

01 WE REVIEW LEARNING



The lesson begins with a brief review of recent and previous learning, and learning is reviewed systematically, for example through quizzes and tests

02 WE MAKE THE LEARNING CLEAR



Students are told what they will be learning (e.g. learning intentions) and are shown how they can make progress (e.g. success criteria)

03 WE PRESENT NEW LEARNING IN SMALL STEPS



Students are given the opportunity to practise each step thoroughly, to obtain a high success rate

04 WE EXPLAIN CLEARLY AND DIRECTLY



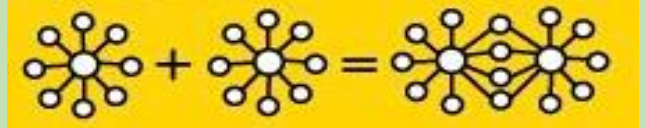
Explicit and detailed instructions and explanations are given throughout the lesson

05 WE ASK QUESTIONS OF EVERYONE



For example, through no-hands-up, cold calling and Think-Pair-Share, EVERYONE is involved and encouraged to think

06 WE PROVIDE MODELS



Evidence of modelling by thinking aloud, by using WAGOLLS, worked examples and partially worked examples, and by demonstrating (in practical work)

07 WE GUIDE STUDENTS' PRACTICE



Evidence of scaffolds (examples, models and writing frames) and teacher's movement whilst students are working to support and to provide corrections and feedback

08 WE REQUIRE STUDENTS TO PRACTISE INDEPENDENTLY



Clear opportunities for students to work alone, in order to thoroughly practise, for example through timed unscaffolded tasks in silence, and we monitor their progress

09 WE CHECK FOR UNDERSTANDING (CFU)



Evidence of questioning to check ALL students' understanding. Evidence of adaptive teaching in response to CFU, with students retaught if they have not got it

10 WE USE RETRIEVAL PRACTICE SYSTEMATICALLY;



Evidence of retrieval practice that makes the learning stick