



Pedagogical processes underpinning teaching that:

- Is based on knowledge of individual learners
- Challenges all learners to think
- Inspires curiosity

Purposeful Preparation
Adapting lesson plans to meet need

Context
“Today, we are learning...”
Bigger picture

Review
“Do now”
Retrieval practice

Checking & Feedback
A constant process

Practice
Gradual removal of scaffolding towards independence

Explanation
The right amount at the right time

Modelling
Supports the explanation
Guides the practice

Purposeful Preparation:

Teach to the Top: scaffold to support

- Planning stems from **knowledge of learners** and is adapted in response to **prior learning**
- It is driven by **Learning Objectives** ('Made first') which **guide decisions** about learning activities
- Consideration is given to what students will need to **THINK** about and how we can facilitate **connections between facts and ideas**
- **Essential Tier 2 and 3 vocabulary** is identified
- Learning is pitched to **challenge the highest attainers** with preparation and delivery adapted for those who need it

Review

'Do now' retrieval practice

- **Low stakes quizzing**/review of prior learning (e.g 'last lesson/week/topic/year')
- **Embeds core elements** and vocabulary identified in Curriculum planning
- Completed in **silence** and from **memory**
- **Model answers** shared then **discussed** (e.g 'Why?')

Context

- **Learning objective: 'Today We are Learning...'**
- Can be driven by a key question
- **Linked:** to 'big picture', prior learning, wider context

Explanation

- Expert explanation
- The **right amount of information** at the right time (awareness of students' **working memory**)
- **Essential Tier 2/3 vocab** explicitly defined/explored
- **Made memorable:** examples, narratives, relevance, metaphor

Modelling

- 'I do, we do, you do'
- Supports the explanation
- Provides guidance for **essential learning skills** e.g reading comprehension strategies, annotation, note taking, summarising, redrafting

Practice

- **Application** of the explanation and modelling
- **Guided** and supported through adaptation and scaffolding
- Gradual removal of scaffolding towards **independence**

Checking & Feedback

A constant, responsive process

Checking and noticing:

- For understanding
Through use of 'Warm' calling (also used to deepen thinking, identify links, scaffold discussion)

- Of book work; through live marking and checking for planning

- To provide feedback

Immediately

In a subsequent lesson

Individually

As a small group

As a class

- To structure TRIO/
opportunities to improve
- In response to assessment

Ultimately:

- To inform adaptive planning that will challenge and support all learners

