

*"Our teachers **plan** what they are teaching, how they will best **teach** it and how they will **check** that pupils have learned it".*

## PLANNING

**WHAT** is taught.

- Passports
  - Curriculum maps
  - Schemes of work
  - Reading ages
  - EAL/PP
  - Seating plans
  - Target grades
  - Learning environment
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- Key knowledge
  - Resources
  - Time management

## PEDAGOGY

**HOW** the curriculum content is taught.

**IMPLEMENTATION** *"Rosenshine's Principles"*

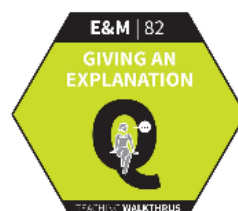
### Attitude for Learning

- Meet and greet.
- Registration
- Routines / expectations
- Reading followed by linked activity



### Do now task (10)

- Lesson begins with a review of previous learning (1)
- Monthly, weekly reviews (10)
- Check prior knowledge (3)
- Use cold calling (6)
- Adaptive teaching (8)



### Present new material (2)

- Present new material in small steps (2)
- Provide models and worked examples (4)
- Check for understanding (3)
- Use cold calling (6)
- Develop vocabulary



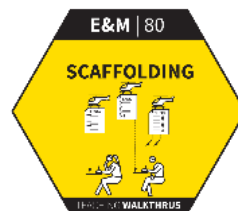
### Modelling (4)

- Provide models and worked examples (4)
- Check for understanding (3)
- Use cold calling (6)



### Scaffolding (8)

- Provide scaffolds for difficult tasks (8)
- SEND
- PP
- EAL



### Independent practice (9)

- Obtain a high, 80%, success rate (7)
- Practice using the new materials (5)
- Feedback provided (6)



### Check for understanding (3)

- Exit ticket
- Review lesson aims



## ASSESSMENT

**CHECK** desired outcomes.

**EXPECTED OUTCOMES**

Adaptive teaching leads to **progress** for all groups of learners and closes gaps.

Learners are actively **engaged** in their learning.

Learners can **articulate** and signpost their progress.

**Formative** and **summative assessments** demonstrate progress.