



Do Now

- Bridge between prior and new knowledge. Opportunity for retrieval practice to support in strengthening memory of previously taught knowledge or knowledge required for today's lesson.
- Should be completed independently, without supporting aids and in *silence* for up to six minutes.
- **TAs circulate using non- verbal signals to remind students to settle**
- **TAs identify in their 'model book' which SEND students have made progress on and which they have struggled on- use to inform teacher**
- Sanction any student not immediately putting pen to paper.
- Students self-mark in **green pen**. Circulate to identify errors that will need reteaching.

I Do

- Introduce lesson focus and new knowledge through: reading, exposition, modelling.
- Use **Call and Response** as part of explicit vocabulary instruction. Aim for 3-6 repetitions of the key vocab.
- Use **mini whiteboards, Call and Response questioning** and **Cold Call** to check understanding of new knowledge.
- **TAs model expectations of listening and record key information in 'model book'**

We Do

- Use **Stop and Jot** to scaffold **Turn and Talk**.
- **TAs circulate with Responsive Seating Plan, noting down any misconceptions and address these individually or feedback to teacher**
- Circulate with **Responsive Seating Plan**, noting down any misconceptions and address this with the whole class.
- Follow Up with **Cold Call and Call and Response questioning** to check understanding.
- Students refine original **Stop and Jot** with additional detail or amendments in **green pen**.
- Pose a **Hinge Question** which supports you to check *all* student understanding by scanning students' **mini whiteboards**.
- Consider reteaching if many students have made errors and still hold misconceptions <80% success rate. TAs to feed into this

Practice

- Students engage in a mini practice in *silence* where they apply knowledge from the lesson. This could be a set of multiple-choice questions, short answer questions or sentence drills. Use a format that is easy to check when you are circulating so you can address errors next lesson.
- **TAs used pre- planned and in the moment scaffolds to support SENDS students with independent practice**

You Do

At the end of the learning sequence:

- Share **Steps to Success** and **Feedback Codes** for independent practice.
- Students complete extended practice independently. This should be for at least 20 minutes of the lesson. Initially it may be heavily scaffolded, progressively being more cognitively demanding as students' understanding becomes more secure.
- **TAs used pre- planned and in the moment scaffolds to support SENDS students with independent practice. Initially it may be heavily scaffolded, progressively being more cognitively demanding and require more independence as students' understanding becomes more secure. This will be agreed in teacher/ TA planning meeting**
- **Intentionally monitor** students' work using the **Responsive Seating Plan** to decide whether any components will need reteaching before starting the next learning sequence. TAs to do the same for SEND students and feedback to teachers in planning meeting.
- Collect in a sample of student work, which will inform your **Whole Class Feedback** sheet.