

A summary of Tom Sherrington and Oliver Caviglioli's *Teaching Walk Thrus: 5-Step guides to Instructional Coaching*.

Introduction

Tom Sherrington was originally a physics and maths teacher who has since working in numerous schools as both a teacher and leader. He has published many books and educational guides, more recently working with Caviglioli on *Rosenshine's Principles in Action*. Sherrington now works with schools and colleges to provide guidance and support on teaching and learning.

Oliver Caviglioli has worked with special schools over the years as well as in a headship position. His interest is in visual communication and visual learning strategies.

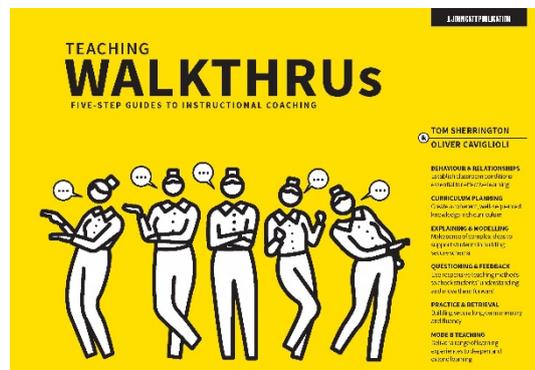
Teaching WalkThrus has been designed to enable teachers to develop their practice from various areas of research, including cognitive science. Their book is designed to be a clear guide of short, accessible resources that allow for technical professional guidance via an instructional coaching format.

The book contains 50 WalkThrus strategies that can be used within the classroom. These strategies derive from a Hub model, meaning they are context free at their core. This allows teachers of different subject specialisms to use their shared understanding of the models to learn from one another. This also allows them to adapt these guides to suit their individualised classroom without the risk of lethal mutation (whereby a technique is adapted and passed on and, in each 'passing', is in danger of losing its most important elements).

Many of the book's techniques are based upon Barak Rosenshine's 'Principles of Instruction' which Sherrington has adapted to create six sections that have been broken down into the following:

1. Behaviour and Relationships
2. Curriculum and Planning
3. Explaining and Modelling
4. Questioning and Feedback
5. Practice and Retrieval
6. Mode B Teaching

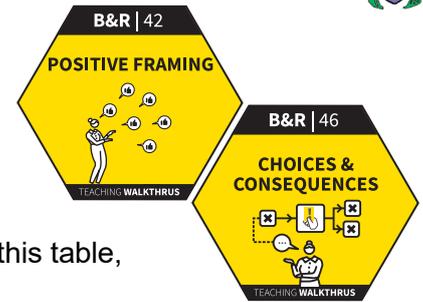
This summary aims to highlight the aspects most pertinent to Teaching and Learning at Gowerton School or, indeed, the most widely discussed strategies. Some of it will be suited to students and NQTS, whilst other areas will suit more experienced members of staff.



Behaviour and Relationships

Positive Framing

- Once expectations have been established in the classroom, positive framing can be used to re-affirm these.
- When dealing with responses to instruction or routine, give positive affirmation to pupils who meet your expectations e.g., “well done to this table, you’re all quiet and ready to listen.”
- When pupils do not meet your expectations, reassert what you want rather than describing their behaviour. So, instead of saying “Josh and Anisha, stop talking and turn around” you’d say “Josh, Anisha, I’d like you both to be looking this way and listening, thanks.” Nearly all corrective statements in the classroom can be phrased positively.
- Instead of engaging with accusations, assume a pupil’s best intentions and emphasise what you want to happen.
- You can also feign confusion over defiance instead of issuing a challenge e.g. “I wonder if this group didn’t hear the instructions.” This is transparent to everyone but it keeps corrective language light and non-confrontational whilst being firm about what is expected.



Teacher: *Louise, I need you focused on the task now. Thank you.*

Louise: *But I wasn't talking or disturbing anyone.*

Teacher: *OK, maybe you weren't but I need you focused and working hard now. Thank you.*

This can apply to talking or any other off-task behaviour. Bill Rogers calls this 'partial agreement'. “Maybe that’s true but...”

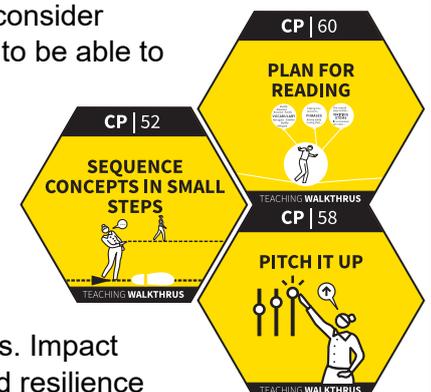
Choices and Consequences

- When any warning is given, make sure there is understanding of the consequences that will be set.
- Make it clear that if a pupil chooses to misbehave, they choose to receive the consequence e.g., “James, I’d like you to face forward and do your work or you can do a detention.”
- When issuing the consequence, make it clear why “Rachel, you’ve continued to talk after your warning which disrupts our learning so you now have detention at break.”
- An important aspect here is that pupils must believe that their teacher will follow-through; that certain behaviours will definitely lead to certain consequences and that you mean what you say.
- Fairness is important here. Use consequences too frequently or inconsistently, without any narration of routine and expectation, and it undermines you. Give pupils the opportunity to make good choices and support them to make this a habit.

Curriculum and Planning

Sequence concepts in small steps

- Consider the prior-learning pupils may already have had and consider what your assumptions are about what they will need in order to be able to fully engage with the new material. Check this understanding immediately to ‘fill’ and ‘gaps’ prior to developing this knowledge.
- Based upon pupil confidence and understanding, decide on where you should begin.
- Consider how you will break the concept and skills down further into next steps and what the common misconceptions are. Think about the end goal and how you will ‘build’ up to this. Impact Wales (2021) has discovered that a key area of motivation and resilience is allowing pupils small moments of success. These are key to driving a pupil’s progress and determination to continue when learning becomes trickier. Therefore, if

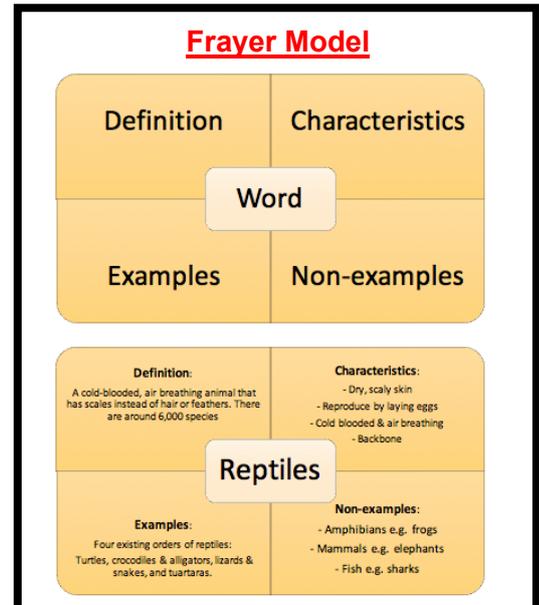


we plan small stages with checks for understanding, we can allow pupils the key moments of feeling successful to enable them to feel the drive to be resilient.

- For each new step, consider what instructional input you will need to use e.g., modelling, explaining, hands-on experience.
- Finally, allow pupils to practise these steps one-by-one or in small sequences. Once again, allowing for moments of retrieval will support both fluency and resilience.

Pitch it up

- Avoid shallow learning. Consider the highest expectation you could have for your pupils. Plan for depth – allow them a wider range of problems to explore within a topic, aim for more sophistication in their writing or explanations or allow them opportunities to apply their knowledge to new scenarios to test their depth of understanding.
- Insist that pupils provide high levels of accuracy and precision in their work. Do not accept sub-standard levels of responses. Push learning further.
- When considering texts to use within the classroom, select the more demanding options. Pupils “do not learn to read difficult texts if they don’t get the chance” (Sherrington, 59). Perhaps more accessible texts need to be used initially but, if a more demanding option is within reach, allow them to aim for the more ambitious option. Consider using the Frayer model for vocabulary instruction to aid pupil comprehension.
- Review lessons – do they get your pupils to think deeply? Have you allowed them opportunities to make connections with prior knowledge? OR, do they allow them to complete tasks easily without much cognitive effort?
- Increase the intensity of processes. Have you given them enough drive and a sense of purpose? Can you insist on more focus? Increasing the work rate (make it more intense rather than more difficult) can ‘pitch it up’ as well as by increasing opportunities for retrieval.



**4 ELIMINATE MEDIOCRITY –
 e.g. LOW-LEVEL TASKS**

Plan for Reading

- Avoid shorn-horning reading into your lessons. Plan to integrate reading from the beginning. Studies have shown that alongside socio-economic status, vocabulary is one of the most significant factors that proves relevant to children achieving an A*-C in Maths, English Language, English Literature and Science (Spencer, Clegg & Stackhouse, 2012).
- Identify key vocabulary and teach the words and phrases needed as explicitly as possible. Consider creating a resource listing key words and phrases as this will allow for easier opportunities for conscious rehearsal with your class if elements of writing are made explicit. Ask yourself: can you create writing stems to allow for scaffolding during work? Focus on honing this to the essentials to avoid creating something overwhelming.

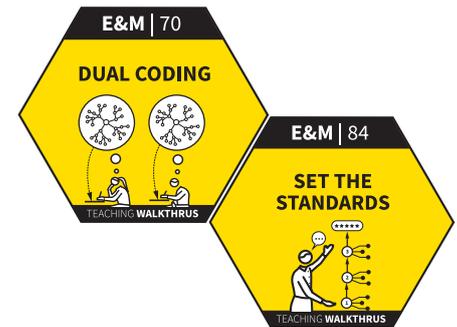


- Where possible, allow for time in lessons for pupils to read about the topic. Make opportunities for students to link vocabulary by encountering it in context. Pitch resources so that they allow for a blend of accessibility and challenge.
- Plan comprehension activities: summaries, comprehension questions, applying content to problem solving or following written instructions.
- Make it clear that a pupil's end-goal is to be able to independently read and complete tasks based on this; whether that is retrieval tasks, comprehension or structured discussion.

Explaining and Modelling

Dual coding

- Incorporation of writing and drawing overcomes many of the constraints of working memory.
- Start by explain that the diagram is your schema. You could do this live using a visualiser or via it slowly appearing on a PowerPoint. As you discuss your schema, pupils should copy and should aim to have the same schema as you by the end.
- After explaining sections of the diagram, ask pupils to explain it to their partner. While doing so, the pupils should trace the corresponding line on their diagram. Partners switch roles and repeat the process.
- Continue to work this way until the entire diagram has been completed. Set expectations: to stop pupils merely regurgitating what the diagram says, make it clear they must explain the key words/components in a minimum number of sentences. Listeners can ask questions of their peers.
- Give students the opportunity to try to recount the entire diagram to their peer and then repeat with switched roles.
- Finally, have pupils remove the diagram from their line of vision. They should picture it in their head. Once done, pupils should try to redraw the diagram from memory. Pupils can then compare with the original diagram and complete any gaps. This technique can be applied to any topic and act as a revision tool.



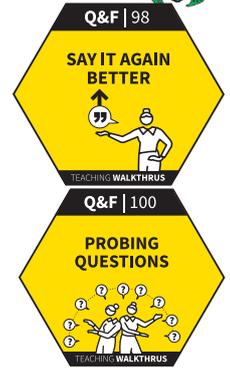
Set the standards

- Make 'What does excellence look like?' a routine. In every component of learning, discuss the nature of excellence in the work.
- Deconstruct exemplars of excellence and engage pupils in evaluating the model so that they understand the individual components that add up to making an excellent exemplar.
- Co-construct a success criteria and make explicit links to the areas of excellence on the model.
- Alongside the excellent exemplar, show pupils a range of models of varying standards. Explore the differences and check for their understanding of the difference between an average model and an excellent one.
- When pupils complete work, offer verbal/written feedback that makes direct reference to the exemplar as a comparison to tease out areas of success. This models the assessment process to pupils that they can then use themselves and develops their capacity for self-monitoring.

Questioning and Feedback

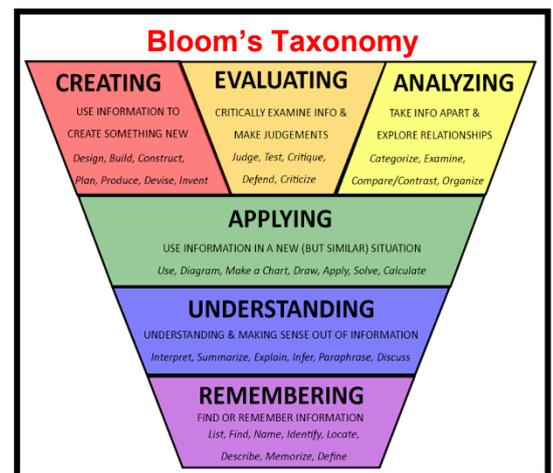
Say it again Better

- Ask your pupil a question via strategies like Cold Calling or Think Pair Share.
- Be positive about the response you receive but if the answer is underdeveloped, try to use phrases like “Yes, great. But let’s develop it further.” If, if they’re wrong, try “Good try but that’s not quite right. Let’s see how we can try to get it right.”
- Ask the pupil to consider how they could improve the response by asking probing questions e.g. “Does the graph just ‘go up’ or can you describe a more complex pattern?”, “can you support your opinion with a reason?”, or “what’s the more technical term for that idea?”
- After exploring this with the pupil, ask them to “say it again, better”. This step is important and it allows you to check whether they have understood as well as giving them the opportunity to feel successful in generating a better-quality response.
- If needed, probe further. Ask other pupils. The method can be used as many times as required to demonstrate to pupils that they are capable of excellent responses.
- Embedding this practice can allow for responses to become better first time around.



Probing questions

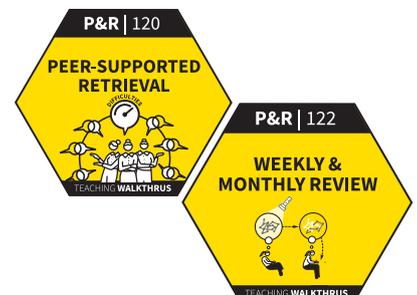
- Ask pupils questions to check for understanding. When they respond, try to use probing questions to draw out their understanding. Probing questions often ask pupils How or Why. Consider using Bloom’s Taxonomy question stems to help you form questions.
- Listen to pupils’ responses and probe even further.
- Once you’ve done this a couple of times, move on to a new pupil. The rhythm of questioning could be T (teacher) and A & B (pupil): T-A-T-A, T-B-T-B-T- A and so on.
- When completed, ask other pupils whether they agree with what’s been said. Question them on what they’ve heard. This then creates a culture of pupils knowing they must listen to probing dialogue and be ready to engage themselves.



Practice and Retrieval

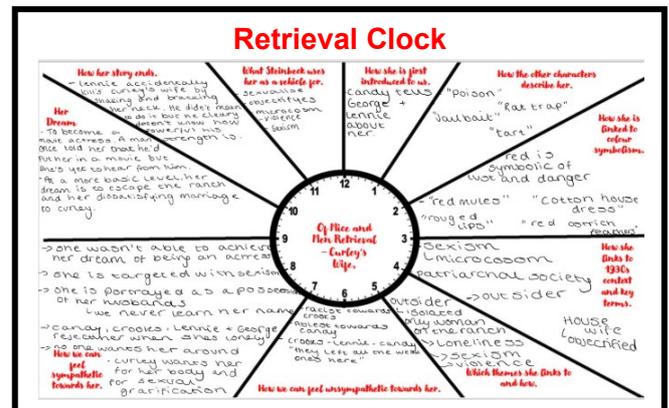
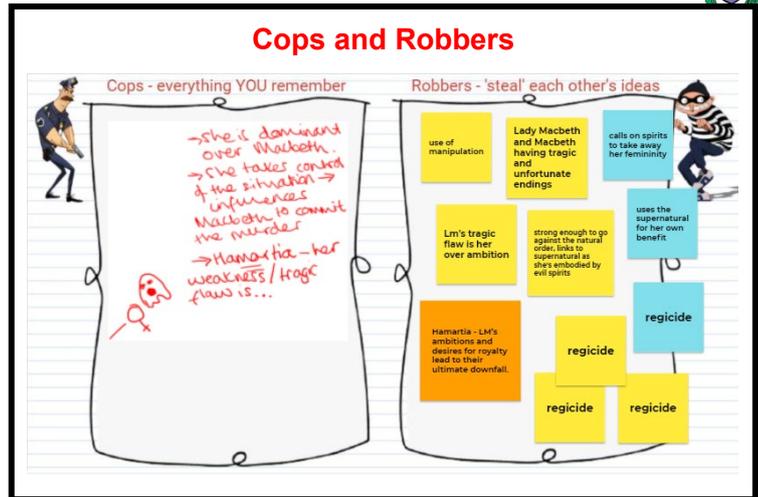
Peer-supported Retrieval

- Teach pupils how to help question each other by modelling this explicitly. It can be useful to use a knowledge organiser as part of this process.
- Allocate partners and be explicit about the behaviour you expect.
- One pupil in each pair then questions their peer to test their partner’s knowledge. This could be on pre-prepared quiz questions, it could be explaining a concept, describing a series of processes or adding labels to diagrams. Pupil 1 should then check Pupil 2’s answers (this is where a knowledge organiser can be handy to review against),
- Switch roles and start again. Pupil 1 will then likely be in a better position to answer the questions based on hearing Pupil 2’s responses. Consider this and perhaps allocate who goes first to scaffold the task.
- Follow up the paired retrieval process by discussing common errors as a class, gaps in knowledge and misconceptions. Re-teach material as necessary.



Weekly and Monthly Review

- Generate study resources for pupils that allow for retrieval practice.
- Plan for spaced practice of learning within your scheme of work. As well as driving pupils forward in their learning, it is important to have pause points to reflect and monitor understanding. A weekly review many cover materials learnt in the previous month whereas a monthly review may cover everything learned so far.
- Set a retrieval practice activity: quiz, revision clock, mind mapping, cops and robbers or, indeed, peer-supported retrieval.
- Having allowed time for pupils to practise, check for errors, establish where the common gaps are and give pupils time to re-consolidate their knowledge by re-examining material. Re-teach any material required.
- Where you can, make connections between topics. This allows pupils to strengthen their schema-building.



Mode B Teaching

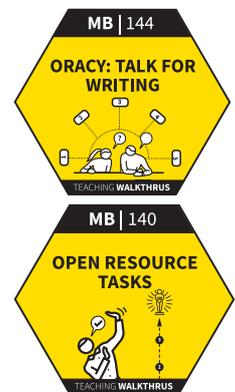
Mode B Teaching refers to learning undertaken by pupils when they are given more choices in their work, extended oral discussion opportunities and opportunities to work collaboratively.

Talk for Writing

- Before pupils begin writing, give them a specific focus for the topic of their discussion. Use the earlier mentioned **Set the Standards** process.
- Give pupils the opportunity to talk collaboratively e.g., question each other about a topic, explore ideas and concepts freely etc.
- Provide guidance so that their discussion covers the demands of the writing task e.g., consider how to embed persuasive features in your writing, consider the key sources that need to be used in an argument and so on.
- Ask pupils to produce a plan. This could be a mind map, essay plan and so on. It can be useful to provide structured headings to help them organise their ideas. Ask pupils to review each other's plans, circulate to provide guidance.
- Then, have pupils follow through with the plan.

Open response tasks

- It can be satisfying for pupils to allow them the opportunity to showcase what they have learnt.
- Give pupils the opportunity to choose a way of showcasing what they have learnt e.g., a video, a booklet, a powerpoint, a website, a poster and so on.
- **Set the Standard** by showing excellent exemplars. Sherrington suggests you promote three messages (141):
 - Be bold in making a choice about the format in which the knowledge is presented.
 - Ensure that everything is done to a high standard.



- Be prepared to explain all the knowledge content.
“Show me your knowledge however you like, just dazzle me.”
- Give pupils time to showcase their responses and, by encouraging diversity, a range of responses should be created that are interesting.
- Use formative assessment and have pupils talk through their responses, taking questions from the teacher and class to check for understanding whilst also building their speaking confidence.

References and Further reading:

Book:

Sherrington, Tom & Caviglioli, Oliver. Teaching WalkThrus: Five-Step Guides to Instructional Coaching. Woodbridge, John Catt Educational Ltd, 2020

Sherrington’s Website/Blog:

<https://teacherhead.com/>

Fruyer Model:

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Spencer, Clegg & Stackhouse. *Language and disadvantage: A comparison of the language abilities of adolescents from two different socioeconomic areas*. International Journal of Language & Communication Disorders. 47(3), 2012, 274-84.