

# Juniper Hill School

## Teaching Pedagogy



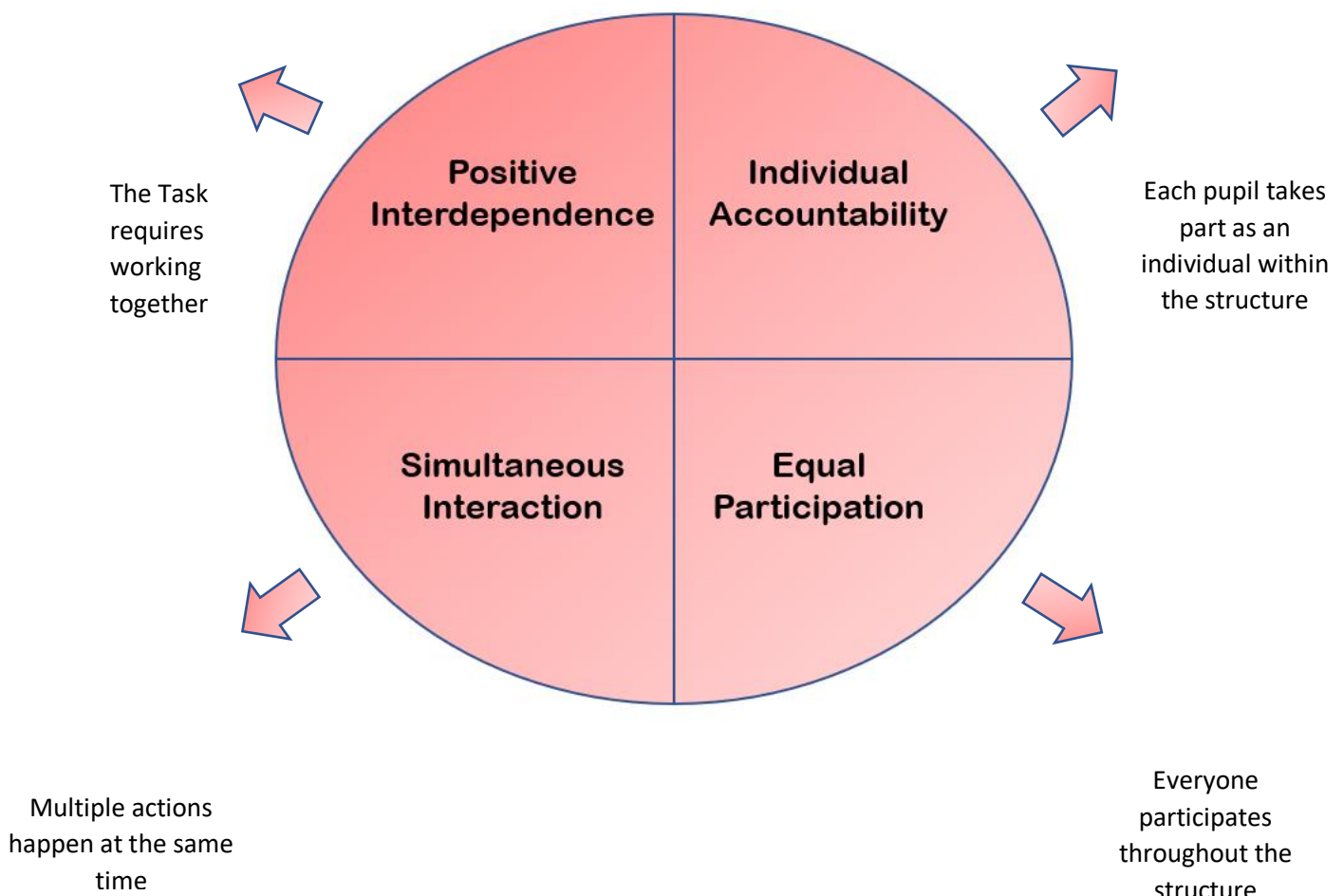
*Kindness Enjoyment Achievement*

Written February 2026






At Juniper Hill our teaching is underpinned by Kagan Cooperative Structures and Rosenshine's 10 Principles of Instruction. These serve as the corner stone of our teaching, ensuring high quality and an effective learning environment. Our approach is characterised by clarity, structure and flexibility for all our children.

### **Kagan Cooperative Learning**

Kagan is a pedagogical approach which focuses on developing a classroom culture of collaboration, support, success and celebration. It was developed following a research programme by Dr Spencer Kagan in 1968 and the findings were that pupils of all ages respond with increased cooperativeness when put in certain situations. Dr Kagan began to look at ways these findings could be applied to a classroom context. He started to create structures that teachers could easily teach that would help the children to interact effectively.



## Research shows the benefits of using Kagan:

-  Greater academic achievement.
-  Improved relationships between different groups of pupils.
-  Enhanced self-esteem.
-  Improved social skills.
-  Harmonious classroom climate.

## Kagan at Juniper

Kagan is used extensively to deliver our curriculum. Structures are carefully chosen to support the learning objective and planned to ensure that social skills are developed. All structures are modelled and social skills are highlighted and taught through the structure. Kagan teams are carefully chosen and a new team is created each half term.

Class and Team Builders are used to create a positive and cooperative learning environment where pupils feel safe, connected and motivated to learn together.

Kagan at Juniper develops our children's social skills, promote team work, fosters a sense of belonging which ultimately improves academic engagement, achievement and behaviour.

## Rosenshine's 10 principles of instruction:



Daily Review



Present new material using small steps



Ask Questions



Provide Models



Practise using new materials



Check for Understanding



Obtain a High Success Rate



Scaffold Difficult Tasks



Independent Practice



Weekly and Monthly Reviews



Daily Review

Each lesson starts with a review of previous learning. This reinforces and embeds prior learning and puts the lesson into context. Research has shown review can get strengthen the connections between the materials learnt. This review helps children to recall words, concepts and procedures effortlessly.



Present new material using small steps

At Juniper, we teach new material in small structured steps breaking down complex concepts into manageable chunks as too much information can overload working memory.



Ask Questions

At Juniper, we ask questions in a variety of ways which encourage active participation and critical thinking. This allows teachers to check children's responses, their connection to prior knowledge and their engagement in deeper thinking.



Provide Models

At Juniper, we model our approach to problems and tasks to provide a clear understanding of learning and develop a fundamental understanding of how to approach a task.



Practise using new materials

At Juniper, we give children time to practise retrieval of new information taught. They are encouraged to ask questions and draw on support to develop their understanding.



Check for Understanding

At Juniper, we regularly check understanding at the appropriate points to ensure misconceptions are not embedded. As children explain their answers they are making connections between different areas of learning.



Obtain a High Success Rate

At Juniper, we have high teacher expectations for our children. Frequent success helps children feel confident and willing to try and prevents children from becoming overwhelmed and frustrated. It allows children to build strong foundations before moving on to more difficult material.



Scaffold Difficult  
Tasks

At Juniper, when children are learning something new or challenging teachers scaffold to help them succeed. This might include step-by-step instructions, work examples, prompts, checklists or guided practice.



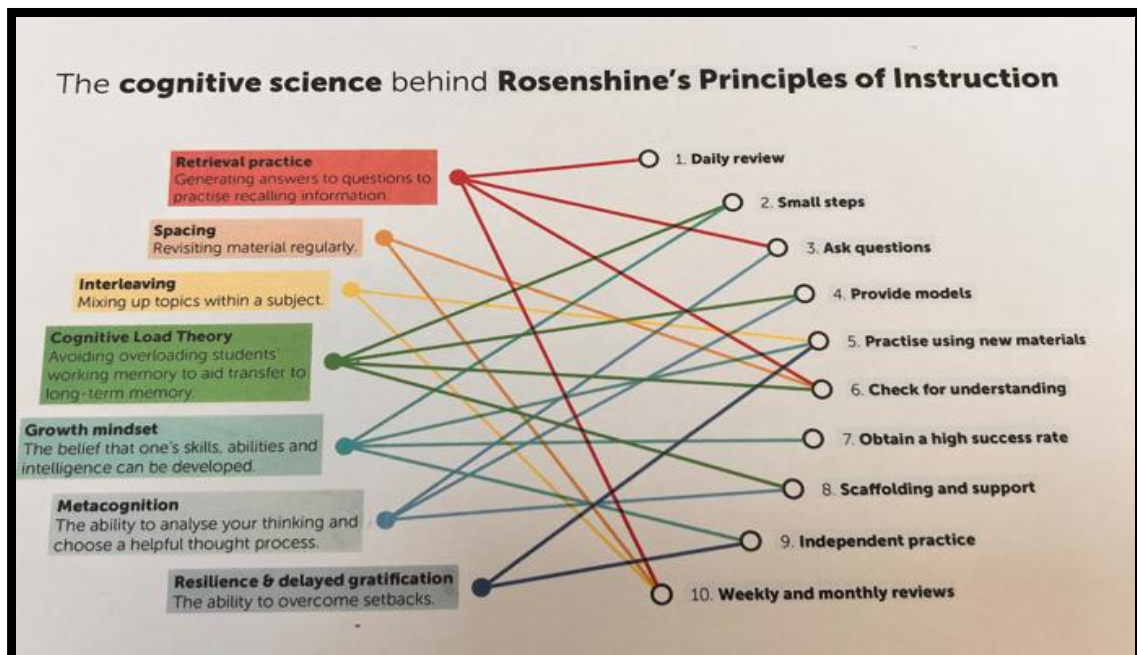
Independent  
Practice

At Juniper, after learning a new skill and practising it with the teacher we allow our children time to work independently. Independent practice helps them strengthen their understanding, build confidence and fluency and remember what they have learnt.



Weekly and Monthly  
Reviews

At Juniper, teachers regularly revisit important learning from previous units of work. This strengthens long-term memory, embeds key knowledge and helps teachers identify and address any gaps.



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## **Early Years**

Rosenshine's Principles can effectively support the EYFS curriculum by strengthening the quality and adult-led teaching within a play-based framework. Although the Early Years Foundation Stage emphasises exploration, active learning, and child-initiated experiences, Rosenshine's principles enhance these approaches by ensuring learning is carefully structured and developmentally appropriate. Presenting new material in small steps is particularly relevant in early years settings, where foundational skills such as phonological awareness, early number sense, and fine motor development must be built gradually. Breaking learning into manageable chunks reduces cognitive overload and supports young children whose working memory and attention spans are still developing.

Modelling and worked examples are central to effective early years' practice. Teachers frequently demonstrate language, sentence structures, social interactions, and problem-solving strategies, enabling children to observe and imitate. Guided practice also aligns closely with sustained shared thinking, where adults scaffold learning through questioning, prompting, and feedback before gradually encouraging independence. This reflects Rosenshine's principle of supporting children to achieve a high success rate, helping young children to build confidence and resilience.

Frequent review and repetition are embedded naturally within EYFS routines, such as revisiting stories, songs and counting activities. These repeated experiences strengthen memory and support long-term retention of key concepts. Additionally, regular checking for understanding allows teachers to assess children's progress informally and adapt activities in response to individual needs, ensuring inclusive and adaptive teaching. Rosenshine's principles support the EYFS curriculum by providing a structured instructional foundation that enhances play-based learning and supports steady developmental progress.

## **Inclusion**

Rosenshine's Principles promote inclusion by making learning clear, structured and accessible to all children. Presenting material in small steps reduces cognitive overload, while regular review and retrieval practice help close knowledge gaps and strengthen memory. Modelling and worked examples provide clarity, supporting individuals with difficulties in abstract thinking or language. Guided practice and scaffolding ensure high success rates, building confidence and preventing disengagement. Frequent checking for understanding allows teachers to adapt teaching in the moment. Rosenshine's Principles equitable access to learning by reducing barriers and promoting high expectations for every child.

## **Attendance and Behaviour**

Rosenshine's Principles supports improved attendance by creating classroom environments where children feel confident, supported and successful. This helps to strengthen engagement within lessons, confidence and a sense of belonging; all of which contribute to improved school attendance. Rosenshine's Principles support children's behaviour by creating structure, clarity and consistent expectations. By reducing cognitive overload, providing structured support and maintaining clear expectations children are more engaged, confident and motivated thus fostering a calm, focused and cooperative classroom climate.

## **The Nest**

At The Nest, our teaching is underpinned by a therapeutic stance rooted in PACE (Playfulness, Acceptance, Curiosity and Empathy), which shapes how we deliver structured approaches such as Kagan and Rosenshine's Principles of Instruction. While Rosenshine's Principles provides clarity, small steps and guided practice, and Kagan promotes engagement through safe, cooperative structures, PACE ensures these strategies are experienced within emotionally attuned, relational interactions. By teaching with warmth, curiosity and empathy, adults reduce perceived threat, support co-regulation and create the psychological safety necessary for children with SEMH needs to engage, take risks and sustain learning.