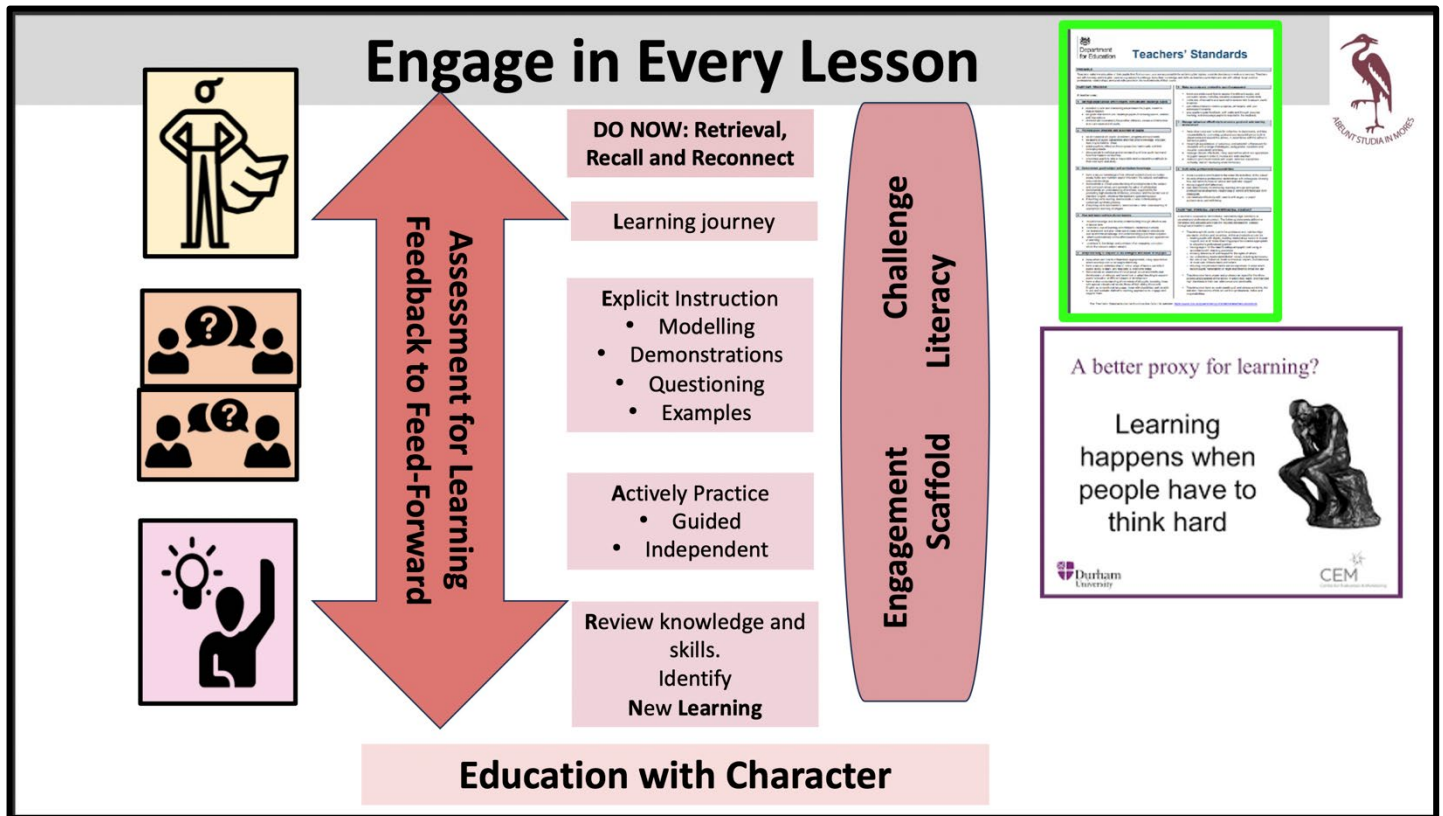




Engage in Every Lesson

Engage in Every Lesson is our model to support and guide in the structure and sequence of each lesson taught.



We know that learning is messy and will not take place in such a simple or model format, however this is guidance and based on the research of what we know makes for effective learning overtime. Therefore with Engage in Every Lesson the model can be explained as follows.

Students arrive on time and complete a **Do Now**. Do Now tasks will aim to support students with retrieval and the recall of prior knowledge, reconnecting students to their prior learning and connecting them to the learning intentions of the current lesson. It is essential that the **learning intentions** for each lesson. Sharing the learning intentions is good practice of assessment for learning and it is in general a good idea that students know where they are going. If our students know where they are heading, they are more likely to arrive at the correct destination. The learning intention should be the same for the whole class, but there will be different levels of support or challenge. We must avoid using All, Most and Some. New learning must be taught and therefore requires advanced planning before we get into the classroom. Relevant **explicit instructional** procedures include:

- Present new material in small steps with student practice after each step.
- Limit the amount of material students receive at one time.
- Give clear and detailed instructions and explanations.
- Think aloud and model steps.
- Use more time to provide explanations.
- Provide many examples.
- Re-teach material when necessary.

Students will excel with lots of practice towards what they are learning. It's essential to **guide** students as they begin to practice and then to prepare students for **independent** practice. Rosenshine's research suggests that the most

effective teachers dedicate more time to **guided practice**. Guided practice typically involves explanations, short-answer questions, simple tasks where the teacher and students are engaged interactively, with plenty of modelling. Involves more time asking questions, checking for understanding and the use of worked examples. Corrective or affirming feedback and aspects of re-teaching where gaps remain. It is during guided practice that teachers should be circulating, looking closely at student response to check for early errors or successes. The idea is that if students are going to be successful and confident in independent practice the teacher needs to make sure students are forming a strong schema early on. The ultimate goal is that we teach so that students are able to complete the challenging work by themselves without teacher guidance, moving from guided to independent practice. Rosenshine suggests that it is important for the material that students practise to be the same during independent practice as during guided practice in order for the appropriate level of success to be secured. During independent practice, success rates need to be as high as possible, especially if the teacher is not present to provide corrective feedback. The basic flow outlined by Sherrington in Rosenshine's Principles in Action is this:

- Teacher explains.
- Teacher models.
- Teacher checks for understanding.
- Student engages in guided practice with scaffolding as needed.
- Scaffolding and support are gradually withdrawn.
- Student engages in independent practice.
- Student becomes fluent.

Last part – Review knowledge and skills, new Learning.