

Pedagogical Approaches used at Glynwood – Direct Instruction



What is Direct Instruction?

- Direct instruction involves teachers explicitly demonstrating how to achieve a learning objective or the steps to success within a given task.
- It is an approach to teaching that generally involves educators breaking learning material down into small, manageable chunks and providing detailed explanations to support pupils' understanding.
- Crucially, these explanations are delivered using the clearest possible language, and only include essential information - any extraneous details are left out so as to protect children's cognitive load. Pupils then progress on to extensive guided practice, before closely monitored independent work.
- Several reviews of the research have suggested that explicit instruction can effectively support pupil progress.
- In fact, the evidence that underpins our *Special Educational Needs in Mainstream Schools* guidance report suggests that, in combination with other high-quality teaching strategies, explicit instruction can be particularly effective in boosting the attainment of pupils with additional needs.
- **Barak Rosenshine's principles of instruction** are a particularly popular approach to embedding direct instruction in the classroom.
- There is also a great deal of research which suggests that this approach really supports disadvantaged children.

Rosenshine's 'Principles of Instruction', (2012)

These are the key researched-based principles drawn from cognitive science:

1. Daily Review Daily review is an important component of instruction. It helps strengthen the connection between the material learned. Automatic recall frees working memory for problem solving and creativity.	2. New Materials In Small Steps Our working memory is small, only handling a few bits of information at once. Avoid its overload - present new information in small steps and then only move forward once each small step has been mastered!
3. Ask Questions Some of the most successful teachers in the world spend a lot of time in each lesson lecturing, demonstrating and asking questions. By doing this they allow the teacher to determine how well the material is learned.	4. Provide Models Students need cognitive support to help them learn how to solve problems. Creating models, showing worked examples and having teachers think out loud can all help to clarify the specific steps involved.
5. Guide Student Practice Students need additional time to rephrase, elaborate and summarise new material in order to eventually store it in their long term memory. The most successful teachers build in time for this in their lessons.	6. Check Student Understanding Often in classrooms a teacher request of "Are there any questions?" is met with a cacophony of silence and it is assumed that this means there are no problems. This is not the case and the best teachers check on all students.
7. Obtain High Success Rate A success rate of around 80% has been found to be optimal, showing students are learning whilst they are also being challenged. Better teachers teach in smaller steps followed by practice.	8. Scaffolds For Difficult Tasks Scaffolds are temporary supports to assist pupil learning. They can include things like modelling, teachers articulating their thoughts out loud, cue cards and checklists. They are part of cognitive apprenticeship.
9. Independent Practice Independent practice produces 'overlearning' which is a necessary process for new material to be recalled automatically. This ensures no overloading of students working memory.	10. Weekly And Monthly Review The effort involved in recalling recently learned material embeds it into long-term memory. The more often this happens, then easier it is to connect new material to prior knowledge.

Our medium term planning ensures that these Principles of Instruction are embedded into our classroom practice.

What direct teaching approaches are used here at Glynwood?

Year One and Year Two

Chunking of material into small steps

I do, we do, you do approach

Year Three and Year Four

Thinking out loud as modelling new concepts/ new information

I do, we do, you do approach

Year Five and Year Six

I do, we do, you do approach

Silent modelling alongside teacher led modelling

