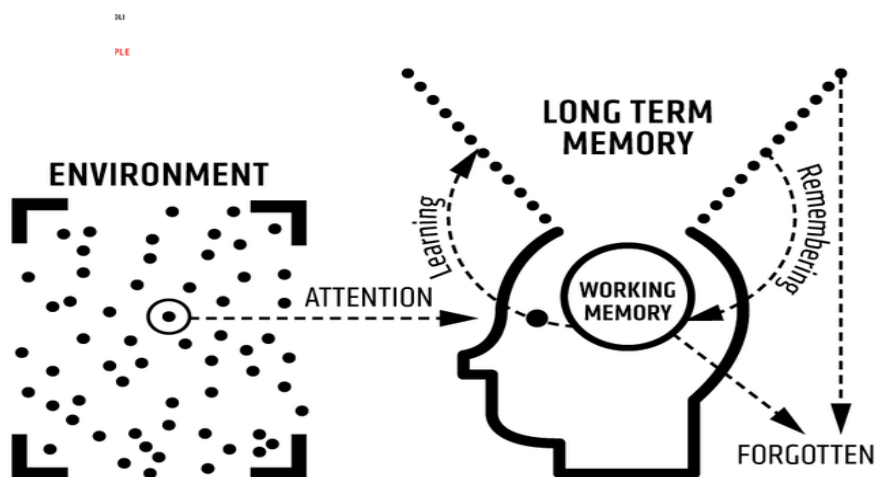


Teaching Handbook

A guide for teachers, support staff and parents



What do our lessons look like?			
Introduction	Teaching input	Pupil activity	Ongoing assessment
Daily Review	Present new materials using small steps	Guide student practice	Ask questions
	Provide models	Obtain a high success rate	Check for student understanding
	Provide scaffolds for difficult tasks	Provide scaffolds for difficult tasks Independent practice	Weekly and monthly review



Daily Review

This is to bring pre-learned knowledge from the Long-term memory

- Vocabulary Flashcards (RWI)
- Definition lottery / matching
- Key Fact Bingo
- Partner connections game

Low stakes, introduce movement and activity if appropriate. Keep it fun and interesting.

Weekly Review

This is to begin the process of revisiting, reviewing and retrieving

- Low stakes team quiz
- Build up over time by increasing amount of knowledge and connections
- Knowledge organisers – cover a section up, ask the children to recall and fill it back in. Increase over time.

Termly Review

This is to embed learning, secure retrieval and deepen knowledge

Can they recall the key knowledge taught after a period of forgetfulness?

- Low stakes independent quiz
- Knowledge organisers – create own section about the area being checked

How to use knowledge organisers

Knowledge organisers contain the essential knowledge and vocabulary for a topic. Keep them brief and purposeful.

Step one: Pre-teaching – go through with groups of children before the lesson, and ensure this is sent home.

Step two: Recall the knowledge using language prompts (e.g. talk to your partner about 3 facts from this section of the KO)

Step three: Repeat, but start removing bits of the KO, to see if they can still recall it.

Use it as the knowledge basis for the games in the daily review, and in the weekly and termly reviews.

Present new materials using small steps

- Deliver learning in small steps at a time
- Each new piece of learning needs to attach as much as possible to something they already know
- Break down into mini goals, using the same principal we use to support SEND

Provide Model

Just one example is not enough; children need several.

- Worked example reduces cognitive load, so give lots
- Model the thinking process – don't just show them an example, explain why it is effective
- Model the creation process – show them how to create a specific part of the model and how it is done.

Scaffold, then slowly remove

Supports learning by reducing cognitive load, should be gradually withdrawn. Think of it like stabilisers on a bike, on the journey to mastery!

- Models
- Teacher thinking out loud
- Checklists
- Cue cards
- Knowledge organisers
- Sentence stems
- Images
- Concrete materials

- Success criteria
- WAGOLL

Guided Practice

Lots of it, supported by questioning and feedback to address misconceptions.

- Do lots of it
- Use questions to check understanding
- Take time to ensure they can do it.

Achieve a high success rate

Guided practice should continue until the children achieve a high success rate.

- 80% correct is considered a high success rate
- 95% correct means the work is not challenging enough

Independent Practice

Give time for children to independently use the knowledge they have mastered.

- Many opportunities to practice their new skills independently
- Students need extensive, successful, independent practice in order for skills and knowledge to become automatic.

- Like learning to drive – we become unconsciously competent.

Questioning

Choose carefully; higher order questions not necessarily more complex.

- Ask MORE questions to MORE pupils in MORE depth
- Focus on PROCESS Questions “How did you get the answer?”
- Asking questions is about GETTING FEEDBACK ON HOW WELL WE HAVE TAUGHT new learning.

- Check understanding
- No more hands up (whiteboards, lollipops, name generators etc.)

Questioning

Some good examples:

What feature does have in common with ...?

Describe how the body keeps a constant temperature.

Explain the process of

What connects to

How is that the same as

How is that different to

What caused to happen?

Questioning

Some good examples:

How do you know that?

How did you find that out?

Can you explain that to someone else?

What is wrong with this statement?

What is true about this, what is false?

Where have we learned about this before?

How can this knowledge help you with ...?

The Journey to Mastery

When you plan a learning journey of several lessons, remember this.

- Start with lots of models and small steps.
- Hook the children in with hinterland (link new learning to what they already know)
- Guide practice, checking through questions and improving through feedback

- Give them chance for lots of independent practice
- Plan in a daily, weekly and termly review to let them get that knowledge into their long-term memory
- Have fun, be fun, keep it fun.