

Lesson Judgements Based on Rosenshine's 10 Principles of Instruction

A lesson can be graded **good** if achieving **7-8** of the principles

If **below 7** support will need to be implemented

Rosenshine's 10 Principles of Instruction

1. Review learning
at the start.



2. Present new material
in small steps.



3. Ask lots of good
questions.



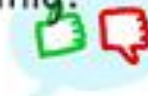
4. Provide models and
worked examples.



5. Practise using the
new materials.



6. Check for
understanding.



7. Obtain a high
success rate.



8. Provide scaffolding
and support.



9. Encourage
independent practice.



10. Weekly and
monthly review.



1. Begin a lesson with a short review of previous learning

Devoting between five and eight minutes every day, preferably at the [start of a lesson](#), to review previous learning. As [our cognitive load is quite small](#), if we don't review previous learning, then us trying to remember old information will get in the way of us trying to learn new information.

By dedicating a short period each lesson to reviewing and evaluating previous academic performance, children will ultimately perform better. This is because children will develop a more in-depth understanding of syllabus material, make connections between topics, and enhance their critical thinking skills.

This could be though self-marking homework, correcting mistakes from the previous lesson, getting children to go over what they found difficult or asking them what they remember about the topic so far.

2. Present new material in small steps with student practice

[Cognitive Load Theory](#) explains how our working memory has a limited capacity. So, if children are presented with too much information at once, the brain suffers from something known as overload. This causes the learning process to slow down or even stop since the brain can no longer process all the information being presented at that one time.

As a result, information should be presented in small steps. This can be done by removing [any irrelevant material](#) from your lesson plan and to just focus on what your children need to know.

3. Ask a large number of questions and check the responses of all children

Engaging in effecting questioning techniques is one of the most powerful tools a teacher can use to enhance student learning and encourage them to explore a topic in more depth.

Questions allow teachers to:

Establish how well a class is engaging with material
Determine whether to dedicate more time to explore a topic
Improve their children' [metacognition](#)
Encourage their children to be [inquisitive themselves](#)
Enhance student learning by requiring them to practice retrieval

4. Provide models

Providing a way for children to make connections and links within their learning not only enhances their memory recall, but also allows them to understand new information quickly. You can do this by providing your children with the appropriate support.

Worked examples, demonstrating how to solve a problem, and thinking aloud are all modelling strategies that teachers can use to aid student learning. This is because it allows children to focus on the specific task at hand, reducing the overall demand on their cognitive load.

5. Guide student practice

We don't necessarily think that [practice makes perfect](#), but it certainly helps.

This principle highlights the importance of providing children with enough time to ask questions, practice retrieval, or get the help they need. It's not enough for a student to learn information once, they have to keep rehearsing it through summarising, evaluating, or applying this knowledge. If teachers rush this process, then children's memory on lesson material will be diminished.

6. Check for student understanding

Take intermittent periods throughout the lesson to stop and gauge whether children are understanding the learning material. This can be done by asking children to summarise the information, asking questions about the material, what their opinion is, or asking them to make a presentation.

By stopping every now and then, you can identify any misunderstandings children may have and clarify any points that your children are still struggling with. As a result, when you're ready to move on to the next topic, children have a clear foundation for their learning.

7. Obtain a high success rate

[Research suggests](#) that teachers who utilised effective teaching strategies were more likely to have children with higher academic success rates as evidenced by the work produced. Rosenshine suggests that the optimal success rate teachers should strive for is 80% (coincidentally, a similar rate of optimal success when using [multiple-choice tests](#)). This success rates show that although challenged, children still understood and learnt new material.

8. Provide scaffolding for difficult tasks

When introducing children to more complex material, Rosenshine suggests utilising scaffolding in your lessons. [Scaffolding](#) is when teachers facilitate children's gradual mastery of a concept or skill by gradually reducing teacher assistance. There is a shift of responsibility over the learning process from the teacher to the student. The temporary support it provides helps children reach higher levels of skill acquisition and comprehension that would have not been possible without assistance.

To use scaffolding effectively in the classroom, consider:

- Asking your children questions to check for understanding
- Using prompts such as “why” and “how” to help with retrieval
- Breaking a big task into smaller sections
- Providing children with worked examples or checklists they can refer to

9. Require and monitor independent practice

Although scaffolding is important, your children should also be able to complete tasks independently and [take responsibility](#) for their own learning. [Developing independent learners](#) is important as it helps children to stay motivated and improve their academic performance.

By practising a task over and over again in their own time (or ‘overlearning’), children develop greater fluency and automaticity in the skill they're trying to learn. By overlearning a topic, children can recall this information automatically, keeping the space in their [cognitive load](#) free for new learning.

You can develop independent learners in your classroom by encouraging children to:

- Develop [a sense of purpose](#)
- Collaborate with others via [group work](#)
- Think [reflectively](#)
- [Set goals](#)

10. Engage children in weekly and monthly review

The final principle is an extension of the first, but involves spacing out reviews of previous learning over weekly and monthly timeframes. This combination of [spacing](#) and [retrieval](#) is a strategy called [successive relearning](#) which involves spacing out the use of retrieval practice techniques on several occasions over time, until a certain level of mastery has been achieved (i.e. correctly retrieved from memory multiple times).

Successive relearning ensures children relearn content and maintain the ability to correctly retrieve this information. This allows them to make connections between

new information and old knowledge, enhancing their understanding of a topic. Setting your children weekly homework tasks, asking them to complete a monthly reflection, or doing a quiz each month are all effective ways of implementing this learning strategy into the classroom.

[A brief guide to Rosenshine's 10 Principles of Instruction \(innerdrive.co.uk\)](http://innerdrive.co.uk)