

# Teaching & Learning Newsletter

## Previous Learning: ([Questioning and discussion 2024 pp29-32](#))

The focus of the last newsletter was 'questioning and discussion'. Rosenshine and Sherrington see effective questioning as being at the heart of great teaching. Questioning and discussion, can not only be a census check for knowledge, but can also probe the depth of student understanding as well as address any misconceptions and provide instant feedback, in turn empowering all students to progress.

## SWA Ladder Focus: Clear Explanation ([Anthecology 2024 pp16-21](#))

The focus of the this newsletter is 'clear explanation'. Rosenshine's principal of clear explanation suggests that more effective teachers are able to overcome the limitations in working memory and break down concepts and procedures into small, manageable steps, 'chunking' work. Clear explanation can also include dual-coding (using words and images together), and by modelling big ideas, new knowledge or skills.



## Key Learning...

- Clear explanation helps students to deal with cognitive load, aiding memory and making sense of more complex ideas.
- It includes chunking complex material into manageable steps.
- We can use visual references by dual-coding using words and images.
- Visualisers allow clear explanation through WAGOLL and tackling misconceptions.

## How can the use of Clear Explanation be used in our classroom practice?

Rosenshine's research has shown that if you want students to actively engage with their learning and develop a fundamental understanding of how to develop knowledge or skills, you need to show them how to do it. This can be done through utilising a number of methods in the classroom. Today, we will consider three of them.

1) **Chunking:** Due to the complex nature of some of the ideas we present to our students, the simplest method of making it clear and understandable is to break it down into manageable steps. This also supports students with the problem of cognitive load, builds on a previous idea / prior knowledge and helps to develop student understanding of complex schemas. This is also shown to improve pupil motivation. (Rosenshine 2010, Sherrington 2020, Couves 2021)

2) **Dual Coding:** Dual coding is using images and words simultaneously. By using both (verbal & non verbal) it has been shown that students process information through two 'cognitive channels', thus improving their ability to remember key ideas. For example, this includes the use of carefully constructed diagrams, which can be used by all those teaching the same concept. Teachers can implement dual coding by using graphic organisers, flow charts, diagrams, timelines, cartoon strips and infographics. (Structural Learning Teachers Guide; National College Webinar; Sherrington 2020, p70; Anthecology 2024 p19)

3) **Visualisers and modelling:** Another way we can make sure students understand what they are doing well, as well as effectively highlighting and tackling any misconceptions they may have, is by demonstrating this live. The visualiser is a perfect tool that allows the teacher to share good practice, articulate processes/decision making and highlight common misconceptions. Teachers can clearly explain what a good one looks like (WAGOLL), become the "examiner", as well as explain how to rectify common errors as they occur, and to ensure they do not reoccur. (Anthecology 2023?)

## Clear Explanation: Business and Philosophy and Ethics

**Business:** Visualisers are used to model and scaffold exam answers and review case studies, showing students the key information.

**Philosophy and Ethics:** The visualiser is used to model and explain how to improve exam answers, tackling misconceptions and highlighting what needs to be added. It is also used to explain the structure of responses.



## Recommended Reading

For more articles, podcasts, blogs and research click [here](#).