EXPLAIN	EXPLAIN	EXPLAIN	PRACTISE	PRACTISE
Know and plan the delivery of new domain knowledge; Domain knowledge is the essential knowledge that students must know to be able to understand a concept. If explanations are unclear or rambling domain knowledge can be lost; . - Pay attention to the curriculum planning and sequencing, its content and resources to determine domain knowledge. - Ask yourself, what is it I want students to know by the end of this lesson, the next lesson and so on.	**Deliver domain knowledge with clarity in small steps;** Understanding the limitations of working memory is important in the delivery of domain knowledge and how to deliver it in component parts; - Curriculum mastery is about ensuring that students are able to build on skills and knowledge - How are you breaking these down to ensure that students are confident in domain knowledge?	**Use talk for learning, teach and insist on the use of subject specific vocabulary and academic language** The vocabulary that students read is typically much more complex than the vocabulary they say or write so alone reading is not enough to encourage academic vocabulary; - Teach explicitly the vocabulary that students need to know. - Use etymology and morphology (where words come from and how they are formed) to deepen student understanding. - Promote high quality academic talk and writing. - Use a podcast format to talk through/model tackling longer tasks that pupils can access at home	**Use guided practise to model learning outcomes, talking through the learning process** Practice is often overlooked once domain knowledge or skills have been taught. Students need to practice 5 times as much as teachers allow for. It should be deliberate and thoughtful - use these steps; - Guided instruction and modelling to give worked out examples - these should be heavily scaffolded by the teacher. - Problem solving (with students actively self-explaining solutions) - Remove scaffolds as students expertise increases - this is faded practice. - Interleaved practice that leads to speed, automaticity and accuracy. Interleaved practice is when skills and knowledge from a different unit of work to the one currently being studied are practised.	**Scaffold learning until students are competent providing high support and high challenge** Scaffolds are temporary - they support that cognitive process of embedding new knowledge and skills. All scaffolds should lead to independence; - Use practical strategies like writing frames, sentence starters, cloze procedure and key words. - Use worked examples to demonstrate outcomes - Encourage strategic thinking - reducing the level of scaffolding and making students problem solve. - Anticipate common errors and misconceptions and support students in not embedding these as facts.
PRACTISE	**PRACTISE**	**TEST**	**TEST**	**TEST**
Ensure students Rephase, Elaborate and Summarise Embedding it to long term memory requires: rephrasing, elaborating and summarising. Some useful prompts for activities might be; - Reduce it - Transform it - Deconstruct it - Prioritise it - Categorise it - Criticise it PIXL thinking hard strategies supporting these prompts are on their website. You can log in using; Username: VY911 Password: ALLIANCE*ICT137	**Set Lesson Ready tasks that focus on independent practise** Lesson Ready tasks should focus on practising skills and embedding knowledge. Some examples might be; - Repetition of a concept taught in class - An exam question - Any of the activities from the prompts in the previous box - Learning key vocabulary - Pre-reading for the next lesson	**Check for student understanding asking higher order questions and providing feedback, ensuring that students respond to feedback** Department assessment maps are clear that formative assessment happens in every lesson with good quality questioning; - Ask lots of questions and check for understanding. - Ask students to explain what they have learned - Check the response of all students - make sure no-one is hiding by using a "no hands up" approach - Provide feedback and correction. - Use the questioning wheel to ensure that you are asking a variety of questions. SL should have these.	**Review last lesson, last week, last year** This is essential if students are to remember previous learning and connect it in a schema to what they are currently learning. Students need to keep exploring their memory to check what they know and understand. This is called retrieval practice and should be a feature at the beginning of every lesson - you might consider; - Revisiting vocabulary - A task where students link concepts between topics - Where they find factual errors and correct them - A knowledge blast - writing everything they know about a topic in 5 minute - A task where students evaluate different topics - PLCs to monitor and track student subject knowledge and skills.	**Set a low stakes test** Students need to see their progress and be confident in the skills and knowledge that they have and be aware of areas for improvement. Low stakes testing can be self or peer marked. It can take the form of any number of activities - those in the previous box are a small example. Aim for an 80% success rate - this will improve student confidence and fluency while still challenging students to think hard.