

EEF Five a Day: Examples

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EEF: Moving forwards, making a difference

High quality daily teaching: the 'five 5-a-day' approach

Diagnostic Assessment



1. Explicit instruction
2. Cognitive and metacognitive strategies
3. Scaffolding
4. Flexible grouping
5. Using technology



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Diagnostic Assessment



- Prompt feedback and marking
- Self and peer evaluation
- Questioning/hinge questions
- Quizzes
- Well-planned multiple choices
- Adjustments to the level of challenge of activities
- Reteaching of specific concepts or topics
- Guided Groups
- Adjustments to curriculum content in the medium or long term
- Providing pupils with feedback through which they can address their own areas for improvement;
- Deciding which pupils may need additional, targeted academic support.



Explicit Instruction

- Activation of prior knowledge
- Overview of learning
- Clear LO and SC
- Clear instruction
- Anticipate Misconceptions
- Break learning down into manageable, sequential 'chunks'
- Modelling of any learning the children are expected to do
- Guided practice
- Independent practice
- Consideration of the language/vocabulary being used (assume nothing!)
- Inclusive of all learners
- Questioning
- Repetition of key points
- Practical/Visual
- Self and Peer Assessment
- INTERACTIVE AND ENGAGING!
- **MODEL! MODEL! MODEL!**



Scaffolds



Visual, verbal, written E.g.

- Pre-teach
 - Success criteria
 - Prompts
 - Working Walls
 - Concrete examples/apparatus
 - Word banks/sentence starters
 - Writing/talking frames
 - Previous learning
 - Clear modelling /WAGOLLS
- Questioning
- Self and peer assessment
- Resources
- Additional adults
- Chunking learning
- Key vocabulary
- Technology



Flexible Grouping

- High expectations for all
- No 'glass-ceiling'
- Prior assessments/pre teach
- Responsive teaching
- Meets individual needs
- Learning on a continuum
- Paired learning
- Mixed ability
- Grouping according to need for that aspect of learning
- Responsive to formative assessment within the lesson
- Guided groups/learning conferences
- Collaborative learning (training for this)
- Flexible adults
- Re-arranging furniture



Cognitive Strategies

Cognition – “the mental action or process of acquiring knowledge and understanding through thought, experience, and the senses.” (Oxford Dictionary)

Cognitive Strategies – the strategies used to help us learn e.g.

- Activation of prior knowledge
- Memorisation techniques such as repetition
- Categorising
- Problem-solving
- Generating questions



- Making predictions
- Visualising
- Making connections
- Analysing
- Synthesising
- Evaluating etc

Some strategies are subject related

e.g. methods to solve problems in maths



Metacognition

HOW we learn, what helps us learn, what are our barriers to learning etc.

- Questioning
- Reflection
- Discussion
- Reviewing
- Behaviours for learning etc.



Great Teaching: Using Metacognition to Advance Learning

https://lpds.lancashire.gov.uk/course_details.asp?course=PTL120&suffix=q&year=2022/2023



Using Technology

e.g.

- Interactive boards
- Apps to support learning
- Talking tins
- Images/music
- Film clips (do they advance learning?)
- Digi-maps
- QR Codes
- Google Classroom
- Assistive technology
- Visualisers
- Padlets
- Mirroring/casting
- Data loggers
- Cameras
- Home learning
- Share a book

