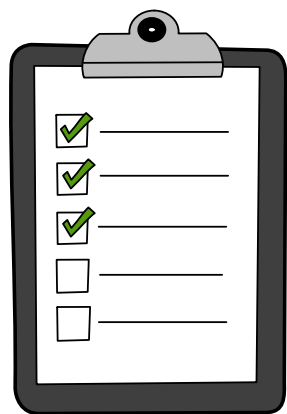




FORRESTER IN ACTION



STARTER TASK / REVIEW OF LAST LESSON



LEARNING INTENTIONS & SUCCESS CRITERIA
LEARNING FOCUS & ETHOS



PACE & CHALLENGE

EXPLAIN & MODEL NEW MATERIAL
EFFECTIVE QUESTIONING & FEEDBACK
PRACTICE & PROVE IT TIME
DIFFERENTIATION

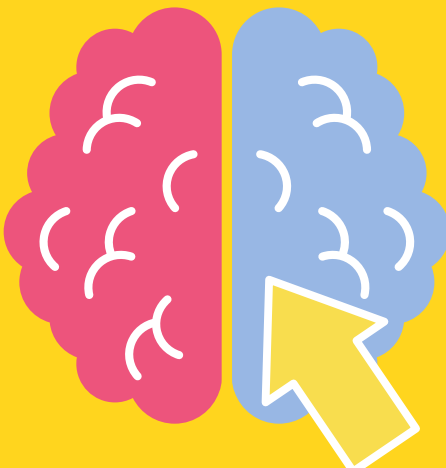
ENGAGEMENT

FLOW

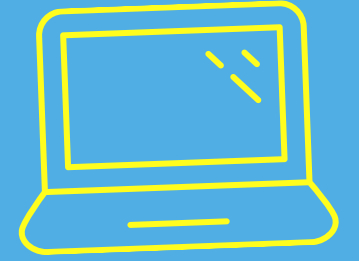
HIGH EXPECTATIONS

PLENARY/NEXT STEPS

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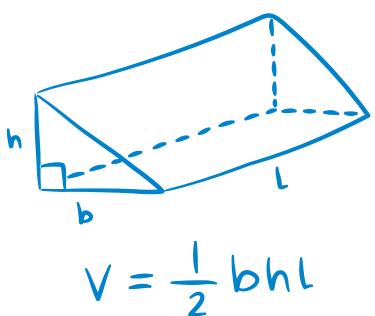
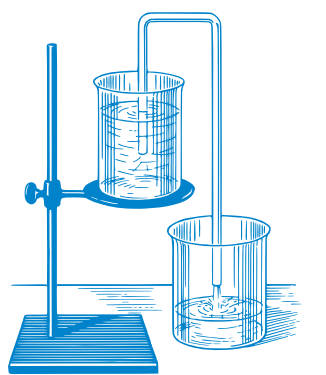


STARTER TASK / REVIEW OF LAST LESSON



- EACH LESSON SHOULD BEGIN WITH A REVIEW OF THE LAST LESSON

- SET A QUESTION OR TASK THAT MAKES ALL OF YOUR STUDENTS THINK ABOUT IDEAS THEY'VE ENCOUNTERED BEFORE



- 'ENGAGE STUDENTS IN WEEKLY AND MONTHLY REVIEW: STUDENTS NEED TO BE INVOLVED IN EXTENSIVE PRACTICE IN ORDER TO DEVELOP WELL-CONNECTED AND AUTOMATIC KNOWLEDGE'

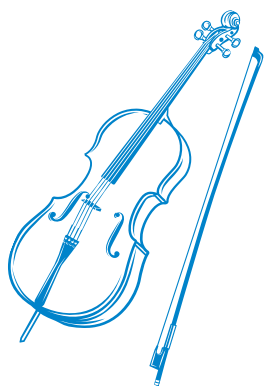
- RE-TEACH MATERIAL WHEN NECESSARY

- INVOLVE ALL STUDENTS

- CHECK FOR UNDERSTANDING

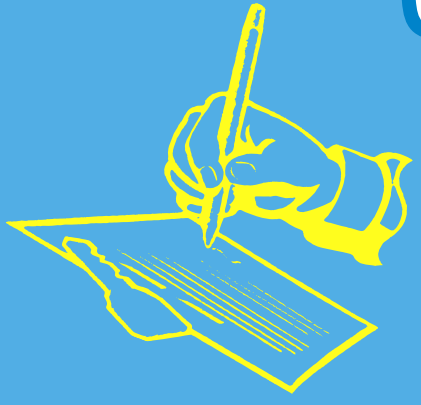
- SPECIFY THE KNOWLEDGE THAT RETRIEVAL SHOULD BE BASED ON

- MAKE RETRIEVAL PRACTICE WORKLOAD EFFICIENT



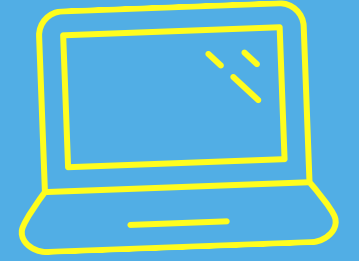
$$E=mc^2$$

LEARNING INTENTIONS & SUCCESS CRITERIA

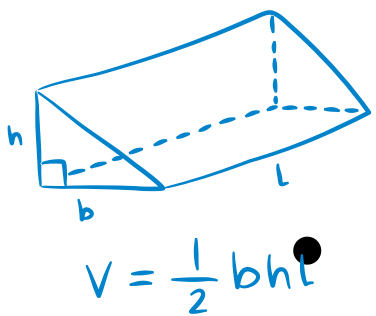


- LEARNING INTENTIONS ARE STATEMENTS WHICH SUMMARISE THE PURPOSE OF A LESSON IN TERMS OF LEARNING. A USEFUL ACRONYM IS **WALT: 'WHAT WE ARE LEARNING TODAY'**.
- IN WRITING THEM, IT IS USUALLY USEFUL TO INCLUDE THE TERMS **'KNOW'**, **'UNDERSTAND'** OR **'BE ABLE TO'**, WHICH HELPS COMMUNICATE THAT THE LEARNING WILL RELATE TO KNOWLEDGE, UNDERSTANDING OR SKILLS, RESPECTIVELY.
- ENSURE ALL STUDENTS KNOW WHAT THEY ARE GOING TO LEARN AND WHERE THEY ARE HEADING.
- SUCCESS CRITERIA RELATES TO THE EVIDENCE YOU ARE LOOKING FOR TO DETERMINE IF STUDENTS HAVE LEARNED WHAT YOU INTENDED. A USEFUL ACRONYM IS **WILF: 'WHAT I AM LOOKING FOR'**.
- SUCCESS CRITERIA CAN TAKE DIFFERENT FORMS, INCLUDING:
'I CAN' STATEMENTS
- THERE NEEDS TO BE EVIDENCE OF LEARNING; STUDENTS NEED TO PROVE IT
- IF STUDENTS CAN 'STATE', 'WRITE', 'DESCRIBE', 'EXPLAIN' OR 'DRAW', THIS CAN EVIDENCE LEARNING.

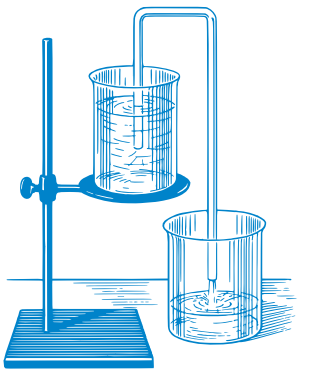
EXPLAIN & MODEL NEW MATERIAL



- PRESENT NEW MATERIALS IN SMALL STEPS WITH STUDENT PRACTICE(COGNITIVE LOAD THEORY)

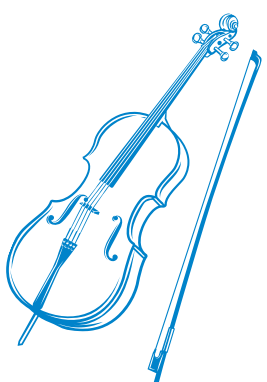


REDUCE THE AMOUNT OF INFORMATION ON YOUR SLIDES



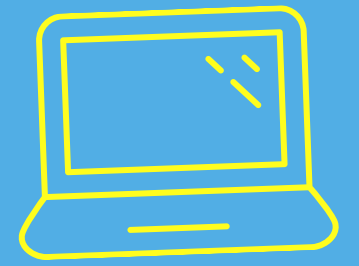
- REMOVE ANY IRRELEVANT MATERIAL FROM YOUR LESSON PLAN AND JUST FOCUS ON WHAT YOUR STUDENTS NEED TO KNOW.
- PROVIDING A WAY FOR STUDENTS TO MAKE CONNECTIONS AND LINKS WITHIN THEIR LEARNING
- USE WORKED EXAMPLES, DEMONSTRATING HOW TO SOLVE A PROBLEM, AND THINKING ALOUD ARE ALL MODELLING STRATEGIES
- INTERLEAVING: MIXING UP TOPICS WITHIN A SUBJECT
- GIVE MANY WORKED EXAMPLES; TOO OFTEN TEACHERS GIVE TOO FEW.
- WHEN INTRODUCING STUDENTS TO MORE COMPLEX MATERIAL, ITS IMPORTANT TO UTILISE SCAFFOLDING IN YOUR LESSONS.
- SCAFFOLDING NEEDS TO BE GRADUALLY REMOVED LIKE STABILISERS ON A BIKE

$$E=mc^2$$

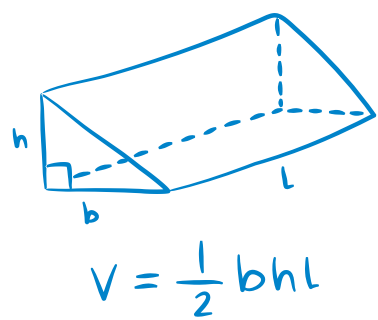
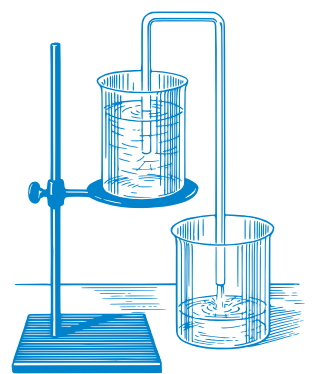


REFER TO ROSENHINES PRINCIPLES

EFFECTIVE QUESTIONING & FEEDBACK



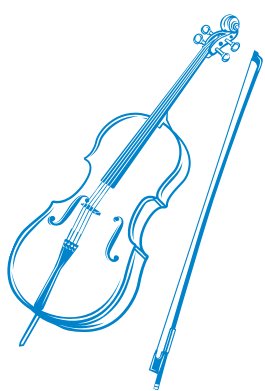
- ASK A LARGE NUMBER OF QUESTIONS AND CHECK THE RESPONSES OF ALL STUDENTS. ASK PRE-QUESTIONS, ASK STUDENTS 'WHY' QUESTIONS,
- ASK MORE QUESTIONS TO MORE STUDENTS, IN MORE DEPTH.
- USE COLD CALLING AND MAKE EVERYONE THINK
- CHECK UNDERSTANDING TO ENSURE MISCONCEPTIONS ARE FLUSHED OUT AND TACKLED.



"WHAT IS THE MAIN IDEA OF ...?"
"WHAT ARE THE STRENGTHS AND WEAKNESSES OF ...?"
"HOW DOES THIS TIE IN WITH WHAT WE HAVE LEARNT BEFORE?"
"WHICH ONE IS THE BEST ... AND WHY?"
"DO YOU AGREE OR DISAGREE WITH THIS STATEMENT: ...?"
"WHAT DO YOU STILL NOT UNDERSTAND ABOUT ...?"

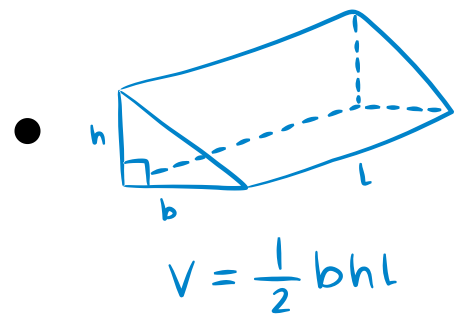
$$E=mc^2$$

- FEEDBACK SHOULD BE EDUCATIVE IN NATURE
- EDUCATE STUDENTS ON HOW TO GIVE FEEDBACK TO EACH OTHER.
- FEEDBACK SHOULD REFERENCE A SKILL OR SPECIFIC KNOWLEDGE
PROVIDE A MODEL OR EXAMPLE.
- LINK FEEDBACK TO SUCCESS CRITERIA
- FORMATIVE ASSESSMENT STRATEGIES(AIFL)

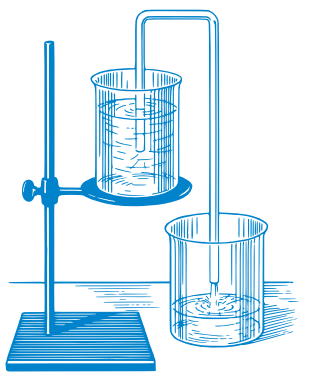




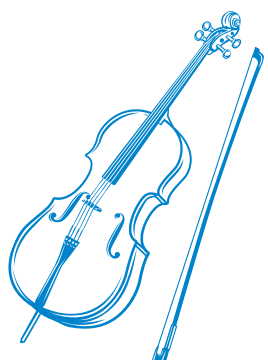
- TEACHERS SHOULD ANTICIPATE THE LEARNING NEEDS OF STUDENTS AND TAILOR LESSONS TO FIT.



CHECK FOR UNDERSTANDING



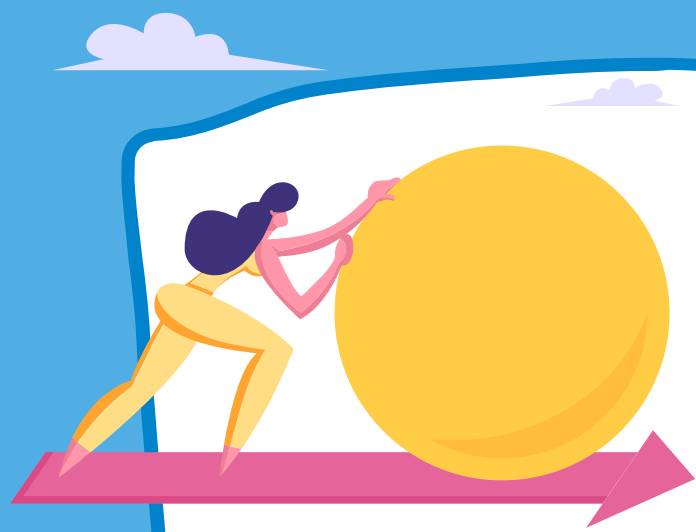
- OFTEN INVOLVES GROUP WORK, BUT NOT ALWAYS
- IS MORE ABOUT FORMATIVE ASSESSMENT THAN SUMMATIVE ASSESSMENT
- SHOULD HAVE MULTIPLE ACTIVITIES AND ASSESSMENTS
- TEACHERS CAN DIFFERENTIATE AT LEAST FOUR CLASSROOM ELEMENTS BASED ON STUDENT READINESS, INTEREST, OR LEARNING PROFILE:
- **CONTENT:** WHAT THE STUDENT NEEDS TO LEARN OR HOW THE STUDENT WILL GET ACCESS TO THE INFORMATION;
- **PROCESS:** ACTIVITIES IN WHICH THE STUDENT ENGAGES IN ORDER TO MAKE SENSE OF OR MASTER THE CONTENT;
- **PRODUCTS:** CULMINATING PROJECTS THAT ASK THE STUDENT TO REHEARSE, APPLY, AND EXTEND WHAT HE OR SHE HAS LEARNED IN A UNIT; AND
- **LEARNING ENVIRONMENT:** THE WAY THE CLASSROOM WORKS AND FEELS.



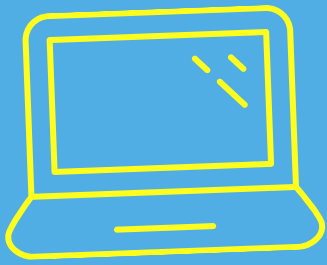
FEEDBACK HAS A MAJOR ROLE IN DIFFERENTIATION

$$E=mc^2$$

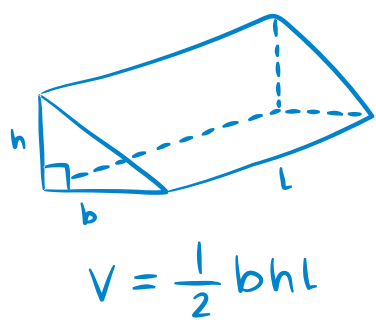
- "STUDENTS NEED EXTENSIVE, SUCCESSFUL, INDEPENDENT PRACTICE IN ORDER FOR SKILLS AND KNOWLEDGE TO BECOME AUTOMATIC"
- ACTIVE LEARNING & DIGITAL SKILLS



PACE & CHALLENGE

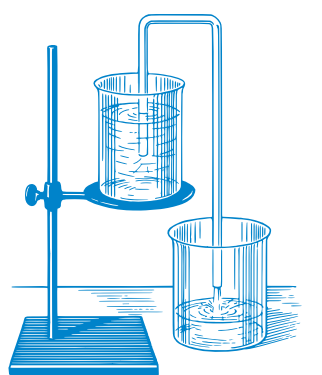


- AIM FOR A **HIGH SUCCESS RATE** IN QUESTIONING AND PRACTICE . ROSENSHINE SUGGESTS THE OPTIMUM IS 80%



ESTABLISH YOUR EXPECTATIONS AND REHEARSE ROUTINES

TEACH TO THE TOP(PROVIDE SCAFFOLDS AND SUPPORTS)



- TEACH STUDENTS TO BECOME INDEPENDENT THINKERS AND RESILIENT TO CHALLENGES(3B4ME)

- IMPROVE QUESTIONING AND DISCUSSION

- FRAME FEEDBACK SO STUDENTS KNOW WHERE THEIR LEARNING GAPS ARE

- INCREASE THE DEMANDS AND EXPECTATIONS ON LEARNERS

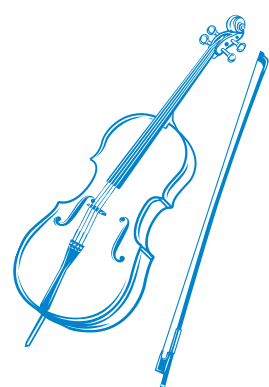
- KNOW WHAT EXCELLENCE LOOKS LIKE

- DEVELOP META-COGNITION SKILLS

- SUPPORT THEM IN ACHIEVING EXCELLENCE(GROWTH MINDSET)

- USE TIMERS FOR TASKS

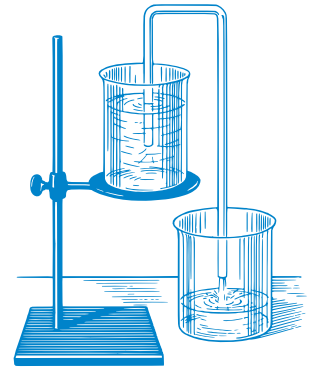
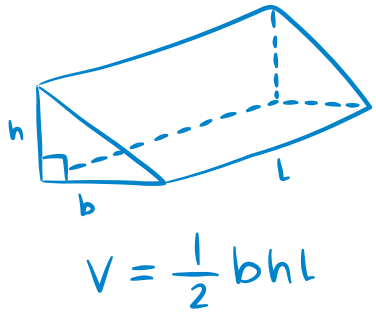
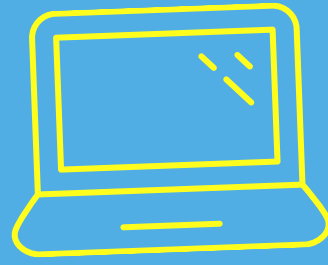
- FOCUS ON THE POSITIVE WORK



$$E=mc^2$$



PLENARY / NEXT STEPS



- KEEP END OF LESSON PLENARIES SHORT AND FOCUSED
- A 'GOOD' PLENARY SUMMARISES THE MAIN LEARNING FOCUS AND GETS PUPILS THINKING
- LINK QUESTIONING TO LEARNING OBJECTIVES AND SUCCESS CRITERIA
- USE VISUAL AIDS (E.G. , PICTURES) WHERE POSSIBLE. THEY MAY BE USED TO EXPLAIN CONCEPTS, PROVIDE EXAMPLES & SHOW PROGRESS.
- BE PREPARED: THINK AHEAD AND PREPARE MATERIALS BEFOREHAND.
- THIS CAN BE ACHIEVED THROUGH MANY FORMS OF FORMATIVE ASSESSMENT
- EFFECTIVE QUESTIONING AND SHOW ME BOARDS COULD BE USED

$$E=mc^2$$

USE EXIT PASSES TO CHECK FOR UNDERSTANDING

