

Quality Teaching and Learning

I DO; WE DO, YOU DO

DIRECT INSTRUCTION



1) Establish Purpose

Establish purpose. Share intended outcomes. Link learning to previous learning,



2) Explain content clearly.

- Don't ask questions; teach the new content.
- Use visual representations, allow thinking and processing time (for example, in science, a simple diagram of a circuit).
 - ◊ Use simple diagrams (with no words/labels)
 - ◊ Avoid using too much speech and text; children cannot listen and read at the same time.
 - ◊ Using speech and diagrams together aids learning.



3) Ensure all children are paying attention.

Expect all children to be watching and listening. Try to reduce any irrelevant cognitive load.



4) Model

- Walk through the process to show children an example. Repeat. (For example when teaching children to multiply 3 digits by on)
- Teach in small steps to reduce cognitive load.
- Provide ambitious, high-quality examples (for example, in writing, a model that includes the writing features expected of the children or in reading, a model answer that the children can aspire to).
- Use correct subject-specific terminology.



5) Think Aloud

Model the process whilst thinking aloud (for example; model choosing specific vocabulary to have a particular effect).



6) Give Explicit Instruction

- Face the children and stand still.
- Don't multi-task when giving instruction.
- Always address disruption.
- Formal tone.
- Economy of language



1) Interactive Instruction

- Provide scaffolded examples for children to complete.
- Prompt and support guided tasks.
- Use talk partners to support language development (provide sentence stems that are subject specific, for example, I have used the adjective...because...)



2) Check for Understanding

- Teachers asks questions using a variety of:
 - ◊ Cold Calling—No opting out.
 - ◊ Use focus children (low/middle attainers)
 - ◊ Call and response.
 - ◊ Think, pair, share.
 - ◊ Ask open ended questions; what have you understood? The power of why!
 - ◊ Bounce questions around to hear multiple responses from children. (Do you agree or disagree and why?)
- Use mini whiteboards to ensure participation from ALL children.



3) Develop Pupils' Responses.

- Use universal prompts such as:
 - ◊ Tell me more.
 - ◊ What makes you think that?
 - ◊ How do you know?
 - ◊ Why is that important.
- Provide sentence stems:
 - ◊ I know....because...
 - ◊ I think that....because...



4) Provide additional modelling or clarification.

Establish how confident pupils are. Return to the 'I DO' phase if necessary and provide further modelling for identified children.



5) Children ask questions.

Provide the opportunities for children to ask questions.



6) Decide when to move on.

Establish whether pupils are ready to move into the independent phase.

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INDEPENDENT PRACTICE



1) Set Expectations

Ensure pupils have time and resources to be successful and a clear outcome.

For example—"You have 20 minutes to write 2 paragraphs in your books. We are going to complete this in silence so that everyone can focus. Remember to use the margin helpers to support your writing."



2) Struggle time

Allow 'struggle time' so children have an opportunity to apply independent learning skills.



3) Circulate and Feedback

- Narrate the positives; 'I like how Ameer has made a quick start.' or 'Fantastic handwriting JJ and you've started the sentence with a capital letter.'
- Deliberately scan the room for pupils not on task and address behavior instantly.
- Move around the room and address misconceptions. Give clear feedback on ways to improve work. For Example, 'Can we up level the adjective happy?'
- Not common themes and address with the whole class. The visualisers can be a handy tool to support.



4) Provide Scaffolding

Provide scaffolding to allow all pupils to access the learning. Link this to prior attainment, interventions or pupils passport targets.



5) Monitor Children's progress rigorously.

During the circulating and feedback, ensure you are fluid with the groups you set. Do not always assume children are low/ middle or high attainers.

- Carry out live marking.
- Provide 1:1, small group or whole class feedback.
- Use mini-plenaries or retrieval practice activities to support learning.