

Explicit Direct Instruction Framework Teaching and Learning Policy

Do this routinely throughout lessons:



	<p>To command attention:</p> <ul style="list-style-type: none"> • Use RWI hand signal/1-2-3 • Check to see if all have engaged
	<p>High expectations</p> <ul style="list-style-type: none"> • For those who do not engage, use proximal interventions in line with whole school behaviour policy • Praise effort, not just achievement
	<p>Check for understanding</p> <ul style="list-style-type: none"> • Questioning—targeted and random • Pose, pause, pounce, probe model • Adjust your lesson accordingly

<p>Phase 1</p>	<p>Have your lesson ready</p> <p>Learning Objective (LO), Steps to Success (S2S) and starter should be displayed at the start of the lesson</p> <p>Ensure all resources are prepared and ready and accessible for pupils</p> <p>Ensure that the seating arrangements have been carefully thoughts about in order to facilitate talk and peer to peer support</p>
<p>Phase 2</p>	<p>Provide a starter that reviews previously taught LOs</p> <p>This could be a low-stakes memory recall task, challenge encouraging pupils to recall material taught days/weeks/months prior to the lesson</p> <p>Ensure the task has a desirable difficulty to improve long-term performance</p>
<p>Phase 3</p>	<p>Present new materials using small steps</p> <p>Break down bigger concepts. Aim to master foundational steps first.</p> <p>Model effectively</p> <p>Follow the 'I do, we do, you do' approach. Scaffold and adaptive teaching is used to ensure the needs of all pupils are met.</p>
<p>Phase 4</p>	<p>Instructions</p> <p>Must be clear and concise for the main learning task</p> <p>Remind pupils of the behaviour expectation of this task, e.g. in silence, individual work, paired talk etc.</p> <p>Maintain high expectations for behaviour – this will enable live marking to be more effective and have a greater impact on pupils</p> <p>Independent work</p> <p>Approximately 20-25 minutes for a 60 minute lesson.</p> <p>Scaffold and differentiate the task for targeted pupils to ensure the needs of all are met.</p> <p>Provide models for tasks to reduce cognitive demand (e.g. WAGOLs)</p> <p>Live marking</p> <p>Focus on marking targeted misconceptions or errors. Walk around and ensure all pupils receive feedback before the end of the lesson</p>
<p>Phase 5</p>	<p>Review learning plenary</p> <p>Display the LO and Steps to Success every lesson to review learning with the whole class</p> <p>Provide verbal feedback based on live marking, addressing any misconceptions which have arisen. Ensure that no pupil leaves the lesson with a misconception</p>

