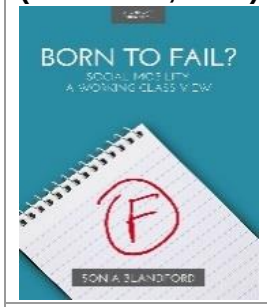
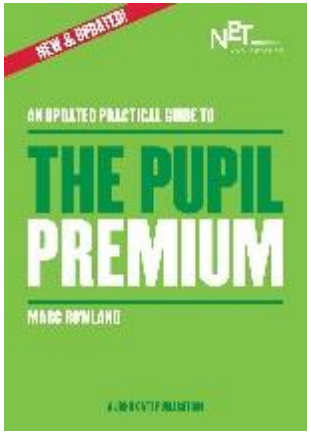
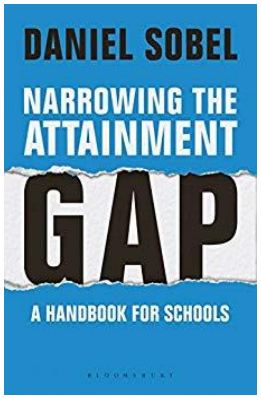
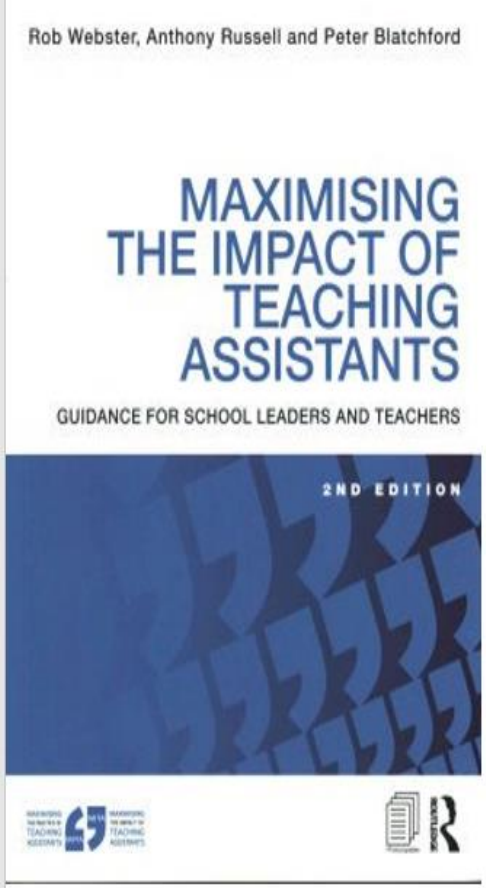
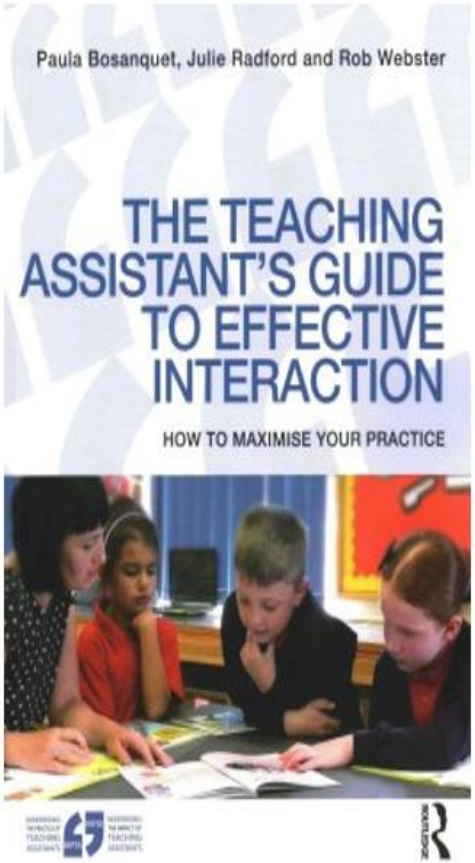
THE RESEARCH	RECOMMENDED STRATEGIES	WHAT IT MEANS IN THE LDA CLASSROOM	HOW TO DEMONSTRATE IT IN THE CLASSROOM
The teaching and Learning toolkit (EEF, 2012)	Feedback	- Use of visualiser to give live feedback - Live marking and Doug Lemov's "dot marking" strategy - RMP time to reflect on errors and move forward	○ **Plan opportunities** to use the visualiser in different ways, for example using visualiser slips for DNA tasks, shared annotation of resources, sharing pupil responses and evaluating pupil performance. ○ Use dot marking during tasks that require pupils to work independently, for example during RMP
	Meta-cognitive strategies ('learning to learn' strategies) which make learners think about learning more explicitly and being aware of one's strengths and weaknesses as a learner	- Doug Lemov's "culture of error" strategy - Use of visualiser to discuss common misconceptions (Doug Lemov's "Excavate error" strategy - Use of Doug Lemov's "planning for error" strategy - Learning objectives are formulated in the form of a question - Doug Lemov's DNA activities to reflect on progress and support recall and retention - Doug Lemov's "dot marking" strategy	○ Remind pupils that **a wrong answer is the beginning of finding the right one** and reassure them that they won't be the only pupil who is unsure. ○ Consider possible **misconceptions and errors** when you plan, provide opportunities to identify and challenge misconceptions by producing poor example/resource for pupils to correct or by including 'deliberate mistakes' for pupils to identify. ○ Encourage pupils to discuss the learning question to promote enquiry ○ Use **'how'** and **'why'** questions to **excavate** errors and allow pupils to develop their responses fully
	Homework	- Homework is set following the LDA homework timetable - Homework should be meaningful and either extend the current learning, revise previous learning or prepare for upcoming learning	○ Set homework within the first 10 minutes of the lesson, pupils should record homework tasks accurately in their planners. Homework should also be entered electronically with any support documents via **Classcharts**
	Learners working in pairs or small groups to provide each other with explicit teaching support.	○ Pupils are giving time to discuss in pairs/ group the answer to probing questions ○ Use of "Classcharts" to support peer tutoring	○ **Encourage dialogue** in class by posing challenging questions and asking pupils to work together to respond ○ Give time guidance to keep effective pace to the learning ○ Use 'show me' techniques to ensure all pupils are contributing to the learning

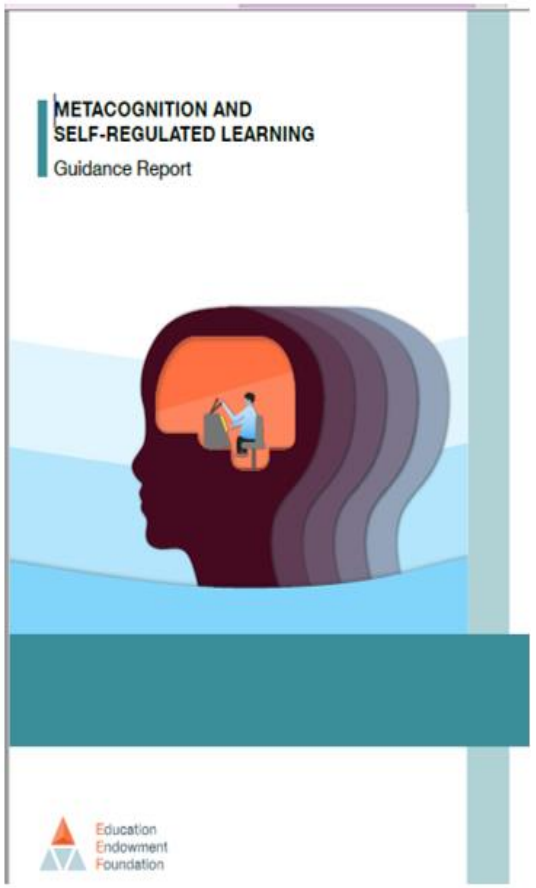
Born to fail (Blandford, 2017) 	Developing in pupils the grit and resilience that makes perseverance in the face of challenge a 'lived practice'.	- "No hands up" policy - Standing up to answer probing questions	○ **Target questions** to ensure all pupils are challenged ○ Encourage pupils to build on and develop their own and others' responses ○ **Encourage oracy** by asking for answers in full sentences
	Having high expectations about what learners can achieve.	- Doug Lemov's "No Opt Out" strategy - Frame learning objectives as challenging questions	○ Use 'No opt out' to ensure that pupils engage with the learning, **scaffold questioning** to breakdown challenging questions to support pupil responses or give additional thinking or discussing time to ensure pupils respond fully
An updated, practical guide to the PUPIL PREMIUM (Rowland, 2015) 	Teachers should have a clear understanding of how well disadvantaged pupils achieve at a school.	- Use of classchart so teachers know who their disadvantaged pupils are - Use of Doug Lemov's "show me" technique	○ Target strategies for improvement on cohorts in the classroom ○ Use 'show me' to identify misconceptions and ensure all pupils understand the learning by using whiteboards and other visual feedback methods
	Get assessment right. If assessment is inconsistent or poor, it is disadvantaged learners who are more likely to 'slip through the net'.	- Use appropriate, consistent assessment materials and processes - RMP time to reflect on errors and move forward	○ Use assessment materials that allow pupils to progress and show understanding ○ Use the RMP process to ensure that pupils reflect on their successes and areas for improvement- plan time to ensure that the RMP process has impact
	Remember children have hidden talents outside of the classroom. Encourage them to be developed, nurture the privilege of childhood and it might spark something amazing!	- Use the school reward systems to celebrate achievements of pupils	○ Plan time in lessons for pupils to apply, develop and revise skills ○ Make links and connections between different subject areas, the wider context of learning and pupils' experiences

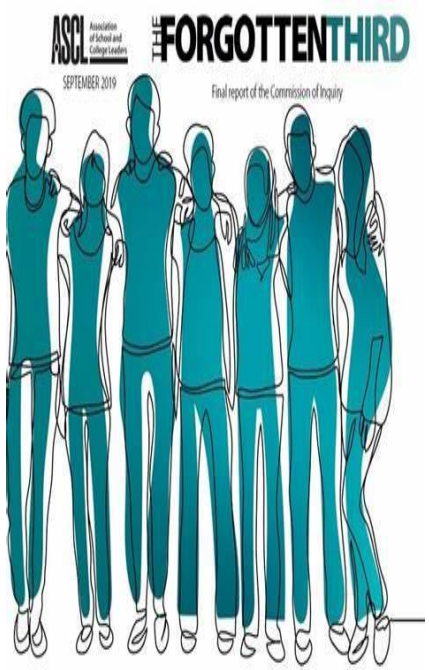
Narrowing the Attainment Gap- a handbook for schools **(Sobel, 2018)** 	- Share the practice of the staff with whom disadvantaged pupils are successful - Using detailed data to target intervention - Know your pupils well- what are their individual barriers and motivators? - Importance of right grouping/pairing of pupils in the classrooms - Importance of TAs' CPD to support disadvantaged pupils	- "Open doors" timetable - Increase use of peer tutoring - Staff know their pupils' barriers and motivators - Use of Classchart to create seating plans - Use TAs to deliver high quality one-to- one and small group support using structured interventions - Use TAs to help pupils develop Independent learning skills and manage their own learning	○ Staff can explain the rationale between pairing/ grouping ○ Pupils are paired/grouped so peer tutoring can take place ○ TAs have a positive impact on pupils' learning

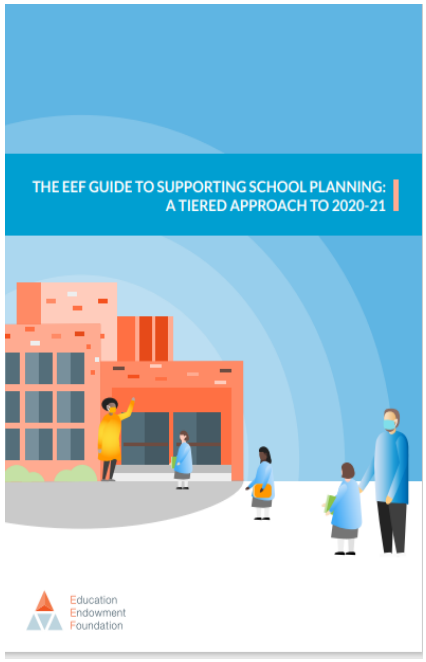
Other research we are currently using

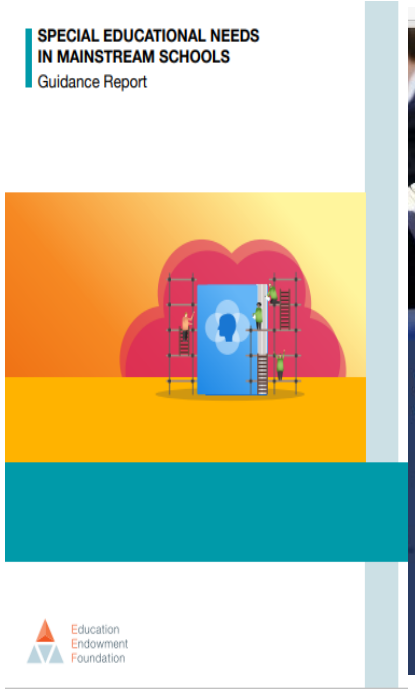


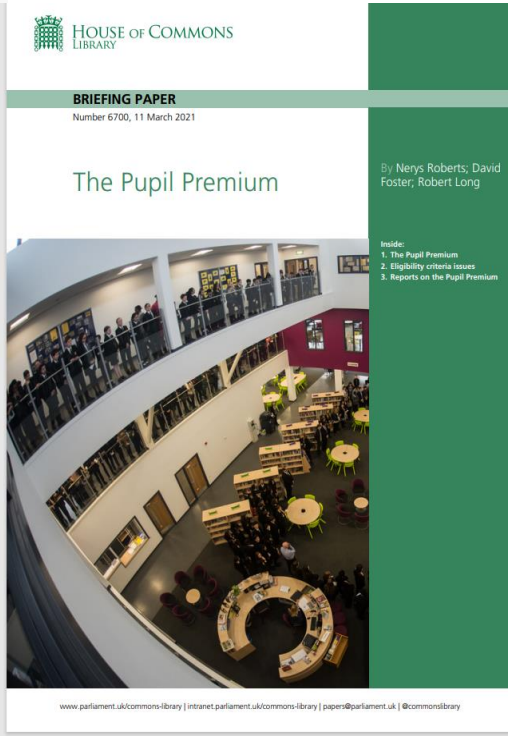












Research reviews

Our research reviews will collate currently available research evidence. We will consider what the evidence tells us about a high-quality education in each subject.

Ofsted

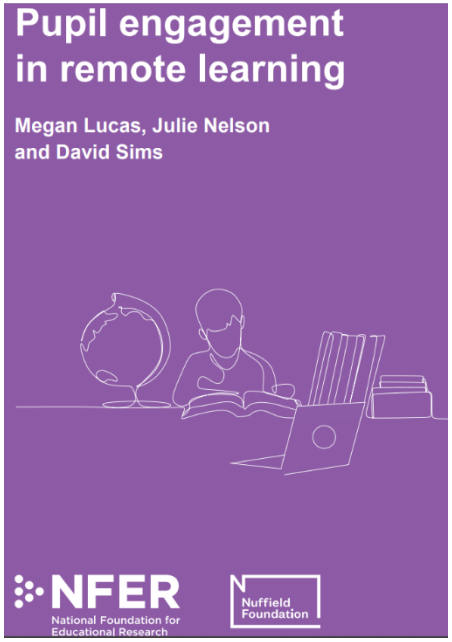
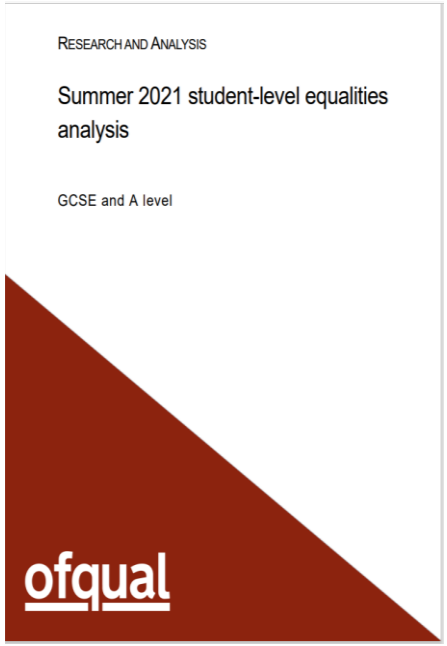
[Research review series: history](#)
14 July 2021 Research and analysis

[Research review series: music](#)
12 July 2021 Research and analysis

[Research review series: geography](#)
17 June 2021 Research and analysis

[Curriculum research review series: languages](#)
7 June 2021 Research and analysis

[Research review series: mathematics](#)
25 May 2021 Research and analysis

[Research review series: religious education](#)
12 May 2021 Research and analysis

[Research review series: science](#)
29 April 2021 Research and analysis