

EEF mechanism reflection audit

Blank reflection audit · Part 1 of 2

Consider how proposed activities use the EEF mechanisms. Record a rationale and a gap or next step. There is no total, pass mark, approval badge or impact prediction.

Practice and context

Building knowledge

EEF mechanism	Activity and rationale	Gap or next step
1. Managing cognitive load		
2. Revisiting prior learning		

Motivating teachers

EEF mechanism	Activity and rationale	Gap or next step
3. Setting and agreeing on goals		
4. Presenting information from a credible source		
5. Providing affirmation and reinforcement after progress		

Mechanism names and groups: Education Endowment Foundation, Effective Professional Development mechanisms poster, page 1. [Read the original EEF poster.](#)

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Blank reflection audit · Part 2 of 2

Consider how proposed activities use the EEF mechanisms. Record a rationale and a gap or next step. There is no total, pass mark, approval badge or impact prediction.

Developing teaching techniques

EEF mechanism	Activity and rationale	Gap or next step
6. Instructing teachers on how to perform a technique		
7. Arranging social support		
8. Modelling the technique		
9. Monitoring and providing feedback		
10. Rehearsing the technique		

Embedding practice

EEF mechanism	Activity and rationale	Gap or next step
11. Providing prompts and cues		
12. Prompting action planning		
13. Encouraging monitoring		
14. Prompting context-specific repetition		

The poster label “Encouraging monitoring” is retained. Here it includes teachers reviewing their own practice. The worked activities are illustrative applications, not EEF endorsements.

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Worked example · Part 1 of 2

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Practice and context

Pose one diagnostic question, allow thinking time, collect a response from everyone, inspect the reasoning, then decide whether to explain again or move on. Use the primary fraction example or a department-selected secondary question.

Building knowledge

EEF mechanism	Activity and rationale	Gap or next step
1. Managing cognitive load	Present one routine with a short model; avoid competing explanations.	Check the activity fits staff prior learning and access needs.
2. Revisiting prior learning	Ask staff to recall their current questioning routine before the model.	Check the activity fits staff prior learning and access needs.

Motivating teachers

EEF mechanism	Activity and rationale	Gap or next step
3. Setting and agreeing on goals	Agree the diagnostic-question focus and what staff want to learn.	Confirm the owner and practical opportunity.
4. Presenting information from a credible source	Show the relevant EEF passage and explain its scope and limitations.	Confirm the owner and practical opportunity.
5. Providing affirmation and reinforcement after progress	Notice a specific improvement between rehearsals and describe it accurately.	Confirm the owner and practical opportunity.

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Worked example · Part 2 of 2

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Developing teaching techniques

EEF mechanism	Activity and rationale	Gap or next step
6. Instructing teachers on how to perform a technique	Explain each step of the routine and the decisions within it.	Confirm the owner and practical opportunity.
7. Arranging social support	Arrange practice triads and a way to ask for help after the day.	Confirm the owner and practical opportunity.
8. Modelling the technique	Demonstrate thinking time, all-response collection and a teaching decision.	Confirm the owner and practical opportunity.
9. Monitoring and providing feedback	The observer notes the chosen move and offers specific descriptive feedback.	Confirm the owner and practical opportunity.
10. Rehearsing the technique	Practise the question, inspect a response and retry after feedback.	Confirm the owner and practical opportunity.

Embedding practice

EEF mechanism	Activity and rationale	Gap or next step
11. Providing prompts and cues	Put a short routine reminder beside the lesson plan.	Confirm the owner and practical opportunity.
12. Prompting action planning	Choose the lesson, question, materials, support and review date.	Confirm the owner and practical opportunity.
13. Encouraging monitoring	Use brief anonymous teaching notes to review one's own use of the routine.	Confirm the owner and practical opportunity.
14. Prompting context-specific repetition	Repeat the routine in suitable lessons, adapting the question to the subject.	Confirm the owner and practical opportunity.

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