

Review, Teach, Practise, Apply

Developing and embedding the teaching sequence

Objectives:

- Clarify the sequence
- Provide resources we can use to support elements of the sequence
- To use the sequence in our planning and teaching

What is it? – Planning tool. Support for learning.

First question – What do you want the pupils to be able to do? (new knowledge, skills or understanding).

Review

1st lesson in a series – New topic/Skill:

- PLAN
- Review previous learning
- Activities, tasks and questioning – Pupils demonstrate current knowledge, skills and understanding
- Where are the gaps?
- Which pupils need support/challenge?
- PLAN

Teach

2nd lesson (new topic)/2nd part of lesson:

- After review, plan how to introduce new learning
- Why? – WALT and WILF – Add context
- Direct teaching of new knowledge, skills, understanding
- Key vocabulary
- Model – Narrate thinking process
- A good example
- Questioning

Practise

In planning:

- Plan the learning activity/episode – Opportunity to practise
- Ask ‘why?’
- Then ask ‘How?’
- ‘SAME’ it
- Consider pace and challenge.

In lesson:

- WALT and WILF

- Pupils practise and extend – Not only repeat
- Scaffold the process
- First, then, next, finally
- Mini plenary

So let's practise....

“WALT: Say which foods you like and don't like.

WILF: LA – Say I like and I don't like in French.

MA – Say I like and I don't like + food item.

HA – Write in French about foods you like and don't like.”

What will the learning look like for the practise section of the lesson?

Apply

- WALT and WILF
- Set challenge to demonstrate new K,S or U
- Support pupil in planning an approach
- Can they explain how they will tackle it?
- Re-model the thinking process where necessary
- Those who are ready – go for it!
- (Those who are not – why? – back to practise?)

Plenary

(During the lesson you and pupils)

- Plenary –What did you do?
How did you do it?
Why did you do it?
Plenary cards
- Secure? How do you know?
- Revisit WALT and WILF

Feedback from peers

- WWW and EBI / '2 stars and a wish'
- Be kind, be specific, be helpful

Review

After the lesson (You)

Assessment for Learning – Marking

- Learning objectives and success criteria achieved?
- Evidence?
- Where are the gaps?
- Informs appropriate feedback to pupils
- Informs planning
- PLAN....

Feedback – Pupil focus

- Stamp marking – What you did well, Next steps
- Level
- Questions to extend learning
- Take it out of context – Can they transfer?
- Could they explain it to a peer/teach it?
- Corrections and improvements
- DIRT – Starter next lesson

Next lesson (Pupils)

Starter

It's like a plenary (but at the start...)

- DIRT time
- Get the lid on that pan!
- See resources for when DIRT not appropriate
- Choose a starter/plenary card

Plenary: Let's play!

- **TABOO**