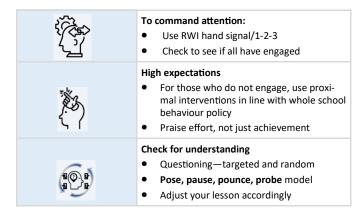
Explicit Direct Instruction Framework Teaching and Learning Policy



Do this routinely throughout lessons:



Phase 1

Have your lesson ready



Learning Objective (LO), Steps to Success (S2S) and starter should be displayed at the start of the lesson

Ensure all resources are prepared and ready and accessible for pupils

Ensure that the seating arrangements have been carefully thoughts about in order to facilitate talk and peer to peer support

Phase 2

Provide a starter that reviews previously taught LOs



This could be a low-stakes memory recall task, challenge encouraging pupils to recall material taught days/weeks/months prior to the lesson

Ensure the task has a desirable difficulty to improve long-term performance

Phase 3

Present new materials using small steps



Break down bigger concepts. Aim to master foundational steps first.

Model effectively



Follow the 'I do, we do, you do' approach. Scaffold and adaptive teaching is used to ensure the needs of all pupils are met.

Phase 4

Instructions



Must be clear and concise for the main learning task

Remind pupils of the behaviour expectation of this task, e.g. in silence, individual work, paired talk etc.

Maintain high expectations for behaviour - this will enable live marking to be more effective and have a greater impact on pupils

Independent work

Approximately 20-25 minutes for a 60 minute lesson.

Scaffold and differentiate the task for targeted pupils to ensure the needs of all are met. Provide models for tasks to reduce cognitive demand (e.g. WAGOLLs)

Live marking

Focus on marking targeted misconceptions or errors. Walk around and ensure all pupils receive feedback before the end of the lesson

Phase 5

Review learning plenary

Display the LO and Steps to Success every lesson to review learning with the whole class



Provide verbal feedback based on live marking, addressing any misconceptions which have arisen. Ensure that no pupil leaves the lesson with a misconception







