



Definition/Rationale:

Clarity - *“The ability of the teacher to provide instruction, expositional or otherwise, which helps students come to a clear understanding of material.”*

(Metcalf, 1992, p. 275)

We have a plethora of expertise in the school. However, communicating this expertise effectively to our students takes great skill and careful planning. Once an effective definition/explanation has been devised it needs to be repeated consistently if it is to become securely rooted into long-term memory. This process is far more powerful when the same clear messages are repeated consistently by different teachers. For some content it may be desirable to do this across different subjects too.

Clarity and consistency are also an important part of our practice as:

- Presenting information clearly and consistently reduces cognitive load, enabling students to consider the material more deeply.
- Having pre-prepared explanations that can be communicated clearly and consistently enables the teacher to talk with more confidence. This, in turn, will make us more credible to our students, something that is a strong predictor of student progress.
- If students have a solid understanding of a skill or concept, when that skill or concept develops, and increases in complexity as the students progress through the school, it will be easier for them to assimilate new information with their prior understanding.

Related school documents/policy:

- Positive learning routines (PLRs)
- School Behaviour Policy
- School and department feedback policies
- Whole School Literacy policy

Quality of Education indicators:

2a, 2c, 3c.

Underpinning Pedagogy:

- John Hattie – [Visible Learning Infographic](#) – teacher credibility
- [Making every lesson count](#)- Clarity and consistency – A chapter containing a number of practical techniques that we would encourage you to use in our school.
- [Cognitive Load Theory](#) – An article discussing CLT and its applications.
- Beware of the [‘COIK fallacy’](#)- Clear only if understood.

Clarity and consistency is:

- Carefully planned explanations of key terms, skills and concepts that are taught consistently throughout a department and potentially across other related departments.

Clarity and consistency is not:

- Delivering the same explanation of key terms, skills and concepts regardless of the class in front of you. Carefully planned explanations should consider how material may need to be adapted to meet the needs learners.
- Purely about teacher explanations of subject content. These principles would also apply to giving feedback and developing exam technique and other skills.

What evidence of ‘Clarity and consistency’ might we see in a lesson or in student books?

- Students are able to use key terms and concepts correctly.
- SOWs have identified specific areas of the course to be delivered consistently.
- Students understand teacher explanations of subject content of activities.
- Evidence of consistent feedback mechanisms.

How do we monitor this?

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| <ul style="list-style-type: none"> • Outcomes over time • Learning Dives • Work scrutiny • Schemes of work | <ul style="list-style-type: none"> • Internal tracking data • Progress toward whole school objectives • Student feedback / student focus groups • Subject Review |
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Suggested classroom activities:

- Identify and plan key explanations carefully with numerous considered examples.
- Identify and plan for common misconceptions
- Use narrative where appropriate. Stories are ‘psychologically privileged’ if used well they can provide great clarity.
- Establish routines that enable students to master skills. For example, consistently using a particular strategy for questioning in the class will make students feel secure and more able to participate.