

# DAILY REVIEW: Expertise requires daily review

check errors



practise concepts/skills



automatic

basic skills overlearned



automatic

relevant vocabulary for the day

~~X~~ Don't review old material  ~~X~~ Learn new material

\*Newly acquired skills should be practised well beyond the point of initial mastery

leading to  automacity

**ROSENSHINE**

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# SMALL STEPS: present small amounts of material at one time

Point mastered  move on 

success  long explanations/examples/check understanding



modelling/teacher thinking aloud



children practise




# QUESTIONING

Teachers ask children to explain the process they used to answer a question and explain how the answer was found



# MODELS

Modelling and teacher thinking out loud to demonstrate how to solve a problem

\* Model texts  shared writing  independent writing  
writing a direct example of this \*

\* Toolkits an example of this




# GUIDE PRACTICE

- Rehearsal is required to enable new material to be stored in long term memory
- Questioning, summarising and supervised practice in a new skill and process

Process:

teacher work through the problem explaining reason for each step (model)



work out problems alongside teacher discussing procedures  thus allowing additional models to be shown

Underpinned  
by questioning  
& checking for  
understanding



# CHECK UNDERSTANDING

\*Do not allow the practice of errors\*

- Through questioning
  - Through requesting summarisation up to that point
  - Do pupils agree/disagree with others' responses?
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- Ask pupils to think aloud as they work to solve mathematical problems
  - Ask pupils to explain or defend position to others
  - Tutoring by pupils themselves to others helps pupils to master learning



# OBTAIN A HIGH SUCCESS RATE

teach in small steps



short presentations



supervised student practice (guided) \*3I's


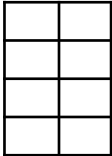


independent practice

\*Pupils must not be allowed to practise errors



# SCAFFOLDS

- Modelling of steps
- Thinking aloud
  - teacher to allow 'expert thinking' to be observed
  - pupils to allow teachers to study pupils thought processes
- 
- 
- Actions
- Icons





# INDEPENDENT PRACTICE

- Practice (overlearning) is needed in order to become fluent and automatic in a skill
- Independent practice should involve the same material as the guided practice
- Circulation by teacher supervising 'seatwork' (independent practice) heightens pupil engagement



- 30 seconds optimal time for contacts

*\*NB: The pupils should be adequately prepared before beginning independent practice*

Students helping students = greater achievement due to the need to explain to someone else and having someone (other than the teacher) explain to a pupil



# WEEKLY AND MONTHLY REVIEW

Extensive reading of a variety of materials

→ the best way to become an expert is through practice – thousands of hours of practice. The more practice, the better the performance

Reviews, tests and quizzes provide additional practice in order to become skilled, successful performers who can apply knowledge and skills in new areas

