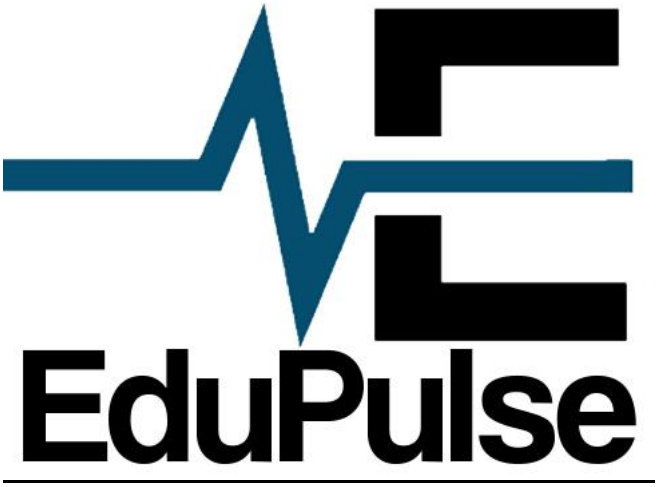
Teaching and learning handbook

2024-2025



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Acknowledgements

As with any attempt at innovation, the work of others deserves full credit and appreciation because without that, these ideas would never have made it to paper.

The people who have influenced this handbook are too many to list but in particular, the work of Oliver Caviglioli, Josh Goodrich, Tom Sherrington, Emma Turner and Peps Mccrea around the representation of the learning process has heavily influenced this guide.

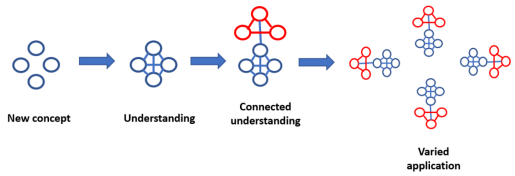
Dr. Haili Hughes, Sam Gibbs, Lekha Sharma, Matt Stone and others have also inspired the commitment to prioritising teacher agency over following of policies rooted solely in strategy.

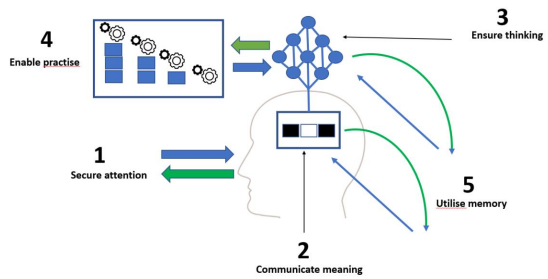
Context and rationale for this document

This handbook is designed to support our three year teaching and learning focus - from novice to expert. In year 1, we focused on developing a shared understanding and language of key aspects of cognitive architecture to support our collective understanding of how novices and experts learn. In year 2, we focused on principles of high quality lessons and how we could make sure that these were underpinned by our knowledge of cognitive architecture. Now, in year 3, we focus on responsive and adaptive teaching, looking at the importance of bending our mental models of good teaching and good lessons to meet the emerging and shifting levels of expertise of all pupils within our classes.

This handbook is not designed to be a checklist. Instead, this handbook, and your engagement with it, will ensure that our thinking builds on what we already understand. It is indeed your thinking that we are interested in. We believe in teacher agency - your contextual expertise based on your knowledge of your classes and your capacity as a professional to make good instructional decisions. However, we also understand the importance of collective direction and a shared understanding of how to think about teaching in our unique classroom contexts. We aim to provide you with a handbook that will guide your thinking about your classes and your teaching in a way that is both consistent across the school but also bespoke to you and your context.

We aim to support your thinking moving from foundational beliefs about teaching and learning, to underpinning big ideas and then into a shared model of the teaching process. At this point, you will be supported through Instructional coaching to help choose the best strategy to move your practice forward in your own classroom context. For more information on this, please see the Professional development policy.





Part 1: Thinking about teaching

What is the structure of our thinking about teaching?

At Birkbeck Primary school, we expect our teachers to think deeply about the teaching they provide. We want to be **reflective, adaptive and responsive** and we primarily mean by this:

- **Reflective** in terms of a desire to continually improve our practice and proactive in seeking out ways to do this
- **Adaptive** in terms of how our initial instruction should be changed at the pre or post lesson stage to enable all pupils to access the same highly ambitious learning goal or a learning goal that is most appropriate to them and their learning journey
- **Responsive** in terms of how willing and ready we are to respond to what pupils show us about their understanding and misconceptions in the moment. This will involve consistent checking of understanding and subsequent micro-adaptations to either move on, re-teach, re-model or re-design learning to ensure that misconceptions and misunderstandings do not become embedded

We understand that to achieve this, teachers must feel that they have agency in the classroom and that they are the contextual experts in the room, trusted to make the choices that are right for the context of that moment. However, we also know that to ensure that we are providing a consistently high-quality educational experience for all children in all classes, we need to ensure that we have a shared understanding of precisely what we mean by 'agency'. This centres on all staff having a shared understanding about the beliefs, ideas, principles, processes and strategies that underpin great teaching at Birkbeck Primary school.

The diagram below exemplifies what we expect all of our teachers to understand about how beliefs, ideas, principles, processes and strategies build and interact to create our model of teaching.

Too often, schools look to find consistency with the use of specific teaching strategies (such as cold calling). This results in teachers responding to the situational cue of asking a question by using cold calling. Of course, not every question is best answered through cold calling as the purpose of the question should determine the mechanism used for asking it. Ignoring this results in teachers having prescribed strategies that result in a tick list approach to teaching that ignores the teacher's unique position as contextual expert. To avoid this, we start with ensuring that everyone has a shared foundational belief about what progression in learning looks like. We call this progression 'from Novice to Expert' and you can read about that in section 2 of this guide.

We then expect staff to understand about cognitive architecture and three big ideas that are foundational to our beliefs about how to move pupils along the novice to expert continuum. These big ideas are:

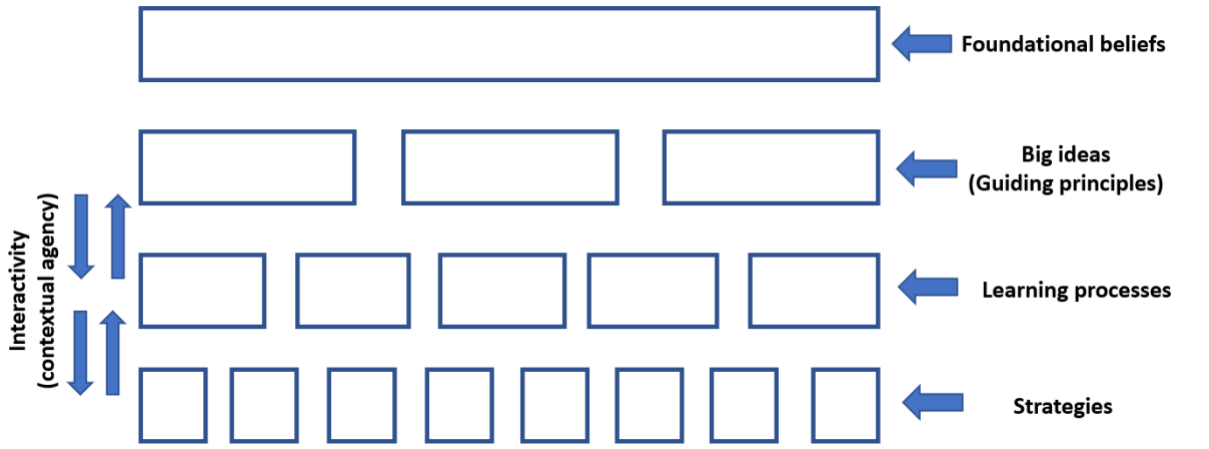
- Cognitive load theory
- Direct Instruction
- Schema building

You can read about these ideas in section 3 of this guide. These ideas and our knowledge of them dictate our understanding of the 6 key learning processes and how they relate to each other. It is because of what we know about how the brain thinks about, processes and forgets information that we choose to think about the process of teaching in the way that we do.

We then come to our model of the teaching process itself. There are 5 distinct processes that we consider with the sixth (checking) being consistent throughout and determining whether teachers move on or go back. These processes are drawn directly from what we know about the 3 big ideas and are a further layer of conceptual thinking that we expect all staff to do in order to achieve a shared understanding of the process of teaching, ensuring consistency at a deep level of understanding.

Finally, we then consider strategies. We provide our staff with access to a bank of named strategies under the headings of the teaching processes via Steplab and Walkthrus. However, staff are also welcome to use other strategies such as those contained within Teach like a champion. The name of the strategy is not important. It is the teacher's understanding of why they are using that strategy in that particular context. You can find the strategy library on your Steplab profile.

The diagram below shows how each layer of our foundational beliefs fit together and remind us that the class teacher is the one who is best placed to decide which big idea to draw upon in a given moment, which learning process they activate and which strategy they are choosing to catalyse that process. The interactivity between these layers is the aspect that teachers have complete agency over.



Of course, sometimes, teachers make decisions within the layers above and their interactivity which are less effective than at other times. It is profoundly unhelpful for teachers to receive advice that directs them to use a different strategy without being supported to think through the full process of where their strategy choice was drawn from. All teachers have access to instructional coaching and the coaching process supports teachers to do just that. We want our coaches to help teachers think about how they

applied our foundational beliefs, big ideas, processes and strategies and show complete respect for the agency that they exercised throughout. Coaches work with teachers to compare evidence from observed lessons against our aims at each layer of the diagram above and decide together whether the decisions made at each layer were the most effective they could have been. When coaches and teachers find a decision that they believe could have been more effective, they go back to the layer of the diagram that came before to begin to reform their decision and then improve each subsequent step. You can read about how we do this in section 5.

Part 2: Foundational aims and beliefs

What does learning look like?

One of the best understood aspects of cognitive science is that novices think differently to experts. We also know that expertise is domain specific not person specific. So, you could be an expert in the domain of Rugby but a complete novice in the domain of Gymnastics. In a more academic context, you could be an expert in the field of Mathematics but a novice in the History classroom.

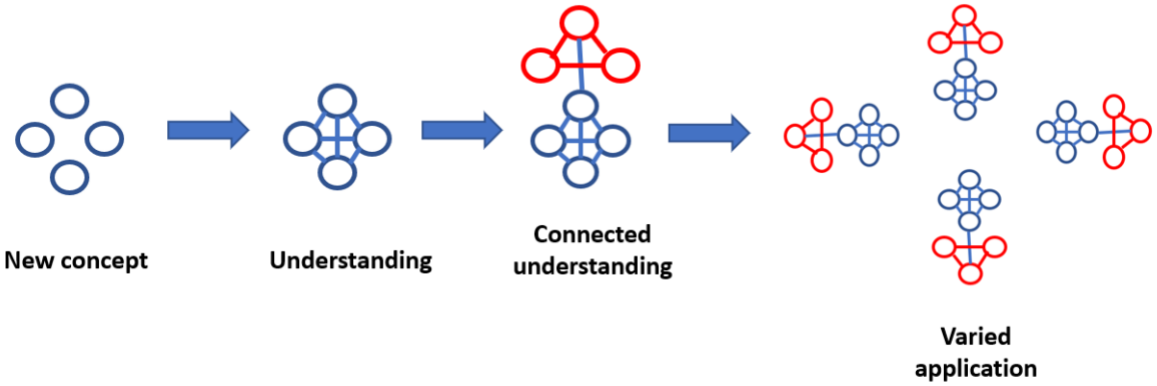
But why is it that novices and experts think differently? The answer to this question comes from, in a broad sense, knowledge. Someone who has read each of Shakespeare's plays three times over and who has attended multiple performances of them, who has also read about the life of Shakespeare himself and recounted these to people they know would probably find it quite straightforward to answer some fairly complex questions about Shakespeare. By contrast, if you were to ask that same person the same questions about an author or playwright whose work they did not know at all, they would struggle despite the fact that the questions would be in exactly the same format and that they would likely be able to rely on their knowledge and understanding of how to write at length academically. The thing holding them back is their comparative lack of knowledge.

David Didau sees two elements of knowledge that separate novices from experts. Firstly, he notes that novices have comparatively less automated knowledge. That is. Knowledge that they can recall seemingly effortlessly and at will without having to go through any kind of analytical cognitive process to either find it or use it. This kind of knowledge is useful of course because it means that experts can recall important and relevant information with such little effort as to keep their working memories free for more complex and sophisticated thought to come. Novices, on the other hand, could find that the retrieval of a once learned fact about a topic or even the effort taken to look up and learn a new fact about a topic, almost overwhelms their working memory on its own. This automaticity is achieved through the relentless strengthening of the pathways between long term memory and working memory that exist in the context of each piece of knowledge. In short, the more often you move a piece of knowledge from your long term to your working memory, the easier it will be to do so the next time because the neurological pathways have been strengthened. So, we can assume that Experts have had greater opportunity (or inclination) to move more knowledge more often along those pathways. There are of course a whole host of reasons as to why this may be but the space to explore this does not exist in this booklet.

The second element of knowledge that Didau identifies is the expert's ability to see deep connected structures with domains of knowledge. This can perhaps be best understood as schema and by this we mean interconnected webs of knowledge that make it easier for us to retain and remember more because of the number of connections that exist between other things that we know.

The diagram below conceptualises the journey from novice to expert. In the first part of the diagram, the new concept exists as a group of disconnected pieces of knowledge. When the concept is understood, as can be seen in the second part of the diagram, those pieces are

connected together. In the third part of the diagram, the new concept is connected to pre-existing knowledge and pupils are able to see the differences and connections between existing and new knowledge. In the final part of the diagram, expertise has been achieved because the pupil is able to work with the new concept and its associations with other pre-existing knowledge in varied contexts and representations.



In summary, the superior schemas of experts make it easier for them to do more, more easily with their knowledge which in turn strengthens their mastery of it. This is why, as we know, experts require more opportunities to problem solve. They need instruction to allow them the time to think through and create webs of connection and to solve problems that require them to synthesise and select their knowledge for use in the situation they find themselves in. Novices, on the other hand, need instruction that supports the development of their knowledge base and that makes connections between known and unknown knowledge increasingly clear and concrete. They learn best from the direct instruction of experts (teachers) and from unpacking worked examples in small, manageable chunks so that they can build their schemas to the point of having enough there to make connections of their own.

Pupils at either end of the expertise spectrum can be catered for within the same lesson. However, we must not assume that a novice in one domain or context is a novice in all. For example, a pupil who is a novice in the context of learning to multiply may be an expert in the context of adding and subtracting. This is why teachers must be ready to be responsive to the level of expertise each child shows them at any given point in the teaching process, adapting their instruction accordingly to either provide further problem solving opportunities or further modelling and worked examples to explicitly teach the concept. The differing needs of movies and experts mean that lesson structures must be adapted to facilitate both having access to what they need within the same highly ambitious learning goal. More information about our teachers are expected to do this can be found in section 4. Underpinning adaptive and responsive expertise is the teacher's commitment to consistently check for understanding and this is why, in our model of the teaching process, checking runs through every stage.

Returning to the point of agency, teachers are best placed to diagnose the extent of expertise that pupils hold in a given domain and in a given moment. They also have the agency to push this expertise. Therefore, we do not have expectations around what each child should be doing in a lesson as we understand that this is adapted according to the extent of expertise observed by the teacher.

Part 3: The big Ideas

How does learning happen?

Cognitive load theory

Direct Instruction

Schema building

Once we understand a learner's intended journey from novice to expert and what their development may look like in conceptual terms at each point of that journey, our teachers begin to think about three big ideas that guide our thinking about specific actions we take at each stage of the teaching process (section 4). These big ideas are rooted in an understanding of how learning happens and so they guide how we design teaching at each point of the teaching process. The principles of each of the three big ideas are then visibly embedded in how we think about the teaching processes (section 4).

Cognitive load theory

Cognitive load theory (Sweller, 1988) is a theory of learning that is rooted in a number of key principles and theories. Our understanding of these principles influences our instructional choices in the classroom. Our driving theories are:

1. **Biologically primary and secondary knowledge**

Biologically primary knowledge is knowledge that humans have evolved to learn by experience and prolonged exposure. For example, talking. Biologically secondary knowledge is knowledge that is learned through conscious and deliberate effort. This is the kind of knowledge that we are responsible for teaching pupils in schools and therefore, we understand that part of our role as teachers is to direct attention to where it is needed and ensure pupils make effort to learn it

2. **Element interactivity**

Task difficulty is determined by the number of elements of new information in a problem and the number of interactions (relations) between those elements. This means that when designing tasks, either for independent practise or to check for understanding, teachers will increase complexity by increasing the number of elements or the interactivity between the elements. This is in contrast to simply requiring pupils to do more of the same thing. By contrast, the lower the challenge, teachers will provide scaffolds for some of the element

interactivity. These scaffolds can then be removed as pupils become more confident. This allows us to respond to pupils' understanding at the moment.

3. **Optimise intrinsic load**

Intrinsic load refers to any part of a problem that is directly linked to the 'to be learned' material. Not enough intrinsic load results in a lack of challenge which leads to a lack of thinking and subsequently, learning. Too much intrinsic load can lead to cognitive overload, even though all of the load is relevant to the 'to be learned' material. This is why we say *optimise* rather than *maximise.* Teachers will optimise intrinsic load by doing things like pre-teaching or by segmenting parts of lessons into chunks, separated by independent practice.

4. **Minimise extraneous load**

Extraneous load is any part of the learning environment that is not linked to the 'to be learned' material. It is not possible to remove extraneous load altogether because there will always be distractions in the learning environment. However, teachers will take steps to minimise it. This will include, ensuring that the same information is not communicated simultaneously through writing and reading to avoid the redundancy effect. It may also include ensuring that all related material is presented close together in time and space to avoid the split-attention effect. It may also include eliminating transient information such as gifs or memes from presentations.

Direct Instruction

Direction Instruction (Engelman, 1980) is an approach to teaching that supposes that learning happens best when it is led by an expert - the teacher and not when pupils are left to discover things for themselves. This is so that connections between material can be made correctly and accurately rather than leaving this process to chance. This does not mean, however, that teachers stand and lecture from the front. Rather, direct instruction is a highly interactive process characterised by teacher modelling and explanation, checking for understanding, provision of feedback and breaking lessons down into chunks separated by independent practise. This is often encapsulated in the I do, we do, you do strategy.

1. **Teacher modelling and explanation**

Teachers model processes and concepts clearly so that pupils develop an understanding that is within the parameters of acceptable understanding set by the teacher. Teachers also explain the concept at the appropriate point of the model. Through taking this approach, they ensure that they are utilising the dual coding effect. Metacognitive talk is important here too because it models the thinking that teachers want their pupils to do.

2. **Checking for understanding**

Teachers check the understanding of pupils at key points in lessons to decide whether or not they need to move on. This allows them to be responsive enough to decide to re-teach

something, to clarify one aspect of it, to move on or to set children off to independent practise. In this way, direct instruction enables teachers to be more responsive in the moment.

3. **Provision of feedback**

Teachers use flexible grouping so that they can respond to what pupils need following a check for understanding and can give feedback that is targeted to a specific group rather than to all pupils. Sometimes, this may mean that two different groups are provided with two different pieces of feedback in order to move their learning on. In this way, teaching is highly responsive.

Schema building

Pupils learn by connecting what they currently know with new information. Ausubel, (1968) proposed his theory of subsumption based on this understanding. In his theory, Ausubel says that explicit links between items of knowledge should be made, starting with the most abstract concept and feeding down to increasingly concrete examples. There are a number of implication of this theory in how we understand learning to happen.

1. **Subsumption**

When teachers plan units of work, they think carefully about how to introduce broad concepts. They then plan how they will apply these concepts into concrete examples. When this application happens, they continually refer back to the abstract concept so that the link between the two is clear and obvious.

2. **Activate prior knowledge explicitly**

When teachers want to make a link to prior knowledge, they will activate it deliberately through a task or question at the start of the lesson. This makes the process of assimilating new knowledge with existing much easier because pupils know which existing knowledge to link the new concept to.

3. **Continually separate new and existing knowledge**

Over assimilation of new knowledge and existing knowledge can lead to pupils processing new and existing as the same knowledge. This undermines long term learning. Therefore, as part of our schema building process, teachers also show and remind pupils of the differences between related concepts. This is key to the learning process because it enables them to see where the parameters of the concept are.

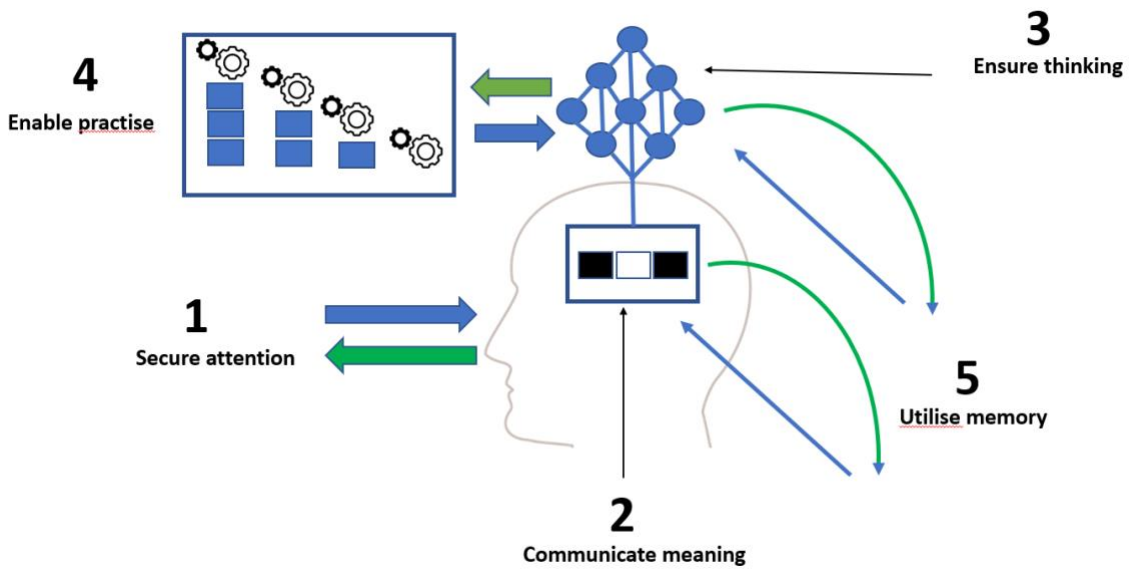
Part 4: Our model of the teaching process

What is our teaching process to enable learning?

Our model of the teaching process has been heavily influenced by the work of Oliver Caviglioli and the learning model he designed for Tom Sherrington's book, *Rosenshine's principles in action* (2020). It is also drawn heavily from Josh Goodrich's model of the teaching process in his book, *Responsive coaching* (2024). We highly value engaging with the best of what is thought and written in our sector to shape our own policies and processes bespoke to our context and we encourage all of our teachers to further refine them to meet the needs of their own micro-contexts - their classrooms.

Our understanding of how learning happens directly informs the process of teaching that we deploy to help our students learn. The actions that teachers take in the five areas in the diagram below are informed by what they know about cognitive load theory, schema building and direct instruction. For example, knowing that element interactivity may need to be decreased to avoid intrinsic cognitive overload for some pupils, teachers may use a bar model to isolate each of the elements of the problem and support the processing of the problem solving strategy one element interaction at a time.

Throughout every stage, teachers check for understanding and respond accordingly within and across the different stages of the process. This may involve them moving forwards or backwards to different stages or making micro-adaptations in the moment.



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1. **Secure attention**

Securing attention is the first thing our teachers do when commencing a learning episode. By this, we do not mean achieving compliant listening. Instead, we want teachers to consciously direct pupil attention to the parts of problems that are most important to securing their conceptual understanding.

To do this, they will ensure that related material is placed together in space and time, in accordance with the split attention effect (Sweller, 1992). They will also direct pupil attention in the first instance to the relevant prior knowledge that will act as the subsumer for the new knowledge. This is because existing knowledge determines where we direct our attention (Kroes and Fernandez, 2013). Therefore, as Gilboa, (2017 says, 'Reinstate existing schemas immediately prior to learning'. An example of this in action might be a teacher building up a worked example one stage at a time and stopping after each stage to explain it or question around it. Teachers will often use scaffolds to do this but these scaffolds will be removed over time (Sweegers, 2015).

2. **Communicate meaning**

Once teachers have directed attention and reliably secured it, they then communicate meaning. By this we mean that they help pupils to make sense of the concept they are teaching them through their models and explanations. To do this, they make use of dual coding theory. This is the idea that simultaneously processing both verbal and visual representations of an idea, that is, dually coding the information, will make the information more memorable.' (Kamil, et al. 2000). This works because pupils have a visual and auditory processing channel open to them at all times and so by utilising both of these channels to help process intrinsic cognitive load, teachers help pupils optimise their working memory space.

Teachers are careful not to confuse this with the redundancy effect which states that if one of the channels is filled with two modes of communication at the same time, then the message will become redundant. For example, when pupils are asked to read and listen to the same information at the same time as part of teaching.

Teachers also make use of interleaving when they communicate meaning to pupils. This is when they introduce two different but seemingly easily confused pieces of information in close succession. As part of this, they will also identify explicitly the differences that exist between the two items. For example, the differences between a leopard and a tiger. Variation theory is also used for a similar reason. To communicate the full parameters of meaning of a given item of knowledge, teachers will vary the context within which they explain it. This will enable pupils to make generalisations that will free up working memory space in the future.

To communicate meaning around processes, teachers will also use worked examples or partially worked examples for pupils to complete. This enables teachers to focus their communication on the part of a problem that is causing the problem. An example of this may be to give a pupil a main clause and ask them to precede it with a subordinate clause.

Building up diagrams and models bit by bit can also help teachers to communicate meaning because, as explained above, it enables them to direct the attention of pupils to the part of the process that is the most important at that moment.

Teachers also check for understanding at this stage of the teaching process. To do this, they may ask pupils to self-explain or explain a mistake. This provides teachers with the opportunity to respond with micro-adaptations.

3. **Drive thought**

The use of self-explanation is also a useful tool that our teachers use to drive thinking once they have communicated meaning. This stage of the teaching process is so important because it is where the pupils codify the teacher's explanation into their existing knowledge schemas. To do that, they have to think hard about it.

There are a number of things our teachers do to help pupils think hard in this way. Firstly, they are aware of the split attention effect and as such, do not risk confusion by placing images or words that are related apart from each other in space or time. Indeed, by placing them close together in space and time, they enable pupils to think hard about concepts that are connected in spatial and time plains.

Teachers will also use faded worked examples to pass over increasing amounts of the thinking to the pupils (Ashman and Sweller, 2013). This is because some pupils need to have their thinking scaffolded to ensure that they think about the right things in the right ways to begin with before having these scaffolds withdrawn. They will usually do this by either temporarily reducing element interactivity (see section above on Cognitive load theory.) As time progresses, the scaffolds are removed, element interactivity increases, with that so does task complexity and pupils begin to access increasingly challenging thinking.

Teachers can also use interleaving to drive, and guide the thinking their pupils do. This is because they can facilitate hard thinking about the differences between seemingly related learning items. This also helps ensure that pupils make the correct generalisations between problems as they become more adept at recognising when two items represent the same concept and when they do not.

Teachers will of course ask lots of questions to drive thought. However, it is important that not every question has the same purpose. For example, some questions are asked to check listening, others to check understanding and others to prompt deeper thinking. An example of this is using multiple choice questions in which the incorrect answers have been chosen because of the misconception that they reveal through a child's selection of them as the answer. This links closely with the running theme of all of the teaching processes - checking for understanding. Teachers must check what it is that pupils have been thinking about and check how accurate their thinking is.

4. **Provide practise**

When teachers have ensured that pupils have thought hard about the concept they have been taught, they need to ensure that they provide practise opportunities for pupils to embed the understanding into long term memory. Our teachers understand that tasks they set pupils are designed to help them continue to think about and embed the concept they have been taught. We use tasks to drive thought about concepts and how they link to existing knowledge (Dunlosky, 2013).

One form of practise that teachers can provide is through the testing effect. This proposes that the act of actively trying to remember something strengthens its place in long term memory and improves storage strength. Our teachers also understand the importance of varied practice. This ensures that pupils understand the full range of meaning that exists within a concept and can make accurate generalisations in the future about it.

After any practise opportunity, it is vital that teachers provide feedback, re-modelling, reinforcement or any other form of corrective or celebratory feedback. This is to ensure that incorrect understanding and misconceptions are not allowed to become embedded.

5. **Utilise memory**

Ebinghaus, (1885) proposed the theory that as soon as something has been learned, we begin to forget it. He found that by spacing out retrieval opportunities and gradually increasing the time between these retrieval episodes, longer term retention could be achieved. Bjork and Bjork (2011) reinforced this when they found that allowing for optimal forgetting actually strengthens memory. This is because when retention drops to what we call a memory 'sweet spot', pupils have to work hard to retrieve it. This effort makes it easier to recall the information more automatically next time. In this way, forgetting can actually be used as a tool for remembering rather than the enemy of it.

Our teachers utilise memory theory in many ways. For example, the reactivation of prior knowledge that is needed for the upcoming lesson at the start of the lesson. They also challenge pupils to make links to prior knowledge throughout the lesson, where it is relevant to the learning in that lesson. Teachers also provide strategically spaced quizzing in Maths, History, Geography, Science, Art and DT. This utilises the spacing effect (Wiseheart, 2019). Teachers are encouraged to use links to prior knowledge to spot opportunities to consolidate, re-open and re-consolidate previously taught content so that there are regular demands placed on memory.

Where pupils clearly relate what they are learning to what they already know, 'memory traces stabilize into schema more quickly' (Van Kesteren, et al, 2016). It is vital that teachers also provide feedback to pupils when they have utilised memory in this way to prevent an inaccurate connection between prior knowledge and existing knowledge from forming. Of course, this feedback can only take place once teachers have checked for the accuracy of the memory pupils are using. This is why checking for understanding is vitally important at this stage

Part 5: Strategies

A scaffold for agency

We want our teachers to make instructional decisions that are informed by research but led by context. They are the contextual experts because of their in-depth knowledge of their classes, what they have done previously, what is coming next and the flow of the lesson up to that point in any given moment.

Everything that has come before this point in this handbook is designed to provide a framework for our teachers to think about their instructional decisions. So long as these decisions show fidelity to our foundational aims and beliefs, our big ideas and our model of the learning process, the senior leadership team will be satisfied with the level of consistency across the school.

We use a library of techniques and strategies from Steplab, Walkthroughs and Teach like a Champion to act as scaffolds for teachers to make decisions around the strategies they use at any given moment. Teachers are also free to use strategies and techniques that sit outside of this, so long as they can make clear links to the teaching process model and our three big ideas. Naming strategies in this way helps us to talk about what works and what doesn't in different contexts because it equips us, as a staff team, with a shared language.

Of course, instructional decisions can always be improved and we develop this by developing the thinking that goes on before the instructional decision is made. We do this through our Instructional coaching programme which you can read more about in our Professional development policy.

Part 6: Where next?

How do we help our teachers implement this thinking?

We expect our teachers to want to be responsive and adaptive. This means that they make

- Larger scale modifications to provision for pupils with specific needs
- In the moment adaptations in response to assessment for learning that happens in every class all the time

We intend for this handbook to empower teachers with the structure for thinking about what is going on in their classrooms but we know that this is not enough on its own. Consequently, every teacher has Instructional coaching every week during the working day. Coaching sessions focus on supporting teachers to use our foundational aims and beliefs as the start point for their thinking before then using our three big ideas to scaffold reflection about what is going on in classrooms. They then use our model of the teaching process to support thinking about action before using the library of strategies from Steplab, Walkthroughs and Teach like a champion to pick a step to put the chosen action into practice.

Our professional development policy explains this process in more depth but essentially, we believe that the strategies should come last. Only once teachers have thought carefully about their teaching and their class in the context of our foundational beliefs, three big ideas and our model of teaching can they decide on which strategies will best support their individual contextual aims.

EduPulse is an education think tank, committed to broadening the conversation. Adam Kohlbeck and Chris Passey, both practicing Deputy Headteachers founded EduPulse so that work and thinking going on in schools could be shared with context at the heart of subsequent discussion and debate.

EduPulse also offer support to schools in the following areas:

- Instructional coaching programme design and implementation
- Teaching and learning support
- Curriculum design support
- Leadership coaching

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