on what students know or don't know from previous learning. Curriculum should be seen as a narrative rather than a finished product. The curriculum changes depending on the class and the students in it, and evolves in response to what they can or can't know, remember and do! It should be deliberately structured so that students remember and apply knowledge and can make connections between knowledge over time. As students develop cumulative fluency, the curriculum is used to help them develop increasingly complex mental models.

All lessons should be seen as 'learning episodes' which break down knowledge and skills into manageable chunks within a larger coherent curriculum. Teachers take the bigger curriculum picture and then design 'learning episodes' using their own knowledge of their subject and of every student in front of them. Every lesson or learning episode needs to link back to the wider aims of the curriculum, but it is fundamental that teachers also use their knowledge from formative assessment to tweak the curriculum. For example, if students don't grasp a concept, teachers may need to revisit other parts of the curriculum or change their sequencing to close gaps before moving on.

The mantra that we use is 'teach to the content not the bell'. Have the students grasped it? No? Don't move on! Reteach, tweak, keep going until skills and knowledge are secure. As our curriculum principles state – the curriculum should be alive!

- Build lessons around core knowledge.
- Sequence knowledge and skills to build proficiency progressively.
- Plan to address misconceptions before they creep in.
- Share the hinterland to make learning stick.
- Lesson starts with retrieval to support with retention into long-term memory.

'The plans are never more important than the students in front of us. There can be a temptation to plough on regardless, even if something isn't working and if students haven't truly grasped something. The plans are there to support teaching, not dictate it. If students are not learning what we intend, we need to adjust.'

Mary Myatt

Teaching prompts

Ambitious
lessons planned
from an aligned
sequenced
curriculum

SEQUENCE AND PITCH

The teacher clearly explains the overall aim of the lesson (what students should be able to know/do by the end of the lesson) This provides direction for students and strengthens schema.

The teacher shares the big concept/hinterland to allow students to build schema and understand the interconnectedness between subjects.

The lesson is pitched ambitiously. It fits within the medium- and long-term curriculum. In EYFS it meets the interests and needs of the students.

In EYFS planning is ambitious and considerate of learning and development.

Lesson planning has considered and builds upon the prior knowledge required for students to be able to succeed in this lesson. In EYFS this includes planning for the environment.

Different topics are interleaved in different lessons to improve retention over time. This is carefully sequenced to link to current learning and build schemas.

The retrieval DO NOW activates the right prior learning that will be built upon in this lesson.

The sequencing of lessons/units is carefully considered to ensure that knowledge is retained in the long-term memory.

Curriculum resources for students are crystal clear on what the core knowledge and skills are. This includes the environment for EYFS.

Curriculum resources support independent learning, revision, and self/low-stakes quizzing. In EYFS the environment supports independence and exploration.

Home learning considers cognitive science and supports memory and reading.

Knowledge and retrieval consolidation strategies (such as knowledge organisers or Scholar's Guides) are used to support the delivery of the curriculum.

CORE KNOWLEDGE

Core knowledge and skills are crystal clear on curriculum planning documents and resources so that all students

across the year group receive the same ambitious diet.

Home learning fits into the curriculum sequence and allows students to practise or apply core knowledge.

The teacher models and teaches students how to use resources to scaffold their own learning through strategies such as self-quizzing. In EYFS this may include how to access resources independently through the environment and how to self-identify what resources they need.

In EYFS teachers plan to meet the needs and interests of students and select resources to challenge e.g. fine motor skills.

NEW MATERIAL

New material is connected to the class's existing schema of subject knowledge and skill. New knowledge builds explicitly onto prior learning so that students can build schema.

Core knowledge taught in this lesson supports future learning.

Misconceptions are anticipated and addressed at the planning stage.

Scaffold and challenge

Teachers should use their knowledge of the subject and their students to set challenging learning goals, pre-empt challenges within lessons, and provide temporary scaffolds to manage the cognitive load and support the needs of every student.

Scaffolding and adaptive teaching mean that the learning journey of every student is not the same but the destination is! All students should have access to the same, high-level content. This avoids denial of knowledge and sits with our Anthem value of integrity.

Every student has the right to access high level, knowledge-rich, mind-opening content. Excellent teachers know that phasing scaffolds out as ideas and procedures become more fluent and secure is key. Knowing your students well and their individual needs will enable you to make the best decisions about how to adapt your delivery and learning activity design to ensure that they learn effectively and enjoy lessons.

Excellent teachers also manage additional adults in the classroom effectively. TAs are an extremely valuable resource and teachers should liaise with them prior to lessons. TAs give us an opportunity to pre-teach the misconceptions to students who need it and/or pre-teach gaps in learning.

Think of scaffolding as breaking learning down into chunks and providing the tools a child needs to learn each chunk. Scaffolding can include:

- Targeted questioning
- Sentence starters
- Example diagrams
- Modelling and discussing your thought process
- Key vocabulary cards
- Paired work
- Discussion time with a partner, group or whole class

- **Know the needs of every student and ensure teaching is adapted to meet need.**
- **Know what they know and what they should know.**
- **Pitch to the top and scaffold down.**
- **Ensure additional adults are clear on objectives and content and how they can support learning.**

Teaching prompts



CHALLENGE AND CLARITY

Teachers pitch lessons to the top. Tasks and content are planned so that they stretch and are ambitious for all students.

Learning activities and content are scaffolded relative to student ability and specific learning needs. This includes the environment for EYFS.

Learning activities are clearly linked to the building blocks of core knowledge and skills.

They are sequenced logically to build up and lead to cumulative fluency.

Learning activities are set that require students to combine knowledge from this lesson with previous learning. This supports them in building schema and rehearsing knowledge and skills.

Learning activities are designed to support the deepening of knowledge or proficiency by requiring students to apply what they have learnt to unfamiliar or novel situations. In EYFS there is purposeful planning of the environment.

Sufficient time is built in for more novice learners to master fluency. Every student gets enough time to practise or revisit content and skills to build cumulative fluency.

More cognitively challenging tasks are quickly set for students who have mastered the objective so that they are challenged to go higher.

The teacher ensures that additional adults are clear on objectives and core content for both the curriculum and the individual child.

This means that additional adults can teach and support learning precisely. In EYFS adult interaction in the learning environment is strong and ensures that there are no missed learning opportunities.

SCAFFOLDING

Teachers break explanations down so that every student can access the learning.

Curriculum resources for students are crystal clear on what the core knowledge and skills are. This supports independent learning and self-quizzing.

In EYFS the learning environment contains visuals to guide students. Additional adults can also use these so that they can reinforce key learning with students.

Every opportunity to clearly model processes is used so that students know what success looks like.

Teachers liaise closely with TAs outside of lesson and utilise every opportunity for pre-teaching for tier 2/3 vocab and key concepts where possible.

Teachers effectively deploy TAs. TAs are given specific direction, and the teacher responds to TA feedback on student learning in previous lessons so that support is joined up. In EYFS teachers and TAs model and engage in high quality interaction that moves learning forward at all times.

The right adaptations are made for students with SEND. Targeted strategies from student profiles are used. Resources are carefully chosen to support understanding. Consideration is given on moving from concrete to pictorial to abstract learning.

Deliberate questioning throughout

Questioning should be used for two main purposes – to promote students' thinking (ensuring a high think ratio!) and to assess it to check when to move on and when to correct misconceptions or build in more practise to secure knowledge and skills.

Teachers should ask questions to facilitate discussion, stretch the thinking of students and help them understand what students have learnt so that they can adapt their teaching.

Questions should be well thought out and planned in advance so that they are precise and checking the right things and providing the right information to enable the teacher to make decisions about next steps for teaching. Questions can be scripted and planned as part of the essential intellectual preparation mentioned in our ambitious curriculum strand.

The only place where questioning does not have a place is during the I DO element of the lesson when the teacher, as expert, is explaining a new concept or delivering new information. It is important that the teacher as expert explains the new idea clearly without questioning to try to get the students to guess or arrive at the information themselves. Research shows that this will ensure that students learn at a faster rate. Direct instruction is more effective than asking students to discover new knowledge themselves.

It is important to remember that we question students not to seek right answers, but to uncover misconceptions and quickly address them then and there before they become embedded.

- Consider how to ask questions.
- Cold calling to reduce passengers.
- Break down complex questions.
- Use the response to inform next steps in teaching.
- Mini whiteboards are a key tool!

Teaching prompts



In EYFS support staff and teachers utilise all these questioning strategies and principles in their high-quality interactions with students.

QUESTIONING SKILLS

Open questioning is used to challenge and gauge what students have understood.

Closed questioning is used to check that students have the necessary factual knowledge to proceed with the lesson.

Teachers plan for the key conceptual questions that students need to be able to answer in this lesson. This means that teaching is precise.

In EYFS the environment allows challenge and supports objectives.

Questions are used to stretch and challenge student thought throughout.

Complex questions are broken down to help guide student thinking.

Questions are targeted at key groups and students to support and stretch every student.

DELIBERATE QUESTIONING STRATEGIES

Cold calling is used to engage every student and ascertain understanding of what they know.

Teachers use no opt out to ensure that participation ratio in the lesson is high.

Adaptations such as thinking time are made for students with language processing needs or SEMH and who may struggle with cold calling.

Teachers use think time and turn and talk for more complex questions. This also ensures every student is thinking.

There are no missed opportunities to use mini whiteboards to assess whole class grasp of concepts or skills.

Teachers plan hinge questions to ascertain if the class has grasped it and the lesson can move on.

Teachers ensure that answers are developed so they are fully correct by asking follow-up questions and/or rephrasing student answers. Say it again but...

Teachers stay with a student when they give a wrong answer to help them and the class address misconceptions.

Literacy and oracy

Teachers of all subjects need to constantly model and explicitly teach reading, writing and oracy and to ensure that there are no missed opportunities to teach these skills. This will bring cross-curricular benefits academically.

However, it is incredibly important to us that we go way beyond exam outcomes and that we prepare every student to articulate themselves clearly in both speech and writing to communicate ideas and information.

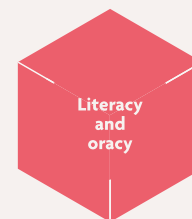
This will enhance their cognitive, personal, and social development, and prepare them for a lifetime of literacy and meaningful participation in society. It is essential that all teachers and curriculum support staff play a role in this and seize every opportunity to do so.

- Support reading comprehension and provide access to challenging literary materials.
- Explicitly teach SPAG and tier 2/3 vocabulary.
- Model, scaffold and encourage oracy 'turn and talk'.

'A lifelong love and proficiency of reading should be an entitlement for all. Every teacher is a teacher of literacy.'

Anthem Reading Strategy

Teaching prompts



DELIBERATE TEACHER PRACTICE

Teachers model precise and ambitious use of English.

Teachers systematically identify literacy errors and misconceptions in student learning in proportion to age and stage. This results in students overcoming them independently in the long term.

Teachers re-teach common literacy errors and misconceptions.

Student oral and written responses are corrected 'live' when appropriate.

Teachers explicitly check the understanding of key vocabulary and correct errors and misconceptions.

Tier 2 and 3 vocabulary for the teaching cycle is identified, modelled, taught and tested systematically in lessons. It is visible in the learning environment and utilised by students to support independence.

ORACY

Teachers build and develop oracy through responsive questioning.

Oracy prompts such as say it again but... are used so that students speak clearly and accurately.

Mixed pair and group work is used effectively and appropriately. Students have opportunities to discuss, elaborate on, justify and develop their understanding through discussion with each other.

Oracy prompts (sentence stems) and other techniques are used to extend student oral responses.

Student oracy is celebrated. Students who model excellent oracy via formal, subject specific vocabulary and well-structured talk and who respond to peers constructively are praised.

Teachers use 'turn and talk' with specific tasks to promote effective peer dialogue and ensure every student is thinking. In EYFS opportunities for oracy and thinking critically are consistently instigated in the environment.

READING

Every student has access to challenging texts in lessons and wider reading lists outside of lessons. This develops social and cultural capital and develops schema and hinterland.

Teachers explicitly teach the etymology and morphology of new vocabulary and how to use it to develop schema.

Teachers support students in identifying contextual clues to work out the meaning of unfamiliar words so that they can correctly apply them.

Teachers model reading comprehension and scaffold the reading process with pre-, during, and post-reading activities.

Teachers ensure that there are no missed opportunities to use the '4 ways' reading strategies. In primary all reading learning sequences encompass Anthem Way reading components.

I DO: Teacher instruction of new knowledge

Teachers are subject experts more than any resource, powerpoint or curriculum document. They are the most powerful and useful resource in the building! Their role is to explain and present new ideas to students in a deliberate way so that students can understand and remember them.

Explanations should be precisely planned in terms of content and delivery. Teachers should consider how they can support working memory by using strategies such as dual coding as well as removing distractions to prevent cognitive overload.

Teachers need to use concise, appropriate, engaging explanations that connect new ideas to what has previously been learnt, highlighting misconceptions, outlining what NOT to do and re-activating/checking prior knowledge.

During the 'I DO' – the expert is clearly explaining new information so students should have pens down and be listening. It is important that the teacher as expert explains the new idea clearly without questioning to try to get the students to guess or arrive at the information themselves. Research shows that this will ensure that students learn at a faster rate. Direct instruction is more effective than asking students to discover new knowledge themselves.

- **New information given in small steps – avoid cognitive overload.**
- **Dual coding to support processing.**
- **Share the hinterland/ bigger picture – cement the connections between new knowledge, prior knowledge, and future knowledge.**
- **Concrete examples given.**
- **Non-examples and misconceptions tackled – tell them what NOT to do as well as what to do.**

Teaching prompts



Explanations are concise, precise and well structured so that students learn exact knowledge and skills.

Teachers pre-script or deliberately practise how they would explain a difficult concept. This means explanations are accurate and subject knowledge is sound.

Concrete examples are used in explanations to make concepts clear and 'sticky' for students.

Non examples are used to support understanding of a concept and to head off misconceptions before they sink in.

Extraneous words and visuals are removed from slides or explanations and the learning environment to reduce cognitive load and avoid split attention.

Dual coding is used to support working memory.

Difficult concepts are broken down into small steps to prevent cognitive overload.

Teachers check for understanding of difficult concepts regularly. This forces students to rehearse and retrieve and strengthens memory as well as allowing teachers to intervene where necessary.

Subject knowledge and hinterland are used to build upon and broaden student understanding of, and engagement with, new concepts.

Teachers explicitly teach the etymology and meaning of new tier 2/3 vocabulary and how to use in context. This means that students learn to use vocabulary precisely. In EYFS teachers model the use of any new resources in the learning environment so that students can access learning independently. Interactions then continue to thread that model through for students who need it reinforcing.

WE DO: Guided practice and modelling

Once new knowledge or skills have been explained, students need teachers to model the application to build confidence and develop understanding.

Through modelling and guided practice, the teacher shows students the step-by-step process of how they can apply their knowledge or understanding of a skill to a task, activity, or practical situation.

Modelling is also powerful for learning because it reveals the thinking of an expert and enables students to see the thought process that goes into application.

If we send students straight off onto the 'YOU DO' the precision and expert application skills will be lost. They need to see what success looks like to be able to do it themselves.

By seeing the modelling process and understanding the stages of application, students are prepared for their own practice and are more likely to be successful. They can see what success looks like and therefore have improved motivation and confidence. Guided practice is key to applying knowledge and skills correctly and building the correct foundations for cumulative fluency.

The teacher as expert, should then use formative assessment strategies to decide when students have grasped knowledge and skills so that they can gradually fade modelling and let students begin independent practice.

- Make success criteria clear.
- Modelling of application, key skills and academic language.
- Scaffolding.
- Choral response.
- Teacher 'thinking aloud'.
- Visualiser is key tool!
- Guiding gradually faded out once you know that they know.

'Successful teachers spend more time guiding students' practice of new material, more time asking questions, more time checking for understanding, more time correcting errors, and more time having students work out problems with teacher guidance. Teachers who spent more time on guided practice and had higher success rates also had students who were more engaged during individual work at their desks.'

Rosenshine's Principles of Instruction

Teaching prompts



MODEL ANSWERS

Teachers model expert answers, so all students are set up for success. The modelling process is precisely planned, scripted, and delivered to reduce cognitive load.

Students have access to top grade model answers so that all can reach for the top.

Common misconceptions or errors are included in poor examples so that students can see what not to do.

A mixture of live and pre-written models are used to support student learning at different times.

Teachers share student models to praise students and raise aspirations.

Teachers explicitly model subject specific writing e.g. scientific writing – *write like a Geographer, write like a Historian.*

MODELLING THE PROCESS

Approaches for unpicking a challenging question are modelled so that students develop confidence and understand the thought processes.

Teachers support students to deconstruct models against success criteria so that they understand success.

Note taking and annotation are modelled to support students in developing habits for learning.

Presentation and layout expectations are modelled to support students.

MODELLING FOR INDEPENDENCE

Working walls and the learning environment support modelling.

In EYFS the learning environment is intentionally designed to model the expected standard. There is a culture which means that students use the environment to improve their learning.

Students have access to scaffolds such as toolkits, worked examples, learning organisers that they can use at any time. This promotes independence. In EYFS this includes the environment. At all phases it may involve physical resources such as counters, manipulatives and arrays.

Teachers fade scaffolding when they know that students have grasped knowledge and skills to allow for independent practice. In EYFS learning interactions guide the WE DO to ensure challenge and progress in independent learning.

YOU DO:

Independent practice

Once the teacher as expert has identified from formative assessment that students have understood the model, they should fade scaffolding and give students plenty of independent practice. The chance to practise gives students the opportunity to develop fluency by allowing them to retrieve, apply and embed the knowledge and skills that they have been taught. The purpose is to ensure that any procedures that are required are fluent and accurate. The practice that students are asked to complete must be planned to allow students to demonstrate mastery of the intended learning.

Practice must routinely take place in lessons for retention to be effective and for learning to stick. Many teachers make the common mistake of not leaving enough time for students to practise – but practice must be prioritised, or learning won't stick! If they don't practise in lessons, how do we expect them to apply their learning in exams or in life?

Regular, carefully chosen practice helps schemas to be developed and knowledge to be organised. We know from the forgetting curve that forgetting is natural, but it can be slowed or prevented by systematic revisiting and practice. We need to ensure that students practise until learning is fluent, automatic and secure.

Independent practice typically follows guided practise and is when all support is taken away so 'overlearning' can occur.

'Overlearning' is when students practise a task again and again until they can complete it fluently and without errors. As a result, their newly acquired knowledge becomes so automatic that it doesn't take up space in their working memory anymore, which makes them less likely to experience a cognitive overload. This enables students to focus on further developing a deeper understanding of new lesson content and successfully applying their newly learned skill.'

Rosenshine's Principles of Instruction

- Scaffold via access to worked examples and exemplar work.
- Design tasks that serve the lesson objective and reinforce core knowledge and skills.
- Low stakes testing of knowledge and skills.
- Exam questions or extended writing for application.
- Providing opportunities to over learn and over practise.
- It needs to make them 'think hard'.
- Teacher circulates, gives verbal feedback or live marks (intentional monitoring).

Teaching prompts



TEACHER PLANNING

Teachers deliberately plan and build independent practice into lessons. Enough time is given to it that students develop cumulative fluency and are secure in application of knowledge and skills. In EYFS teachers deliberately plan deliberate practice into the learning environment.

Teachers plan learning activities which also revisit previous content so that students can retrieve and develop fluency.

Low-stakes quizzing is used regularly to facilitate retrieval and to give students the chance to practise prior knowledge.

Knowledge and retrieval consolidation strategies (such as knowledge organisers or Scholar's Guides) are used to support the delivery of the curriculum and support student independence.

There is sufficient challenge. Students are supported in applying retrieved knowledge to new situations. In EYFS this can be achieved through high-quality interactions.

Teachers tailor practice to student need. They carefully consider whether or not they are learning new information, consolidating or embedding.

Teachers devise opportunities for students to practise specific knowledge/skills in isolation in order to build mastery.

Teachers devise opportunities for extended writing in order to practise applying skills and to develop fluency in writing.

TEACHER DELIBERATE PRACTICE DURING THE YOU DO

Teachers intentionally monitor the classroom, going first to students who may need live feedback sooner.

Teachers circulate and relentlessly give live feedback to quickly identify and prevent misconceptions setting in.

Live feedback is effective. It is learning focused. It moves students forward in their practice.

Teachers use the 3:30:30 technique to manage individual feedback with setting the tone for the whole class. In EYFS live feedback from teachers and support staff is high-quality interaction during continuous provision.

Constant feedback and assessment

Feedback and assessment should be woven throughout our cycle. Responsive teaching is at the core of effective feedback and assessment. Teachers should frequently check what students have understood, where they are struggling and where they need to be challenged further. Using this information, they should respond and adapt their teaching to support students to progress. High-quality feedback can lead to an average of eight additional months' progress over the course of a year (EEF).

There should be no missed opportunities for teachers to assess knowledge and skills at any stage of the learning cycle.

Any feedback given to students needs to be specific, actionable and should require students to make high-quality corrections. Teachers may need to return to the modelling process if significant student misconceptions become apparent.

Teachers should use a range of feedback strategies such as verbal, written and whole-class at the most appropriate time. This may sometimes be dictated by the assessment calendar and the curriculum.

- Before students practise.
- While students practise.
- After students practise.
- Mini whiteboards as a key tool.

‘Teaching without formative assessment is like painting with your eyes closed.’

Craig Barton

Teaching prompts



BEFORE STUDENTS PRACTISE

Teachers assess prior knowledge at the start of topics. This means that they identify and close gaps before they then build new knowledge on top.

Teachers effectively use mini whiteboards to quickly assess the understanding of every student before moving on. This means that no student falls through the net. In EYFS teachers will assess understanding through questioning and high-quality interaction where appropriate.

WHILE STUDENTS PRACTISE

Teachers relentlessly circulate and offer live feedback during independent practice to correct misconceptions before they set in.

Teachers' live assessing and feedback identifies knowledge and skill gaps.

They then subsequently plan to close gaps and develop cumulative fluency.

Feedback (verbal, whole class and individual) is manageable, challenging and diagnostic. It drives progress for every student.

Timely and pertinent feedback drives the progress of every student throughout the lesson.

AFTER STUDENTS PRACTISE

Students are given effective diagnostic feedback in line with school policy. This diagnoses misconceptions and moves learning forward for every student.

Teachers set time aside within the lesson so that students can respond to feedback.

Teachers celebrate and share exemplar student work during feedback. This builds confidence and models success.

Students regularly respond to teacher feedback and their progress improves as a result.

Teachers plan interventions for key groups and individuals if student progress data is not on track.

Students can accurately articulate the progression in their learning.

FAQs

How will teachers and leaders be supported and challenged to deliver The Anthem Way?

The Anthem Way Teachers' Toolkit and *The Anthem Way Leaders' Toolkit* will both provide further detail on implementation in schools.

Progress Teaching and Steplab will create space for teachers and leaders to manage professional development and Subject Communities of Practice will also compliment the strategy – particularly around curriculum. All CPD facilitators will model the strategies contained in The Anthem Way.

For Leaders to develop teachers effectively all CPD sessions will use the research-led CPD principles shown in the figure below.

FIG 10
Research led
CPD principles

CENTRED AROUND THE ANTHEM WAY

... so that we keep focused on embedding strategies that are proven to have impact.

The Anthem Way is rooted in cognitive science.

It cuts out 'the noise' which can creep into teaching and keeps us focused on the main thing – building cumulative fluency for every student.

NEEDS LED

... so that we tailor CPD to the needs of individuals and individual schools.

Informed by typically tracking via Progress Teaching.

Informed by Instructional Coaching steps, CRDs, internal QAs and teacher voice.

PRACTICAL

... so that teachers and leaders leave with strategies that they can implement immediately to improve their practice.

SEE IT, NAME IT, DO IT.

The strategy is modelled, the success criteria and how are made clear. There is time for deliberate practice using the strategy or to script an upcoming lesson using the strategy. Teachers take these away and implement straight away.

Will there eventually be a completely centralised curriculum across the Trust?

We are working to the principle of aligned autonomy. Two of our curriculum principles are about our curriculum being diverse and enriching (see page 5).

We want all our students to have equal access to a high-pitched and challenging curriculum which provides equality of opportunity, therefore Subject Communities of Practice will work together to agree on the non-negotiable 'big concepts' that all students will access across the Trust.

However, in some subjects, Humanities being a good example, we realise that schools have geographically local opportunities to use as case studies to allow students to build meaningful schema.

For example, students in Kings Cross may study the gentrification of the area, whereas students in rural Lincolnshire may study the impact of Brexit on local farming in more depth. All students need to know the same big ideas as part of their entitlement to a broad and balanced curriculum however there may be some local nuances.

CUMULATIVE

... so that we revisit strategies and properly embed them before moving on (as we would with students!).

CPD is sequenced so that we revisit it to avoid losing it.

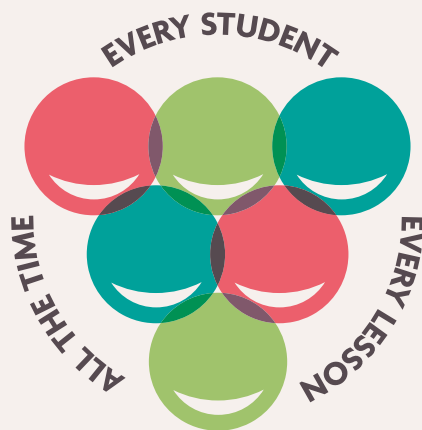
ECT sessions build on or pre-prepare for whole school sessions.

JOINED UP

Linked to whole school priorities, SDPs and instructional coaching to ensure that we have impact.

Coaching and Middle Leader learning walks focus on follow up.

The Anthem Institute has a bank of CPD to reinforce learning.



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