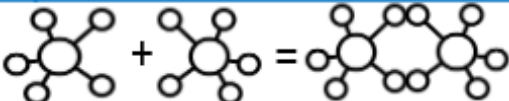




MARLBOROUGH ROAD ACADEMY

Rosenshine’s Principles of Learning

Framework for the delivery of lessons

<p>Metacognitive Modelling and direct instruction</p> <p>Modelling is of a high standard with the teacher verbalising their thought process to the children, explaining how/why they are doing what they are doing.</p> <p>Direct Modelling can take many forms with teachers generally using the part-whole model where a concept is introduced in its general form, then divided up into distinguishable sub-parts, explicitly linked to the whole concept or sequential ordering, where learning is presented in a sequential order as it would be in reality.</p> <p>Direct instruction involves the repetition of key concepts, skills, summarising and practicing. Direct instruction will take the form of the modelling process and these elements will be the ‘teacher talk’ part of the lesson with the vast majority of the lesson being student practicing/applying skills. This constitutes the ‘I’ part of the lesson in which delivery of concepts and skills is down to the teacher imparting knowledge.</p>	<p>Provide Models</p>  <p>Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud, help to clarify the specific steps involved.</p>
<p>Contextual Vocabulary</p> <p>Much misunderstanding in learning comes from children’s inability to understand specific vocabulary in questions or from their misunderstanding of the contextual nature of a word. Vocabulary is specifically taught to enable children to access learning. Regular vocabulary building is an integral part of the curriculum.</p>	<p>New Material in Small Steps</p>  <p>Our working memory is small, only handling a few bits of information at once. Avoid its overload—present new material in small steps and proceed only when first steps are mastered.</p>
<p>Questions for Learning</p> <p>Although questions can appear at many points within lessons, direct questioning should be used sparingly through modelling/direct instructions to access pupil’s ongoing understanding and used much more liberally after modelling/direct instruction has been completed.</p> <p>Questions during this period is to access understanding, rather than assessment of learning to check whether the lesson can</p>	<p>Ask Questions</p>  <p>The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.</p>



continue, or any re-teaching needs to be done. A range of different question types are used at the point to both assess knowledge of the key concepts and then to extend thinking and analytical and evaluate questions.

Guided Practice

Children are expected to work collaboratively within each lesson. In the **I, We, You** structure of learning, guided practice falls within the 'We' section. Structures for Engagement (Kagan), are used to enable children to support each other with learning and to provide opportunity for discussion with peers and verbalisation of their understanding of what has been taught.

Guide Student Practice



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers build in more time for this.

Assessment Point

Assessment for learning takes place throughout the lesson through questioning. Before the children go to their independent work, a hinge-point question is used to assess who is ready for independent work and who may need additional support. All children answer the hinge-point question, usually on a white board and show the teacher simultaneously, which the teacher then scans.

If 25%+ of the children have answered incorrectly, there needs to be further direct instruction from the teacher to the whole class. For those who have answered correctly, they can go straight to **Deliberate independent Practice**. For those who have answered incorrectly (if less than 25%), they are required to have small group corrective teaching immediately before moving into independent practice when they have understood the skill/concept. The question that is asked should be the style of the questions that have been modelled and that are in direct instruction and guided practice.

Check Student Understanding



Less successful teachers merely ask "Are there any questions?" no questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

Deliberate Independent Practice

Deliberate independent practice has been shown to be the most effective method of ensuring children learn. In the **I, We, You** structure, this is the 'You' part of the lesson.

Deliberate independent practice is structured in a way so that children are actively practising the skill that has been taught within the lesson.

Independent Practice



Independent practice produces 'overlearning' - a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.



Children will have access to a range of different scaffolds such as the Success Criteria, clue cards, diagrams and check list to support their **independent learning** at this time.

Once the child has demonstrated that they have fully understood the concept, more challenging problems will be assigned.

Multiple Choice Questions/Exit Tickets

Following Deliberate Practice, each lesson ends with an assessment of learning. This takes the form from multiple choice questions, a minimum of two. The questions can be extended for children to reason as to why they have chosen the answer they have so as to further their understanding. The question should directly test the learning that has taken place in the lesson and will provide teachers with a good understanding of what needs to be addressed at the start of the next lesson.

Mini-Plenaries

There are good opportunities within the teaching framework for assessment for learning, but an effective way to readdressing misconceptions that have arisen is to include mini-plenaries. These should be apparent throughout the lesson and be used at the teacher’s discretion, as and when appropriate. Lessons do not need a formal plenary.

Scaffolds for Difficult Tasks



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

Obtain High Success Rate



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

