



MAKYBE RISE
PRIMARY SCHOOL

Instructional Guide

This guide outlines research-based, best practice principles that inform and support instruction at Makybe Rise PS. The 'Makybe Way' is based on contemporary, instructional approaches that are known to have a significant impact on student learning. It recognises the importance good lesson design, active student engagement and continual checks for understanding to ensure mastery on skills and content.

The **Instructional Guide** reflects our collective expertise and acknowledges the work of the Makybe Rise PS



School Vision.....	3
School Mission & Beliefs.....	4
Year Level AVID Organisational Standards.....	5
Year Level AVID WICOR Essentials.....	15
Elements of Explicit Instruction.....	16
Principles of Effective Instruction.....	17
Instructional Models.....	18
Cognitive Load Theory & Explicit Instruction.....	23
Response to Intervention Model.....	25
High Impact Teaching: Full Participation.....	26
High Impact Teaching: Check for Understanding.....	29
High Impact Teaching: Daily Review.....	31
High Impact Teaching: Strategies.....	36
English Moral Purpose & Beliefs.....	37
English Pillars & Givens.....	38
Mathematics Moral Purpose & Beliefs.....	46
Mathematics Pillars & Givens.....	48
English & Mathematics Big Rocks.....	51
Expectations for Kindergarten English & Mathematics.....	52
Social & Emotional Learning Moral Purpose & Beliefs.....	56
Social & Emotional Learning Pillars & Givens.....	57
Social and Emotional Learning Big Rocks.....	61



MAKYBE RISE
PRIMARY SCHOOL

School Vision



School Vision

At Makybe Rise Primary School, we are committed to building a genuine sense of community partnership and belonging.

Teachers, students and families all enjoy the mutual respect and caring essential for growth and learning.

We are committed to explicit teaching and learning with an emphasis on academic excellence and social and emotional growth in a strong and safe school community.

We work together to accomplish our mission of growing friendly, thoughtful and active children who know they are part of something bigger than themselves.



MAKYBE RISE
PRIMARY SCHOOL

School Mission & Beliefs



At the heart of
who we are...

School Mission

At Makybe Rise Primary School, every child belongs; every child excels; and every child rises to challenge.

We are all proud to be Makybe Risers.

School Beliefs

Our beliefs inform how we work together as a community and what is important to us as a school.

We believe:

- > The social curriculum is just as important as the academic curriculum.
- > How children learn is as important as what they learn: process and content go hand in hand.
- > Knowing the children we teach - individually, culturally and developmentally - is as important as knowing the content we teach.
- > Knowing the families of the children we teach and working with them as partners is essential to children's education.
- > How the adults in our school community work together is as important as their individual competence.

Year Level AVID

Organisational Standards



These AVID Organisational Standards support instruction at Makybe Rise PS. Students are successful when they are organised for their learning and can independently follow routines.

Kindergarten AVID Organisational Standards

Tool	Expectations
Bag	- Children to carry their own school bag to and from class. - Bag to be zipped closed. - Bag to be hung on hook or placed on rack. - Hats, jumpers, spare clothes, and belongings are in bag when not being used. - At times jumpers may be stored in a container in room if it is a disruption to go to bags.
Shoes	Placed neatly in pairs, with socks in them, in designated spot either under the bags or in the room.
Hats and jumpers	- All items are to be clearly labelled. - When not being worn students are to put all personal items into their bag or designated place in classroom.
Lunch boxes and drink bottles	Lunch boxes and drinks to have a designated spot inside the room.
Lining up	Children will line up in pairs on a designated spot that has been drawn or painted on the verandah.
Classroom routines	- Term calendar on display. - Daily timetable on display. - Begin to set expectations that limit toilet interruptions during mat times. - Library bags and news items to have a clearly labelled spot in the room. After library put books into their school bags.
Agenda	- Each class will display the daily agenda on the whiteboard. - Display day and date. - Display work times and subject specific information.
Packing up	- Using Interactive Modelling, explicitly teach students where items belong in the room such as pencils, playdough implements, blocks, books and other items - All children to be involved in packing away equipment in the correct places.
Note-taking	Teacher to model 2 column note-taking during afternoon meeting or plenary.

Pre-Primary AVID Organisational Standards

Tool	Expectations
Bag	• The Makybe Rise PS bag is a necessary tool for students. • Children to carry their own school bag to and from class. • Bag to be zipped closed. • School hats are stored in the small front pocket. • School jackets are stored in the middle pocket with their lunch box and homework folder (which contains newsletters and school diaries). • A change of clothes is stored in the back pocket (in case your child has an accident or gets their clothes dirty/ wet). • Drink bottles are stored in the drink bottle pocket. • Students are responsible for unpacking their own school bag on arrival to school and place their homework folders and diaries in the assigned baskets. Drink bottles also go in their assigned area. • School bags are placed on the bag rack (not on the ground) and standing up neatly all facing the classroom door.
Homework Folders	Student homework folders should contain the following: • The flashcards they are currently working on are to be stored in the homework folder. The remainder of the flashcards are to be kept at home for constant revision. • Home readers. • Reading Folder Record – where parents sign off, they are listening to their child read each night • Sight Word Books. • School newsletters and diaries are placed in student homework folders.
Hats and jumpers	• All items are to be clearly labelled. • When not being worn, students are to put all personal items into the designated place in their bag.
Drink bottles	• Drink bottles to have a designated spot inside the room.
Lining up	• Students line up outside in two lines, either a girl and boy line, or mixed. • Students must sit down in the lines demonstrating Super Six unless the ground is wet. • Assign classroom bag monitors who check whether the bags are all facing the same way, neat and zipped up. • Assign a rubbish monitor to ensure there is no rubbish around the class area.
Classroom routines	• Daily timetable/agenda on display. • Label the classroom – “a place for everything, everything in its place” – particularly collage trolley, daily schedule, literacy shelf and numeracy shelf. • Students follow a set system for accessing the toilet during the day. A poster will be on display. • Students are reminded to use the toilet before school and during breaks, in order to minimise interruptions to learning. • Minimum of three baskets near the door for students to put their homework folders in, their diary and for diaries that need to be read and followed up on.
Agenda	• Each class will display the daily agenda on the whiteboard. • Display day and date. • Display work times and subject specific information.
Packing up	• Using Interactive Modelling, explicitly teach students where items belong in the room such as pencils, playdough implements, blocks, books and other items. • All children are to be involved in packing away equipment in the correct places.
Note-taking	• Teacher to model 2 and 3 column note-taking during afternoon meeting, plenary sessions or literacy activities.

Year 1 AVID Organisational Standards

Tool	Expectations
Bag	• The Makybe Rise PS bag is a necessary tool for students. • Children to carry their own school bag to and from class. • Bag to be zipped closed. • School hats are stored in the small front pocket. • School jackets are stored in the middle pocket with their lunch box and homework folder (which contains newsletters and school diaries). • If necessary, a change of clothes is stored in the back pocket (in case your child has an accident or gets their clothes dirty/ wet). • Drink bottles are stored in the drink bottle pocket. • Students are responsible for unpacking their own school bag on arrival to school and place their homework folders and diaries in the assigned areas. Drink bottles also go in their assigned area. • School bags are placed on the bag rack (not on the ground) and standing up neatly all facing the classroom door.
Homework Folders	Student homework folders should only contain the following: • A home reader with a form for parents to sign off after listening to their child read. • 10 spelling words on a form with headings Monday, Tuesday, Wednesday, Thursday, Friday. Students complete LSCWC each day. • Spelling words which consist of 5 sight words and 5 diagraphs or blends of the week. • School newsletters and diaries.
Hats and jumpers	• All items are to be clearly labelled. • Hats are placed into the front pocket of the school bag. • Jumpers are placed into the main compartment in the school bag or placed on the back of their chair.
Lunch boxes and drink bottles	• Drink bottles to be placed in the designated area inside the room. • Lunch boxes remain in the school bag.
Lining up	• Students line up outside in two lines. • Students must sit down in the lines demonstrating Super Six unless the ground is wet. • Assign classroom bag monitors who check whether the bags are all facing the same way, neat and zipped up. • Assign a rubbish monitor to ensure there is no rubbish around the class area.
Classroom routines	• Daily timetable/agenda on display. • Students are reminded to use the toilet before school and during breaks, to minimise interruptions to learning.
Agenda	• Each class will display the daily agenda on the whiteboard. • Display day and date. • Display work times and subject specific information.

Year 1 AVID Organisational Standards

AVID pencil case	AVID pencil case to contain booklist items only. • 2 lead pencils. • 1 red pencil. • Eraser. • Sharpener. • Glue. • Scissors. Pencil case remains on desk throughout the day.
Large pencil case	Large pencil case to contain: • Textas. • Coloured pencils. • Crayons. Large pencil case remains in small desk tray.
Exercise books	• Teacher to determine the use of each exercise book. • Books clearly labelled. • Ruling up page involves- 1. In red pencil rule the top two lines of the page. 2. Rule a 3cm margin. 3. Date and title to be written in double lines. 4. Students miss a line and then rule off previous work with a double line. 5. Date and title written for new work. 6. Date written as 13/10/13.
Note-taking	• Teacher to model and explicitly teach 2 and 3 column note-taking during learning activities. • Students to use two column note-taking.
Small tray	• Sharpener, glue and scissors stored neatly. • Large pencil case remains in small desk tray. • Books used frequently during the day.
Big tray	• Spare equipment placed in a large, named zip lock bag. • Completed exercise, scrapbook books and resources used occasionally.

Year 2 AVID Organisational Standards

Tool	Expectations
Bag	• A well organised school bag is a necessary tool for all students. • Children to carry their own school bag to and from class. • Bag to be zipped closed. • School hats are stored in the small front pocket. • School jackets are stored in the middle pocket with their lunch box and homework folder (which contains newsletters and school diaries). • Drink bottles are stored in the drink bottle pocket. • Students are responsible for unpacking their own school bag on arrival to school and place their homework folders and diaries in the assigned areas. Drink bottles and lunch boxes also go in their assigned area. • School bags are placed on the bag rack (not on the ground) and standing up neatly all facing the classroom door.
Homework Folders	Student homework folders should contain the following: • Assigned homework. • Home readers. • School newsletters and diaries.
Hats and jumpers	• All items are to be clearly labelled. • Hats stored in the front pocket of the school bag or designated place in the classroom. • Jumpers stored in main compartment of the school bag or on the back of their chair.
Lunch boxes and drink bottles	• Drink bottles to be placed in the designated area inside the room. Water only. • Lunch boxes remain in the school bag or a designated place in the classroom.
Lining up	• Students line up outside in two lines. • Students must sit down in the lines demonstrating Super Six unless the ground is wet. • Assign classroom bag monitors who check whether the bags are all facing the same way, neat and zipped up. • Assign a rubbish monitor to ensure there is no rubbish around the class area.
Classroom routines	• Daily timetable/agenda on display. • Students are reminded to use the toilet before school and during breaks, to minimise interruptions to learning.
Agenda	• Each class will display the daily agenda on the whiteboard. • Display day and date. • Display work times and subject specific information.
AVID pencil case	AVID pencil case to contain booklist items only: • 2 lead pencils. • 1 red pencil. • Eraser. • Glue • Sharpener • One highlighter. Pencil case remains on desk throughout the day.

Year 2 AVID Organisational Standards

Small tray	• Ruler • Books being used on the day.
Big tray	• Large pencil case. • Completed exercise books, scrapbooks and resources used occasionally.
Large pencil case	Large pencil case to contain: • Textas. • Coloured pencils. • Crayons • Scissors
Exercise books	• Teacher to determine the use of each exercise book. • Books clearly labelled. • Ruling up page involves- 1. In red pencil rule the top two lines of the page. 2. Rule a 3cm margin. 3. Date and title to be written in double lines. 4. Students miss a line and then rule off previous work with a double line. 5. Date and title written for new work. 6. Date written such as 13/10/21 on left hand side.
Note-taking	2 column • Used as a class to organise thoughts, plan activities and academic content. • Column 1- main idea/vocabulary/ key words. • Column 2- detailed notes. 3 column • Used as a class to organise thoughts, plan activities and academic content. • Column 1- vocabulary/ work problem/ dates/ key concepts/ main ideas/ subheadings. • Column 2 –notes/working out. • Column 3 – symbol or drawing/ answers/ significance/ questions/ examples.
Library bag	• Placed in the library box, or designated area in classroom on library day. • Students respectfully carry their library bag to the library.

Year 3 AVID Organisational Standards

Tools	Expectations
Bag	• The Makybe Rise PS bag is a necessary tool for students. • Children to carry their own school bag to and from class. • Bag to be zipped closed. • School hats are stored in the small front pocket. • School jackets are stored in the middle pocket with their lunch box and homework folder (which contains newsletters and school diaries). • Drink bottles are stored in the drink bottle pocket. • Students are responsible for unpacking their own school bag on arrival to school and place their homework folders and diaries in the assigned areas. • School bags are placed on the bag rack (not on the ground) and standing up neatly all facing the classroom door. If there are not enough hooks, bags are lined against the wall. • Bag monitors appointed to keep bags in order. • Bags not hanging up or zipped up are brought inside for the student to correct the issue. • Lunch box to remain in the bag.
Hats and jumpers	• All items are to be clearly labelled. • When not being worn students are to put all personal items into their bag. Bag to be zipped up. • Hat to be stored in front pocket of school bag.
Drink Bottles	• Drink bottles to be placed in the designated area inside the room. • Lunch boxes remain in the school bag.
Lining up	• Students are expected to line up in two lines outside the classroom. (Demountables may choose another area to line up before then going to class). • Students will remain quiet and show respect to other classes. • Students will be prompt to line up after each break and when moving to a lesson.
Small tray	• Contains AVID pencil case. • Folder for 'ongoing work' is used for unfinished or unfiled sheets. • Schedule weekly tray inspections.
Big tray	• Large pencil case for coloured pencils and textas. • Workbooks for other learning areas. • Stationery not used every day. • No loose paper or worksheets • Weekly tray inspections.

Year 3 AVID Organisational Standards

AVID pencil case	AVID pencil case to contain booklist items only: • 2 lead pencils. • 1 red pencil. • Eraser. • Glue • scissors • One highlighter. Pencil case remains on desk through-out the day.
Large pencil case	• Kept in big tray. • Stores - sticky notes, sharpener, coloured pencils, and markers.
Diary	• Stored in homework folder. • Diary and folder are taken home each night and returned each morning. • Diary used to record upcoming events, timetable, homework, and written reflections of learning during the day (DLIQ).
Ruling up	• Ruling up page involves- ○ In red pencil rule the top two lines of the page. ○ Rule a 3cm margin. ○ Date and title to be written in double lines. ○ Students miss a line and then rule off previous work with a double line. ○ Date and title written for new work. ○ Date written as 13/10/13 on left hand side. • 2 and 3 column pages as per width of page.
Agenda	• Each class will display the daily agenda on the whiteboard. • Display day and date. • Display work times and subject specific information.
Note-taking	• Students to be taught two and three column note-taking for a variety of purposes. • Students to independently use two and three column note-taking.

Year 4-6 AVID Organisational Standards

Tool	Expectations
Bag	• The Makybe Rise PS bag is a necessary tool for students. • Children to carry their own school bag to and from class. • Bag to be zipped closed. • School hats are stored in the small front pocket. • School jackets are stored in the middle pocket with their lunch box and homework folder (which contains newsletters and school diaries). • Drink bottles are stored in the drink bottle pocket. • Students are responsible for unpacking their own school bag on arrival to school and place their homework folders and diaries in the assigned areas. • School bags are placed on the bag rack (not on the ground) and standing up neatly all facing the classroom door. If there are not enough hooks, bags are lined against the wall. • Bag monitors appointed to keep bags in order. • Bags not hanging up or zipped up are brought inside for the student to correct the issue. • Lunch box to remain in the bag.
Hats and jumpers	• All items are to be clearly labelled. • When not being worn students are to put all personal items into their bag. Bag to be zipped up.
Drink Bottles	• Drink bottles are taken inside the classroom. • Depending on the teacher, bottles may have a particular location to be stored.
Lining up	• Students are expected to line up in two lines outside the classroom. (Demountable classrooms may choose another area to line up before then going to class) • Students will not be noisy or interrupt other classes. • Students will be prompt to line up after each break and when moving to a lesson.
Small tray	• Only items used daily will be in the small tray. • Folder for 'ongoing work' is used for unfiled sheets. No loose paper or worksheets.
Big tray	• Large pencil case for coloured pencils and markers. • Workbooks for other learning areas. • Stationery not used every day.
AVID Binder	• Must contain AVID pencil case, ruler, homework folder and diary, correspondence folder, Literacy and Numeracy books. • Must contain 2 Plastic folders (homework/ongoing work and correspondence). • Booklist materials only.
AVID binder pencil case	AVID binder pencil case to contain booklist items only: • Lead pencil, red and blue pen, eraser, sticky notes, and one highlighter.

Year 4-6 AVID Organisational Standards

Large pencil case	- Kept in large tray - Stores, glue, scissors, sharpener, coloured pencils and markers, compass, protractor.
Diary	- Stored in homework folder in AVID Binder at all times. - Diary and folder are taken home each night and returned to the AVID binder each morning. - Diary used to record upcoming events, timetable, homework, and written reflections of learning during the day (DLIQ)
Ruling up	- Ruling up page involves- - In red pencil rule the top two lines of the page. - Rule a 3cm margin. - Date and title to be written in double lines. - Students miss a line and then rule off previous work with a double line. - Date and title written for new work. - Date written as 13/10/13 on left hand side. 2 and 3 column pages as per width of page.
Agenda	- Each class will display the daily agenda on the whiteboard. - Display day and date. - Display work times and subject specific information.
Note-taking 4-6	- Students to be taught two and three column note-taking for a variety of purposes. - Students to independently use two and three column note-taking. - Monitoring and assessment of note-taking skills.
Note-taking Year 6	- Students to be provided with learning opportunities to use the Cornell Framework for notetaking. - Students create notes using keywords from texts. - Students then create questions for each segment of their note taking. - Students begin to use notetaking to write responses to their questions, then checking against their notes. - Students to create a summary after using notes for study. This would provide targeted homework/study.

Specialist Teachers and Learning Areas

Tool	Expectations
Transitions	Specialist teacher to communicate with each classroom teacher concerning drop off/pick plan. Changes occur as timetable alters.
Lining up and walking through the school	- Two straight lines. - No talking. - Hands to yourself. - Looking forward.
Equipment- subject specific	- AVID pencil case for in class activities. - Subject specific items within specialist areas. (e.g. Physical Education, Visual Arts, Performing Arts)
Routine	- Students start by sitting on the mat in a circle or group. - Roll call. - Explain lesson purpose and expectations. - After lesson complete a plenary. - Students involved in packing away resources.



MAKYBE RISE
PRIMARY SCHOOL

Year Level AVID

WICOR Essentials



At Makybe Rise PS, AVID's **WICOR Framework** informs our pedagogical approach and guides our teaching. When students can write, think critically, collaborate, organise their learning and read strategically, they can learn.

WICOR is an acronym for **Writing, Inquiry, Collaboration, Organisation and Reading** and provides a learning model that teachers can use to guide students in comprehending concepts and articulating their ideas. The school has a Scope and Sequence of **WICOR Essentials** and students are taught step by step, how to use the strategies outlined. These are then practiced through shared experience and scaffolding so that students develop the ability to use these strategies independently.

The Scope and Sequence documents can be found at the following pathway

<S:\AdminShared\All Staff\AVID\AVID WICOR essentials\WICOR Scope and Sequence>



Learning to write and writing to learn

Cornell note-taking, Learning logs, Quickwrites and reflections



Asking questions and engaging in thinking, learning and discussion

Skilled question techniques, Costa's Levels of Thinking, Socratic Seminars



Teamwork and sharing ideas, information and opinions

AVID Collaborative Study Groups, Philosophical Chairs, Peer editing groups



Work prioritising, goal setting and developing methodical study habits and processes

Binders and organisational tools, SMART goals, Graphic organisers and a focussed note-taking system



Strategic and purpose-driven reading for understanding and analysis

Deep reading strategies, Reciprocal teaching, Summarising

Writing	Inquiry	Collaboration	Organisation	Reading
• DLIO • Quickwrite/draw/speak • 2-3 column notes • STAR note taking • Summarizing events • Learning logs/journals • Sentence frames • 3,2,1 summary writing • Writing prompts • Paragraph framework • Timed writing • Summarizing notes • Gist summary • Word bank • Journal writing • Stretch journal • Double entry journal	• KWL • Costa's levels of thinking and questioning • Philosophical chairs – contributing opinions • PC – red light, green light • PC – would you rather • Socratic seminar – turn taking, conversations, sharing in a group • Observation checklist • In/outside circle • Essential questions • Interactive notebooks – teacher assisted • 'I can' statement • brainstorm • Philosophical chairs • One pager • Socratic seminar • Cats and fish • Collaborative study groups • Celebrations	• Silent card shuffle • Group norms • Oral presentations • Gallery walk • Paraphrase/add on • Social interaction skills • World café – oral • Mingle to music • Expert editors • Graffiti/word splash • Pause, paraphrase, add on • Placemat world café – written/oral • Jigsaw • Icebreakers • Community builders • Energisers • WICOR study buddies • Call and response • Celebrations • Learning styles • Scholarly speaking • Collaborative structures	• Goal setting • Graphic organisers • SLANT • SHARP • Tools/belongings • Classroom routines • Time management • Reflections • Year level expectations • Checklists • Note-taking • iPad app organisation • OneDrive folder organisation	• Marking text – teacher modelled • Reader prompt • Word wall • Frayer model • Charting text – text features, author purpose, writing techniques • Writing in the margins – sticky notes • Vocabulary cards • Comprehension strategies • Marking the text writing in the margins • Purpose for reading • Making connections • Summarizing and synthesizing • 1st, 2nd, 3rd readings • Vocabulary building • Word walls



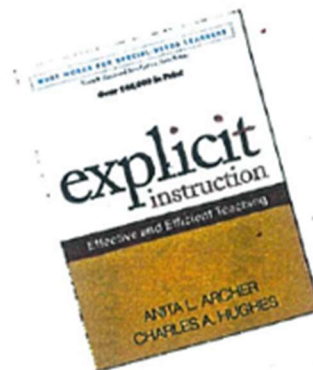
16 Elements of Explicit Instruction

1. Focus instruction on critical content.
2. Sequence skills logically.
3. Break down complex skills and strategies into smaller instructional units.
4. Design organised and focused lessons.
5. Begin lessons with a clear statement of the lessons' goals and your expectations.
6. Review prior skills and knowledge before beginning.
7. Provide step-by step demonstrations.
8. Use clear and concise language.
9. Provide an adequate range of examples and non-examples.
10. Provide guided and supported practice.
11. Require frequent responses.
12. Monitor student performance closely.
13. Provide immediate affirmative and corrective feedback.
14. Deliver the lesson at a brisk pace.
15. Help students organise knowledge.
16. Provide distributed and cumulative practice.

Chapter sample with elaborations:

<https://explicitinstruction.org/download/sample-chapter.pdf>

Archer, A.L. & Hughes, C.A. (2011) *Explicit Instruction: Effective and Efficient Teaching*



Acknowledgement: Teach Well Master Series



17 Principles of Effective Instruction

The following list of 17 principles emerges from the research discussed in the main article. It overlaps with, and offers slightly more detail than, the 10 principles used to organize that article.

1. Begin a lesson with a short review of previous learning.
2. Present new material in small steps with student practice after each step.
3. Limit the amount of material students receive at one time.
4. Give clear and detailed instructions and explanations.
5. Ask a large number of questions and check for understanding.
6. Provide a high level of active practice for all students.
7. Guide students as they begin to practice.
8. Think aloud and model steps.
9. Provide models of worked-out problems.
10. Ask students to explain what they have learned.
11. check the responses of all students.
12. Provide systematic feedback and corrections.
13. Use more time to provide explanations.
14. Provide many examples.
15. Reteach material when necessary.
16. Prepare students for independent practice.
17. Monitor students when they begin independent practice.



Rosenshine, B. (2012). *Principles of Instruction: Research-Based Strategies That All Teachers Should Know*. *American Educator*, 36(1), 12.



The following pages demonstrate various evidence based models that may inform classroom practice. At Makybe Rise, teaching is intentional and purposeful.

There are many different frameworks for planning or designing a lesson. Whatever format a teacher uses, consideration should be given to the purpose, structure and content of the lesson. A teacher must also clearly understand the learning intention of the lesson (teacher clarity-what it is they want the students to do, know or understand because of the teaching), the criteria by which students can demonstrate their success during the lesson and the purpose behind the learning.

Features

Mental Set	This is used by a teacher to focus students on the learning that is about to take place and ensure that they are mentally engaged. This section of the lesson motivates and orientates the students and engages their interest in the lesson. There is a need to build commitment and engagement- a 'hook' to grab the students' attention so that the students share the intention and understands what it means to be successful. • Links to previous lessons and learning need to be established • The mental set must relate to the learning objectives and contain a 'hook' to pique student interest. • The students need to be actively involved.
Objectives & Intentions	These inform the students what they will learn during the lesson. Objectives can be academic and/or social. They should be clear and concise and use appropriate language for the grade. This section of the lesson explicitly defines what the students will learn and how they will demonstrate their learning (Success Criteria).
Input	The way that students are given new information is the input. Consideration must be given to pace of delivery and the level of thinking required.
Modelling	"I do, you watch"- showing the students what they are learning e.g. demonstrations, modelling, simulations.
Check for Understanding	To ensure students' learning is monitored and to ensure comprehension of what is happening during the lesson, a check for understanding should be made throughout the session. This is done by asking for overt responses to monitor student learning.
Practice	Time needs to be given in a lesson where the children can apply their knowledge or practise their skills. There are two main types of practice. • Guided Practice- "You do, I help": teacher is available for assistance and support • Independent Practice- "You do, I watch": students complete differentiated tasks on their own.
Closure	This is another opportunity to check for understanding and is used at the end of a lesson or the end of an idea being taught. It is a summary of what has been learnt rather than what has been taught. It relates specifically to lesson objectives.

Makybe Rise Primary School: Lesson Format- an example

Lesson Format		Examples- Link to Literacy Block (Reading focus)
<u>I do</u> I do, you watch...	Define the skill to be taught. “At the end of the lesson, every one of you will be able to...” (Academic and/or social objective) - Set rigorous benchmarks and expectations. - All explicit instruction is at and above the level of this benchmark. Demonstrate the skill. - Break the skill up into its component parts. - Clearly explain step by step. Do this multiple times. - Use short, precise and clear instructions (no over information). Revise and Reinforce. - Stop, review and reinforce regularly during demonstration.	<u>Introductory Whole Class Session</u> Fast paced, intensive warm up or daily review. Explicit instruction with a whole text, sentence, word and/or phoneme level focus. - Use of flashcards or IWB (cumulative- this week’s; last week’s; previous). - Recite, recall, apply-frequently used words or tricky words. - Costa’s Levels of Thinking and Questioning. - Automatic response; promote individual accountability; work towards mastery. - Focus on alphabet (names and sounds), blending, segmenting, sight words, and syllables. - Familiarising and modelling. - Shared book.
<u>We do</u> I do, you help... You do, I help...	Practise skill. Whole class activities to practise and reinforce the demonstrated skill.	<u>Group Activities</u> - Sharing, guiding, and practising. - Focus on phonemic awareness, phonics, spelling, punctuation, sentence construction, grammar, comprehension. - Use ‘nonsense’ words as well as real ones. - Guided reading.
<u>You do</u> You do, I watch...	Individual, differentiated activities. - Practice learnt skill. - Differentiate this practice to meet the individual learning needs of the students. - Provide individual feedback and monitoring. - Review and reflect to consolidate understanding (move from short to long term memory). - Lots of positive reinforcement. - Teacher rotates and supports.	<u>Individual Activities</u> - Phonemic Awareness, phonics, fluency-teach to automaticity. - Vocabulary, comprehension, oral language-teach deeper cognitive processing-innovating, reflecting, discussing, applying, practising, transforming, analysing, simulating, and investigating. - Use of individual whiteboards. - Dictation.
	Revise and Reinforce. - Stop, review, and reinforce at end of lesson. - Ploughback- “What have we learnt today?”	<u>Lesson Closure Session</u> - Revise, review, and reflect on learning. - Link to intention, success criteria and /or essential question.

Note: The Gradual Release Model can be applied during a single lesson or over a series of lessons, depending upon the purpose of the lesson.

Summary of Key Elements

Elements of Lesson Design & Gradual Release of Responsibility

Element	Important Features
Anticipatory or Mental Set <i>(Placing students in a receptive frame of mind, ready to learn)</i>	• Students actively participate • Relevant to learning objective • Tap into experience or prior learning • An introduction, model, example, question, key vocabulary or activity that engages students and focuses on the objective or learning intention • The “set” may draw upon students’ prior knowledge regarding a skill or concept, previous experience, or universal understanding in connecting them to what is to be learned • May be motivational or pique curiosity about what is coming up next in the learning • Student performance and engagement may provide diagnostic data for the teacher
Objectives <i>(What specifically, should the student be able to do, understand and care about as a result of the learning)</i>	• Founded in Curriculum • Targeted and narrow in focus • Sufficiently challenging without being overly difficult- building on previous knowledge. • Understood by all students • The objective should be the same for all students, however, how students are taught, scaffolds applied to draw connections, materials used and activities may be differentiated to meet the needs of various students • Not only do students learn more effectively when they know what they’re learning, how their learning will be measured and why that learning is important to them, but teachers teach more effectively when they have the same information
Input <i>(Students must acquire new information about the knowledge, process or skill they are to achieve)</i>	• Presentation of information engages and involves all students • Consider language development needs, vocabulary development and engagement • To design the input phase of the lesson so that a successful outcome becomes predictable, the teacher must have analysed the objective to identify knowledge and skills that need to be acquired • New learning must be chunked into smaller, easily digestible bits tailored to students’ level of understanding
Modelling <i>(demonstration)</i>	• Students see the skill, strategy, or concept in action rather than being told • Multiple examples support learning and retention • Students need to see the kind of thinking and vocabulary required before they engage independently • During modelling, the skill, strategy, or task is named and given a purpose as students see and hear when and how it is used and applied • Models (Think Aloud, Read Aloud) requires teachers to provide an example of what happens in their own minds as they solve problems, read, write, and complete tasks. In effect, students ‘see’ what is inside the teacher’s head • Modelling experiences are crafted to build upon student prior knowledge and create schema • To avoid stifling creativity, showing several examples of the process or products that students are expected to acquire, or produce is helpful • If not cognisant, modelling can easily become telling! • Input and modelling may well overlap

Checking for Understanding <i>(Checks to ensure students are progressing toward meeting the objective)</i>	• Learning is continuously monitored to ensure students are progressing toward meeting the objective • Responding to the level of understanding is required • This can include examining students' written responses, posing questions, listening carefully to responses and explanations • Adjustments may be made in the moment of instruction and/or crafted for additional instruction or re-teaching of the concept or skill
Practice <i>(Highly guided to independent; students have ample opportunities to demonstrate their grasp of new learning by working through an activity with the teacher before working independently)</i>	• Teacher should intervene at the point of error during guided practice • Independent practice can happen after the Closure if required • Input may be revisited to ensure misconceptions are addressed • Examples of guided practice are students sharing information with one another, writing tasks, simulation, role-playing, organising, or classifying information, demonstrating a skill that has been learned • The teacher continues to check for understanding • Independent practice is assigned only after the teacher is reasonably sure that students will not make serious errors and are likely to experience success • Independent practice allows students to master the skill or strategy • Independent practice can be alone or in a group • Independent practice may be homework
Closure <i>(The teacher takes action to bring the lesson presentation to an appropriate conclusion)</i>	• Review and clarify points • Involve students in securing key ideas in their own minds • The Closure cues students to the fact that they have arrived at an important point in the lesson • Closure is the act of reviewing and clarifying key points, tying them together in a coherent whole and securing them into the students' conceptual schema • Closure can help students organise and take stock of their progress and learning • Closure takes place at the appropriate transition points in a lesson, not necessarily at the end of a particular time.

Targeted Instruction- Learning Intention, Success Criteria and Purpose

There are two components of targeted learning: the first is being clear about what is to be learned from the lesson(s) (the learning intention); the second is having a way of knowing that the desired learning has been achieved (the success criteria)

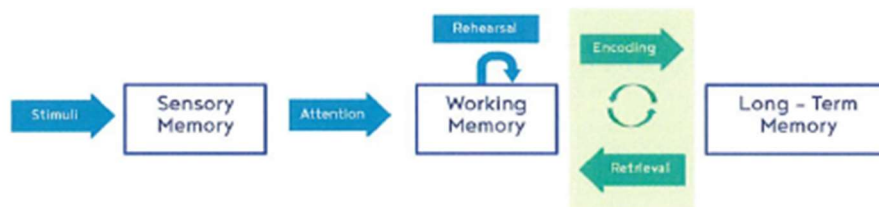
	What the research says <u>Visible Teaching for Teaching: Maximising Impact on Learning</u> John Hattie (2012)	Instructional Strategy	Explanation
Learning Intention <i>What we intend the student to learn</i>	Intentions should be... - Age appropriate but challenging - Explicitly stated to the students. This is more than chanting the goals at the start of the lesson, but a deeper understanding of what is desired and how the task relates to the intention. - A combination of surface, deep or conceptual goals (<i>link to Costa's Levels of Thinking</i>) - Short term (for a lesson or part of a lesson) or long term (over a series of lessons) - Adaptive so that all students can access the session as not all students learn at the same rate or start from the same place - A mix of academic and social depending upon the purpose of the session <u>Link to AVID:</u> Students can also set their own learning intentions using their personal reflection tools e.g. Learning Journal. Explicit modelling to students how to formulate goals needs to occur to ensure realistic, specific and measurable goals are set. Students at first may set goals like "I want to work faster". This should develop into the setting of mastery goals for the learning of concepts and skills like "I want to use capital letters correctly in my sentences all of the time". Requiring students to think about the goals they set and the achievement of them should form a part of the goal setting process. (See <i>Reflecting On Our Goals</i>)	Essential Question We Are Learning To (WALT)	Developing high expectations for each student has an effect size of 1.44 according to Hattie's research. Clear learning intentions are at the heart of effective formative assessment. Students may also learn other things not planned for (which can be positive or negative), and teachers need to be aware of unintended consequences.
Success Criteria <i>The skills and knowledge students have to demonstrate to meet and exceed the standard.</i>	It should be made clear to all students the type or level of performance they need to attain so that they understand where they are positioned along the trajectory towards successful learning. <u>Link to AVID:</u> Self-regulation skills and developing the metacognition to reflect and monitor performance. SMARTER goals: Specific, Measurable, Action-oriented, Reasonable, Timely, Evaluate, Re-evaluate At MRPS, Success Criteria are written as a series of differentiated "I can..." statements	Differentiated, for example- 'I can...' statements 'I will', 'I could', 'I should' 'Mild', 'Hot', 'Spicy'	Students can be actively involved in devising success criteria with the teacher. Success criteria does not relate merely to the completion of a task or a lesson having been engaging or enjoyable; instead, the major role of success criteria is to get the students involved enjoying the challenge of learning and recognising their achievements.



At Makybe Rise PS, staff understand Cognitive Load Theory and the implications this has for instruction and student learning.

Cognition is the process of knowing, learning and understanding, or how we think.

Simple Model of Cognition (adapted from Willingham 2002- A Mental Model of the Learner & Kirchner et al, 2006)



Cognitive load relates to the amount of information that the working memory can hold at any one time. Working memory has a limited capacity so instructional methods need to account for this and not include additional tasks that don't directly contribute to the learning. **Cognitive Load Theory** is supported by robust evidence that shows that students learn best when they are given explicit instruction, accompanied by lots of practice and specific feedback. Researchers have identified strategies that can help teachers to maximise student learning. These strategies work by optimising the load on students' working memories.

Strategy 1: Tailor lessons according to existing knowledge and skills.

Strategy 2: Use worked examples to teach students new concepts and skills.

Strategy 3: Gradually increase independent problem-solving as students become more proficient.

Strategy 4: Cut out information that is not essential to the learning.

Strategy 5: Present all essential information together.

Strategy 6: Simplify complex information by presenting it both orally and visually.

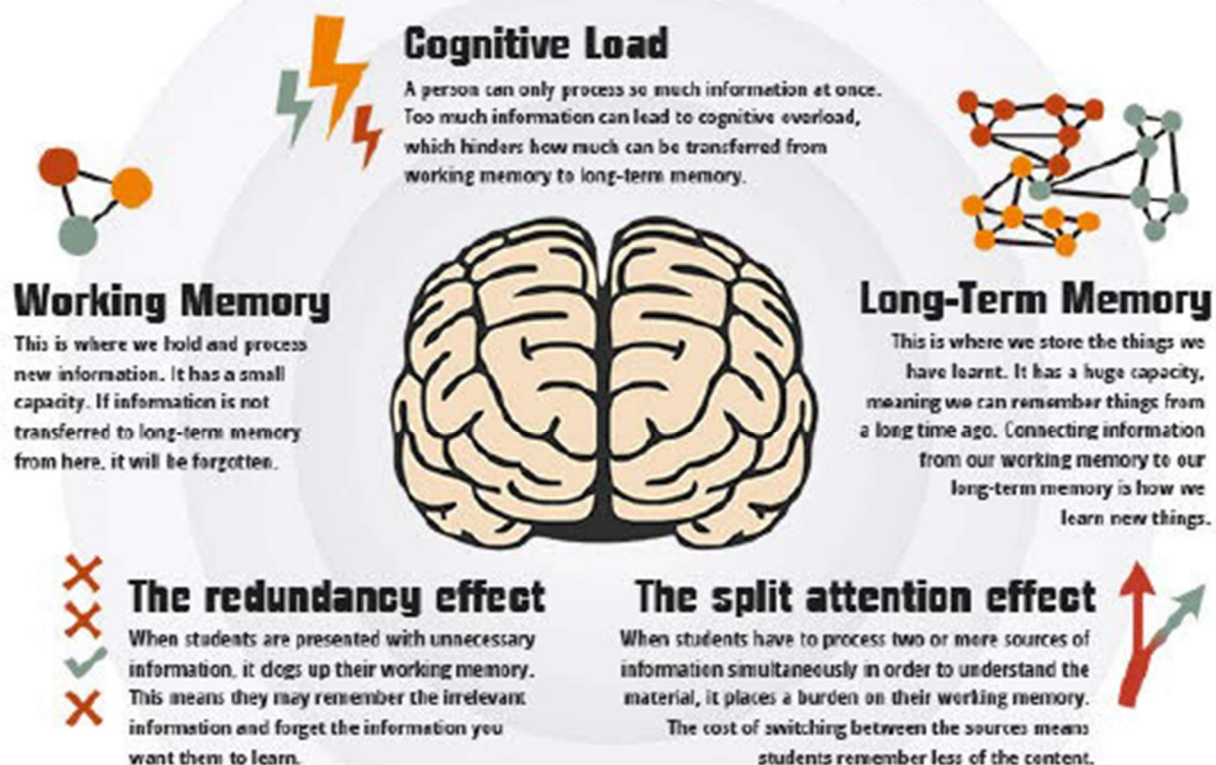
Strategy 7: Encourage students to visualise concepts and procedures that they have learnt.

Cognitive load theory indicates the human brain can only process a small amount of new information at once but can process very large amounts of stored information. The average person can only hold about four pieces of information in their working memory at one time. Processing new information can result in 'cognitive load' which can impact on learning.

Large amounts of information are stored in long-term memory. Long-term memory information is stored in 'schemas', which provide a structure for organising and storing knowledge.

COGNITIVE LOAD THEORY: KEY TERMS

by @inner_drive | www.innerdrive.co.uk



Scaffolding Support

NOVICE



Worked Examples

This is a problem that has already been solved for the student, with every step fully explained. This is helpful for novice learners. By showing them the strategy, they can devote all of their working memory to applying the information to the problem at hand.



Completion Tasks

This is similar to a worked example, but instead of showing all the steps, only a partial solution is given. The students then have to complete the rest themselves. This is more appropriate if the students have more knowledge about the topic, as they can make the appropriate links themselves.



Independent Problem Solving

This is a task where students are simply given a question and they have to choose the correct strategy and solve the problem themselves. This is appropriate for students with a large knowledge base and high levels of confidence in that domain.

EXPERT



At Makybe Rise, we provide student with what they need, when they need it. This simple model refers to the process that emphasises how we respond to changes in instruction.



A Positive Whole School Approach

The Positive Behaviour Management System at Makybe Rise ensures that all students have access to effective supports and systems that draw on their strengths and meet their needs. This tiered approach forms a continuum of supports for staff and students and is informed by quality systems for the collection of data and monitoring of data.

Tier 1 represents the practices and systems that are consistent over the whole school. Approaches at this tier are proactive and preventative and targeted at all students and settings.

Tier 2 represents the behavioural responses and systems for students at risk. The approach at this tier are more targeted, focusing on a proactive rapid response in a regular small group setting.

Tier 3 is representative of those students who require an intensive wrap around approach to behaviour support. Quality data collection identifies that a student at this tier is non-responsive to tier 1 and 2 interventions. Intervention is intensive and case managed through Student Services and in collaboration with external stakeholders.

High Impact Teaching:

Full Participation



At Makybe Rise, we recognise that successful students are engaged and actively participate during instruction.

Full Participation Tactics are used to ensure active student engagement and individual accountability. All students are interacting meaningfully with critical content throughout whole-class instruction. Teachers must check for understanding regularly throughout the lesson. This is achieved through the selection of non-volunteers, use of white boards, think-pair-share and demonstration.

“Students who make frequent and relevant responses during a lesson learn more than students who are passive observers.” – Twyman & Heward

“A teacher can design a perfect lesson plan, but if this plan is delivered in a manner that fails to involve or engage students, learning will not occur.” - Archer & Hughes

Text Tactics For short or long texts – worksheets, textbooks, board, book...	Short & the Same For content where students can answer with something short and the same (facts, definitions, key ideas)	Comprehension Demonstration For when you need students to show you what they know or understand.
 Text Tactics - Pro-nounc-ing - Active Tracking - Choral Reading - Inclusive Reading	 Short and the Same - Choral Response - Choral Reversal - Gesture - Movement	 Comprehension Demonstration - Non-Volunteers - Pair Share - Whiteboards - Physical Demonstration

Which participation tactics were selected?

Not all tactics are appropriate for all content. Tactics should be chosen to align with the content and should be used meaningfully.

How frequently were tactics used?

Considering the limitations of working memory, teachers must prompt participation frequently to ensure critical content is entering working memory.

Do all students engage with participation tactics?

Participation is a prerequisite for any learning to occur and must therefore be a non-negotiable during instruction. Some students will struggle to remain attentive, but participation should still be constantly sought.

Are most of the participation tactics planned ahead of time?

Choices for most tactics should be made during lesson planning and be mapped out prior to teaching.

Have students been explicitly trained in how to engage with each tactic?

Outcomes are maximised when teachers take the time to carefully model high expectations for how they want students to engage with their chosen tactics. Established cues and routines help minimise time spent on instructions.

FULL PARTICIPATION

All students interacting meaningfully with critical content throughout whole-class instruction.



Participation Principles

Obligatory

Participation is a pre-requisite for learning, as students must first attend to lesson content if it is to enter working memory – which it must, if it is to be encoded into long-term memory (underlying goal of teaching). Because thinking is slow and unreliable (Willingham, 2015), most students will opt-out from the learning if allowed to and must actively be drawn in by the teacher.

Critical Content

Establishing a full participation learning environment takes time and effort. It is imperative that this investment is maximised through a focus on critical content. Use of the participation tactics should peak when students are engaging with their most important content. Non-curricular games or tasks, mindless repetition of surface-level facts, and passive listening are to be avoided.

Frequent

Maintaining full participation is a dynamic task that requires the teacher to frequently (seemingly constant) use appropriate participation tactics to ensure ALL students are attending to the learning. Frequent practice builds fluency and automatizes the tactics to long-term memory, which unburdens working memory and creates capacity for more meaningful thinking.

Cues & Routines

Each participation tactic represents a routine that has an accompanying cue, which must be thoughtfully taught to students before it is embedded in classroom instruction. Outcomes are dramatically improved when these cues & routines are clearly established for students.

Sense of Urgency

If many students are below grade-level or are ready to be accelerated past it – the teacher must take students through content with a sense of urgency. Not fast for the sake of it, but moving at a brisk pace helps to hold student attention while moving through a lot of critical content.



Text Tactics

Pro-nounc-ing

Not just for 'little kids', but applicable whenever there is a word that is unfamiliar to students – as these words (concepts) create a significant load on working memory that can be particularly detrimental to novice learners. It helps to have an instructional routine for this process, which might include syllabifying the word and include a brief definition.

Active Tracking

Students benefit from tracking the text that they are engaging with, whether it a teacher, peer, or themselves doing the reading. Tracking using a finger or pencil may be more appropriate for younger or less developed readers – whereas older students may just track with their eyes.

Choral Reading

Choral reading is appropriate for all grade-levels, and although it may seem 'babyish', the research suggests that the benefits of choral reading apply to all ability levels. It is important that the teacher models high expectations for choral reading (prosody - quality of reading aloud).

Inclusive Reading

When teachers are faced with longer texts, it may be beneficial to break up the task in a variety of ways. Depending on the context, the teacher might model the reading and then move between individual and groups of students reading, boys or girls, or rows or groups of desks.



Short and the Same

Choral Response

Also called 'echo checks', whole-class choral responses are applicable to all learning areas and age groups. Choral responses act to direct student focus and help to 'mobilise' critical content in students' working memories. Choral responses occur with a high-frequency and can be used in a variety of contexts. They work best when combined with other short & the same tactics like reversal.

Choral Reversal

Also known as a 'flipped choral response', the reversal is simply when the teacher's question and the student response are swapped. The reversal represents a small and yet important lift in cognitive effort for students who must attend carefully to teacher instruction in order to 'catch' the content needed for the reversal. 'The ball is red, what colour is the ball? – What object is red? The ball'.

Gesture

Typically made with the hand or arm, gestures are used to help make a concept more concrete, or to attach a physical anchor to the learning that makes it more memorable/retrievable. In addition, gestures are visible and offer a type of participatory accountability, as it is easy to see whether students are following teacher direction or not.

Movement

This is one tactic that is intended more for younger students. Movement is a great way to manage and monitor participation, or even to get simple responses from students. It is not encouraged that you use movement with older students as a type of checking for understanding, as this can often lead to undesirable outcomes (e.g. move to this side of the class if you agree).



Comprehension Demonstration

Non-Volunteers

A non-volunteer system establishes a powerful mechanism of accountability and supports an equal opportunity learning environment. It replaces both cold-calling student names and hand raising volunteers. The teacher poses a question to the whole-class so that all students prepare an answer, before the teacher randomly samples non-volunteers using a physical mechanism like pop sticks or name cards to ensure the sample is truly random.

Whiteboards

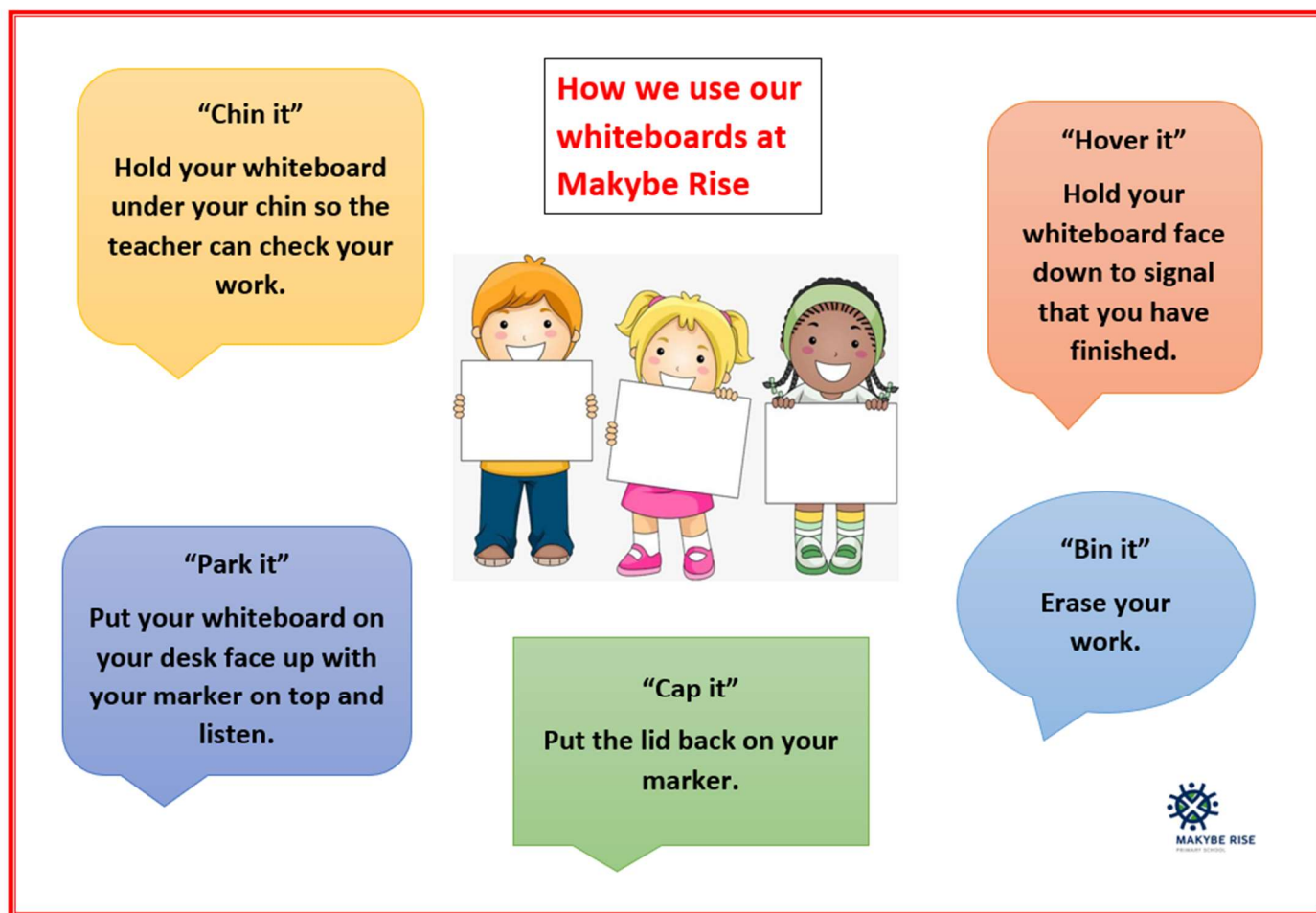
Our absolute favourite tool at Teach Well for formative assessment. The whiteboards allow teachers to quickly assess the understanding of ALL students both quickly and accurately. Effective whiteboard use (whiteboard etiquette), includes teaching students how to effectively engage with their whiteboards using cues like 'hover', 'chin it', 'bin it', and 'park it' – which act to streamline whiteboard use and increase student fluency.

Pair Share

Pair shares promote student safety and naturally provide for think time, collaboration, and rehearsal. This tactic works best for content that is new or challenging to students, and for which they would benefit from some deliberation time. It can be helpful to be a little strategic about how you organise pairs, which might mean considering student ability and temperament.

Physical Demonstration

In some specialist learning areas and contexts, the most appropriate way for students to demonstrate their understanding of critical content is through a physical demonstration. This would usually consist of students representing a series of sequential steps of a skill or process using a physical demonstration.



The Rule – Don't settle for less than full participation.

If teachers do not get an answer from each member of the class, students know they can wait the teacher out and so get away without engaging with the question.

Try:

- » "I'll come back to you"
- » Give them an action
- » Smaller steps
- » Multiple choice
- » Reframe demand

High Impact Teaching: Check for Understanding



At Makybe Rise, we monitor student engagement during instructional concepts, content, explanation or procedures throughout all stages of the teaching, learning and assessment cycle.

"If you're going to make sensible decisions about what to do next, you need to get a response from the whole class."
- Dylan Wiliam

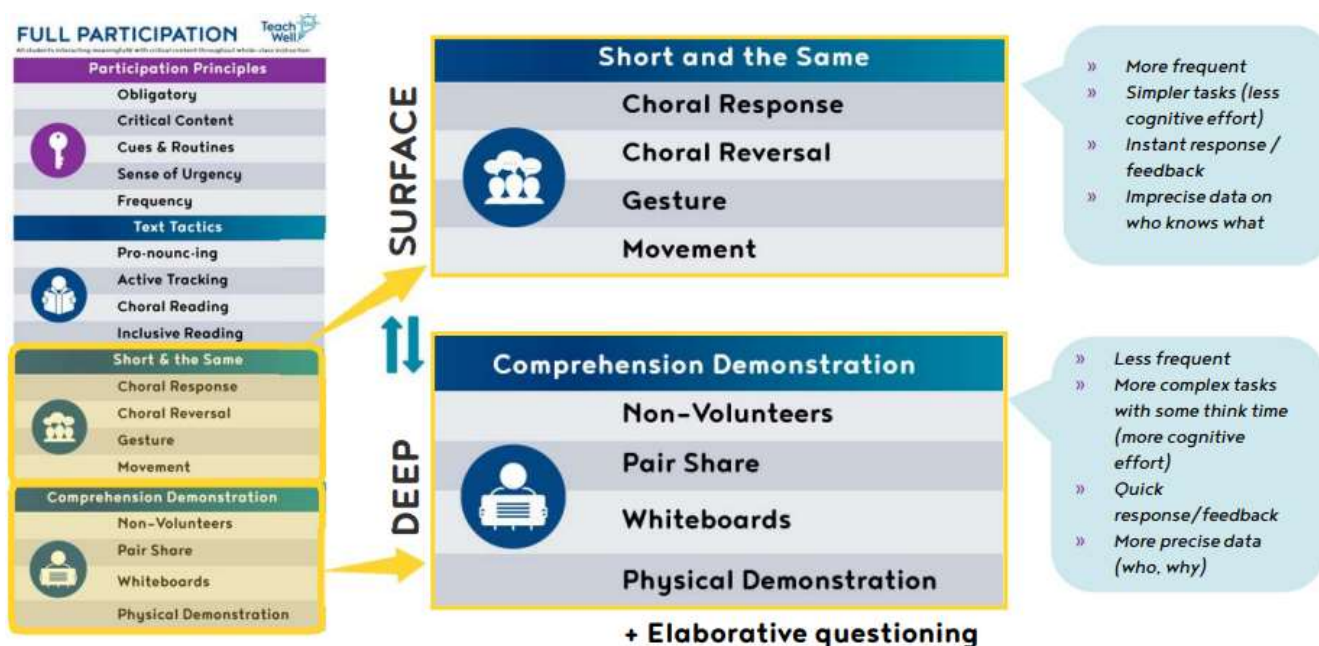
Is richer evidence being collected from students about their understanding, during teaching?

What Checking for Understanding is NOT:

Eliciting responses is one thing – meaningful checking for understanding is another. These strategies below do not effectively check for understanding:

- » Asking students:
do you understand ("Thumbs up if you understand")
level of understanding ("What's your level of understanding?")
do you have any questions ("Do we have any questions before we move on?")
- » Stacking the odds in their favour (avoid questions that are easily guessable)
- » Asking students to write long answers on their whiteboards before they chin-it (limited discernment power, only checking for completion)

What does Check for Understanding Look like?



Are CFU strategies targeted at random, non-volunteers using a mechanism like pop-sticks or name cards?

Students need a realistic expectation that they will be called upon at any moment to provide an answer, which creates the impetus for them to engage fully in the learning.

Does the CFU move between whole class and individual response?

Ensure broad coverage over student understanding, teachers should move between eliciting whole class responses (e.g. choral responses and whiteboards) and sampling individual students (e.g., elaborative questioning).

Are questions pitched to the whole class before individual students are sampled?

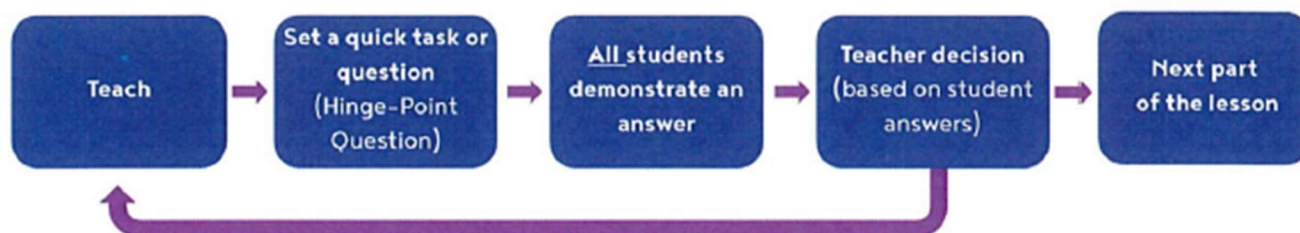
Elaborative questions should be presented so that ALL students can prepare a response, regardless of whether the teacher plans on only sampling one or two answers afterwards.

Are students provided with immediate feedback?

If students are correct, the teacher can reinforce the learning (e.g., praise or elaborative questioning) and move on. However, if student responses have some errors or misconceptions, then the teacher should reteach and provide clarification around the content, which may include further opportunities for student responses and CFU (backup questions or content).

Are there rigorous checks for understanding, like hinge-point questions, that determine whether ALL students have an accurate understanding of the content?

Hinge-point questions clearly determine whether students are ready to move forward in the learning. In a Daily Review there should be a rigorous check for understanding for each section or 'chunk' of critical content. They might not always be 'pure' hinge-points, but they should be meaningful and for ALL students.



Hinge-point questions should relate to the learning objectives for each piece of critical content. They are for ALL students and should be relatively quick to ask, answer and check. When designing these questions to check for understanding, it should be hard to guess the correct answer and include, where applicable, common misconceptions.

High Impact Teaching:

Daily Review



At Makybe Rise, we ensure that our students demonstrate increased fluency and success with previously taught critical content.

What is the Daily Review?

The Daily Review is a short review of previous learning. One of Rosenshine's 17 principles of effective instruction is to "Begin a lesson with a short review of previous learning". Rosenshine, B. (2012). Principles of Instruction: Research-Based Strategies That All Teachers Should Know. American Educator, 36(1), 12.

The aim of the Daily Review is to strengthen encoding of the concept/skills and moving them into long term memory.

The Daily Review can consist of three distinct components:

- **Reteach**

Reteach key ideas and concepts to students.

Examples – definitions, examples and non-examples.

- **Retrieve**

Have students retrieve key knowledge from their own memory, strengthening encoding of the concept.

Can be without Reteach to increase level of desirable difficulty.

Examples – quizzes, verbal questions, cloze sentences.

- **Apply**

Ask students to apply the knowledge by executing a skill.

Provide a range of contexts over time to help transfer learning to new situations.

If required, use I Do, We Do, You Do for complex skills.

Examples – solving problems, sentence level writing

Can include – Modelled (I Do) and/or Guided (We Do) and/or Independent (You Do).

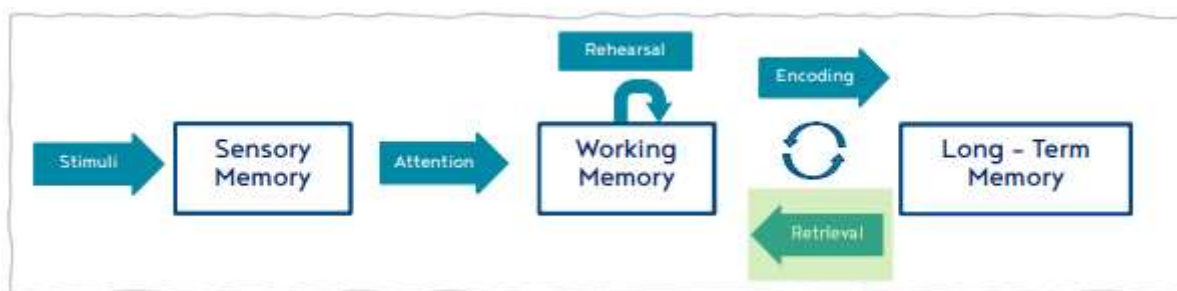
Why?

"Learning is a change in long-term memory". The Daily Review helps teachers to reteach a concept if your students don't know it yet or aren't yet firm with it. It helps your students retrieve facts from their own memory, strengthening encoding of the concept and it allows them to help transfer learning to new situations.

Once we have helped students build fluency with information it doesn't take up as much space in their working memory:

- » New information – each element occupies space in working memory.
- » Information from long term memory = one chunk.
- » Fluency with knowledge and skills in long-term memory reduces the burden on working memory.
- » The more content we have fluency with the easier and quicker teaching new related content will become.

"Through the act of retrieval or calling information to mind (into working memory), memory for that information is strengthened (position in long-term memory) and forgetting is less likely to occur." – Agarwal et al., 2020



Model adapted from Willingham, 2017 - A Mental Model of the Learner & Kirchner et al, 2006, pg 7

What to include:

Critical content e.g.

- » Previously taught content (achieving spaced practice).
- » Precursor knowledge for the upcoming lesson.
- » Automaticity content.

When?

- » Almost every day.
- » For the first 10-15 mins of a session.
- » OR approx. 1/5 – 1/4 of the full lesson/block time, could be up to 30 mins for longer primary literacy blocks.

How to deliver?

- » Teacher led.
- » Full participation principles apply (See page 25 of The Makybe Rise Instructional Guide 2023).
- » Using full participation tactics.
- » Regular checks for understanding.
- » At a faster pace than initial teaching.

SUPPORTING HIGH-IMPACT INSTRUCTION IN DAILY REVIEW

Some questions you may want to ask yourself when creating and using Daily Reviews in your classroom:

Are students remembering more and forgetting less? Are students demonstrating increased fluency and success with previously taught critical content?

What mix of content was included in the review and how was this planned?

Most of the review should focus on achieving spaced practice for previously taught material, with some automaticity content and precursor knowledge for the upcoming lesson, as required.

Was enough content reviewed to ensure sufficient spaced practice?

Your goal is to achieve spaced practice for all critical content across the year. The amount of content covered in a review will depend upon the complexity of the content and the frequency of the class. Put content away for a period if students are firm so there is enough time to cover the critical content by year / subject.

Which single sequence componentry (reteach, retrieve, apply) was used?

Depending on how new or challenging the content is, teachers can use more or less of the components, for different content, to ensure students are practicing accurately with a high rate of success.

How are retrieve and apply components used to promote transfer for students?

Remove the reteach from future reviews once students are firm, as pure retrieval practice has been shown to promote transference for students. Illuminate for students the range and breadth of contexts in which previously

taught content can be applied, by varying the application tasks across reviews. Highlight the underlying structure of the problem using a think aloud.

How was unnecessary cognitive load minimised in the learning materials?

Eliminate distractions (e.g. on slides) and redundancy of information to help students maintain a manageable load on working memory.

Was there a sense of desirable difficulty in the review?

The harder students work for retrieval during a review, the stronger the encoding but you also need to ensure students are achieving a motivating level of success. Remove the reteach and retrieve components when students find the work easy. Ensure you are reviewing grade-level and above content.

Spacing should reflect the duration students need to remember it. If students find content too easy. Take it out of review. You can always bring it back later!

SUPPORTING HIGH-IMPACT INSTRUCTION IN DAILY REVIEW – Teach Well Cohort 39 handout 2022.

Guidelines

Here are some guidelines to follow when you conduct a Daily Review:

- The single sequence (reteach, retrieve, apply) creates a highly motivating environment with a high success rate that still challenges students. It should be used flexibly, with components removed as soon as students demonstrate fluency.
- All students should participate, so use the Full Participation principles and tactics on all critical content. These strategies will maximise the efficient use of time.
- Maintaining student participation during a Daily Review almost always requires choral response, non-volunteers and whiteboards, regardless of content.
- Using participation tactics during a Daily Review generates opportunities for students to practice critical content correctly.
- Teacher-led means time is used efficiently. Feedback and reteach can be provided as often as required based on student responses.
- Most of the review should focus on achieving spaced practice for previously taught material, with some automaticity content and precursor knowledge for the upcoming lesson, as required.
- Balance the motivating effect of success with the need for challenging retrievals for students.
- Daily Review occurs at the beginning of each lesson, which might not be 'daily' for some subjects.
- Daily Review should be approximately a fifth to a quarter of the lesson/block time.
- The pace should be faster in a Daily Review than initial teaching as students have familiarity with the content and/or skills.
- However, pace isn't everything – sometimes the retrievals that take more time have a bigger impact in the long term.
- Feedback and reteach always needs to be available for after unsuccessful retrievals.
- Plan longer Cadence Reviews to provide retrieval and application opportunities.
- Literacy Daily Reviews need to cover all aspects of Reading regularly - phonological awareness; phonics; fluency; comprehension and vocabulary. An example of a Daily Review that covers all aspects of Reading might include clapping syllables, rhyming words, blending, segmenting, manipulating sounds, digraphs, high frequency words, challenge words and reading sentences (choral reading).
- Numeracy Daily Reviews need to cover all aspects on Mathematics regularly- Number & Algebra; Measurement & Geometry; Statistics & Probability. An example of a Daily Review that covers all aspects of Mathematics might include counting, conversions, algorithms, place value, reading clock faces, identifying shapes, patterns, basic number facts and reading graphs.

Content

Previously Taught Content



Provide spaced practice for each piece of content so that it can be recalled easily. This is the critical content that has been taught this year or course. Use the single sequence components to maintain a high success rate, removing components in later practice sessions.

Automaticity Content



While taught in previous years, this content becomes a foundational prerequisite at future year levels so students must build automaticity. It includes knowledge and skills which spiral through the curriculum. Use retrieval and support with reteaching.

Retrieve  Reteach

Precursor Knowledge



The necessary sub-skills or prerequisite knowledge for the upcoming lesson can be included in Daily Review. This allows students to have the content retrievable for the upcoming lesson. This content may need all the single sequence components, depending on student fluency.

Structure

» Remember: not all single sequence components are required in each Daily Review.

» In the table below, each row is a piece of content and the components that are being used are highlighted for this Daily Review.

» Teachers make decisions on the componentry based on student success and fluency.

Content	Reteach	Retrieve	Apply
A			
B			
C			

Rosenshine, B. (2012) Principles of Instruction: Research-Based Strategies That All Teachers Should Know. American Educator, 36(1), p12–39.
 Archer, A., & Hughes, C. (2011). Explicit Instruction: Effective and Efficient. Teaching. NY: Guilford Publications.

Building Individual Accountability

Student accountability and ensuring all students are engaged and participate are essential for a successful Daily Review.

All students should participate, so use the Full Participation principles and tactics on all critical content. These strategies will maximise the efficient use of time.

Consider having all students prepare an answer to each question? Create the impetus for students to engage fully in the learning by having all students prepare an answer. Use whiteboard and/or pair-shares before calling on non-volunteers. Ask questions first to the whole class before sampling individual students, to ensure ALL students prepare a response. Non-volunteers are not primarily to ensure every student has a turn in a lesson, it's to ensure all students prepare a response to each question. This will promote student accountability.

Consider how you will select random non-volunteers. Consider using a physical system (i.e., pop sticks, name cards) to select your random non-volunteers, as research shows, humans are not good randomisers. Adjustments can still be made by the teacher to respond to the needs of individual students and the class.

Common issues when starting with review

“Automaticity is... the fluent, effortless manner in which we perform skilled behaviours. It is the ‘popping into mind’ of familiar knowledge at the moment we need it” Logan (1991) The same practice in the same order every day (not a desirable amount of difficulty).

When students have developed automaticity, they can simply recall the answers to facts without resorting to anything other direct retrieval of the answer. At this point tasks are learned so well that performance is fast, effortless, and not easily susceptible to distraction. When students have automaticity with facts this frees up other mental processes to use the facts in more complex problems.

Some common issues you may have when planning a review or starting a Daily Review are:

- Not enough application.
- Automaticity sets that are too large and always presented the same (i.e. times tables).
- Not interactive with only one or two students answering each question.
- Too much time spent re-teaching.
- Not setting up cues and routines for entering the classroom, getting resources out and participation tactics.
- Too much focus on a brisk pace at the expense of desirable difficulty and application.

Both you and your students will build fluency with Daily Review. Efficiency is built through repetition and practice – where you start, is not where you end!

Daily Review Essentials

- Several concepts should be covered within a Daily Review.
- Fast-paced and teacher led.
- Highly interactive
- Time- The Daily Review will typically last between 10 and 15 minutes. (OR approx. 1/5 – 1/4 of the full lesson/block time, could be up to 30 mins for longer primary literacy blocks.)
- Unison- A choral response must be achieved.
- Heads- All students should be engaged and facing the presentation.
- Response Time- Mastery is demonstrated by the 'click test'- three second response
- Check For Understanding- This should be done throughout the Daily Review. Individual whiteboards and Hinge Point Questions are an effective tool for this.
- Behaviour- Behaviour needs to be managed throughout the Daily Review to ensure that there is compliance and attentive listening.
- Students should be working at a desirable level of difficulty. If students are retrieving content too easily it should be taken out of the review.

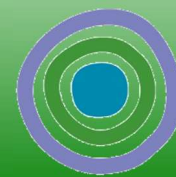
Goals for Daily Review

- Students demonstrate greater fluency with knowledge and skills in long-term memory.
- Students demonstrate improved performance on the hardest work (application/critical thinking tasks).
- A highly motivating environment (high success rate).
- Students working at a desirable level of difficulty.
- A full participation environment.
- Generate opportunities for checking for understanding.
- Efficient use of teaching time.

To see examples of Literacy and Numeracy Daily Reviews or find a blank Daily Review Template please visit:
S:\AdminShared\All Staff\Teachwell Masterclass\Daily Reviews

Acknowledgement: Teach Well Masterclass

High Impact Teaching: Strategies



The 10 High Impact Teaching Strategies are a part of the repertoire of effective strategies that teachers can apply to the wide variety of learning needs students present with each day.

These strategies are outlined in the school's **Instructional Playbook** that can be found at the following pathway

<S:\AdminShared\All Staff\Teaching for Impact\High Impact Teaching Strategies\Playbook>

This Instructional Playbook also includes checklists that can be used by coaches to provide feedback to teachers on their use of these strategies.

HITS have emerged from the findings of tens of thousands of studies on what has worked in classrooms across Australia and the world. Although HITS are highly effective strategies for increasing student learning they do not provide a complete framework for professional practice. Instead, HITS form part of the full set of instructional practices that contribute to a comprehensive model for teaching.

Benefits of using high impact teaching strategies

- **For beginning teachers:** the HITS are a bank of reliable instructional practices you can use with confidence.
- **For experienced teachers:** it's important to note that HITS are not intended to replace teaching strategies you are already using with success. Instead, our HITS guide can add to your understanding of the HITS you are already using and suggest new ways to use them in the classroom.
- **For Professional Learning Communities:** by using the HITS to build the pool of knowledge, professional learning communities can anchor their interventions in evidence-based practices and so increase the likelihood of interventions being effective.
- **For school leaders:** HITS are a professional learning opportunity. The HITS are linked to each other and connect to a broader repertoire of teacher skills and knowledge. They can be connected to collaboration between teachers and integrated into the classroom and school planning around curriculum, instruction and assessment



Moral Purpose

Makybe Rise Primary School aims for every child, every day to develop their literacy abilities in a range of contexts and for different purposes, so that they can communicate effectively with a variety of audiences.

We will do this by adopting a whole school approach that promotes a quality teaching and learning program that includes assessment, reporting, collaboration, effective early intervention and the development of partnerships.

OUR BELIEFS				
Teaching	Learning	Collaboration	Assessment	Reporting
Learning Intention- We provide clear success criteria and a purpose for learning. We establish key learning goals for our students. Varied, effective instructional approaches- We use appropriate instructional techniques and research-based programs, with an emphasis on providing students with opportunities to talk and listen attentively throughout the day. Classroom Environment- We provide safe classrooms where students are confident to share their thinking and respectfully challenge the assumptions of others. Teachers as continual learners- We constantly strive to improve student literacy outcomes by utilising regular opportunities to discuss effective teaching strategies, implement research-based practice and examine findings from the student performance information we collect. Prior literacy knowledge and front loading- We activate the students' prior knowledge to ensure that we maximise their learning potential and build upon what is known. We provide them with the skills, knowledge and vocabulary required to contribute purposefully to all literacy tasks and activities. Individual learning styles- We plan learning opportunities that are differentiated and meet the needs of our students and cater for the way in which they learn best. Oral to the literate- We move from the oral to the written, ensuring that any reading and writing tasks are founded in rich discussion and discourse. The Big Six- We believe that our students need to develop competency in oral language, phonological awareness, phonics, vocabulary, fluency and comprehension to become proficient readers. High Frequency Words- We develop automaticity of high frequency words that are used frequently in student writing. Varied Text Types- We share a range of texts with our students and encourage engagement through relevant, meaningful learning tasks. Collaboration- We work in teams, planning teaching and learning programs and sharing resources. We utilise the strengths of each team member to effectively manage and develop our students' literacy skills. Effective, meaningful assessment- We implement whole school and classroom assessment practices which underpins our quality teaching. Timely, specific, clear and directed feedback is provided to students. Identification, Intervention and Case Management- We ensure that we collect student performance data on several aspects of English. We have an established procedure for monitoring student literacy development across all grade levels. The information we collect informs individual and group literacy programs and allows for differentiating learning to build upon skills and knowledge. Target setting- We set short term literacy goals for all our students. The school sets student improvement targets and expected levels of performance for literacy learning for subgroups and cohorts. Evidence Based Planning- We regularly use and analyse data to inform planning and set targets. Reporting- We ensure that parents remain informed about their child's progress in a variety of ways throughout the school year.				

English

Pillars & Givens



'Pillars' are those four, overarching key components that drive curriculum design and pedagogical choices for English teaching at Makybe Rise PS. The 'Givens' are those practices that are essential for the development of effective literacy skills in every classroom.

Reading- 'The Big 6'		
	Pillars: Principles for Explicit Teaching	Givens: In our classrooms we...
Oral Language	• Provide daily opportunities for both receptive and expressive oral language development. • Interact with and question children in ways which develop oral language and promote meaningful discourse- focus on moving learning forward through 'accountable talk' that promotes rigorous thinking. • Link oral discussions of texts with the reading of them during modelled and shared reading tasks. • Engage children in discussions and co-operative tasks to extend oral speaking and listening concepts.	• Record oral language in the written form during shared and independent writing sessions. • Adopt thematic and cross curricula programs. • Develop oracy and vocabulary through discussion of stimulus pictures and the development of word banks. • Promote active, attentive, 'whole body' listening. • Move from concrete interactions with real objects to organised oral tasks during thematic cross curricula programs. • Relate oral language use to real life experiences wherever possible. • Promote use and development of emotional and expressional language to convey feelings (link to SEL) • Encourage dramatization and visualisation of texts read and shared e.g. Reader's Theatre. • Make connections to environmental print in the classroom, including revisiting Anchor Charts made together as a class during conversations with students.
Phonological Awareness	• Explicitly teach phonological awareness in a variety of contexts. • Focus on tasks that follow a developmental hierarchy- judgement, identification, blending, segmenting and deletion/manipulation. • Conduct tasks at word, syllable, onset-rime and phoneme levels. • Model and use the terms 'sound' and 'letter' appropriately.	• Conduct word tasks- identifying words in books, counting words in spoken sentences, odd one out, compound words. • Conduct syllable tasks e.g. clap syllables in names. • Conduct onset-rime tasks- rhyming, word lists. • Conduct phoneme tasks- hearing the sounds in words (rhyming, alliteration); separating sounds in words (isolation, segmentation); manipulating sounds in words (exchanging, blending); initial, final and medial sounds. • Conduct shared book sessions, especially texts with alliteration, rhyme and assonance. • Chant, sing songs and nursery rhymes. • Discuss and listen to sounds, sound out letters, play games with letters and words, storytelling, word games, rhymes and riddles.

Phonics	- English speech is written in a visual code where symbols, known as spellings or letters, are used to represent individual sounds (one at a time, left to right across the page) - Each sound may be represented by a 1, 2, 3 or 4 letter spelling. - Sounds may be spelled in more than one way. - Many spellings represent more than one sound.	- Ensure that phonics instruction doesn't form the entire reading program for beginning readers. Knowledge of the letter-sound correspondence is extended and refined through repeated opportunities to read and share texts. Vocabulary and explicit instruction of meaning making strategies should be taught alongside phonics. - Explicitly teach digraphs, long and short vowels, words automatically recognised by sight and spelling patterns. - Explicitly and systematically instruct letter (grapheme)/sound (phoneme) relationships. - Instruction should be based on assessment of what children already know and can do. Following diagnosis, synthetic phonics programs need to be systematic and include discrete daily sessions progressing from the simple to complex. Student achievement needs to be continually monitored and assessed. - Synthesise sounds to blend and segment. - Draw attention to phonological cues of the word when doing spelling activities to complement the visual approach. - Teach the alphabetic principle. To read and write new words, children need to understand the alphabetic principle- know the letters of the alphabet, able to segment and blend phonological units, able to map phonemes onto the 26 letters of the alphabet. - Practise phonics often and in different contexts. - Conduct short, sharp, explicit sessions that are then practised during a Literacy Block. - Explicitly teach that one sound can be represented by one, two, three or four letters; one sound can be represented by different spellings; one spelling can represent multiple sounds. - Demonstrate blending phonemes (from left to right) into words. - Demonstrate segmenting words into phonemes for spelling.
---------	---	--

Vocabulary	• Talk about interesting words in shared texts and during shared and interactive writing sessions. • Teach vocabulary in a direct, systematic way with a focus on Tier 2 words. Tier 2 words appear more frequently in text than in oral language so children are less likely to learn them without assistance. Tier 1- basic words used commonly in spoken language. Tier 2- High frequency words often used in spoken and written language and across content areas. Tier 3- Low frequency words usually specific to a theme, learning area or concept. • Explicitly teach word knowledge- what it means, what it sounds like, how to say it, how it is used in a sentence and how to read and write it. • Highlight new words and visit them many times to allow those with language difficulties to fully grasp the meaning of new words.	• Explain figurative language at an appropriate developmental level e.g. idioms, similes, metaphors, proverbs etc • Repeat new words often so that students can create a phonological representation. • Develop semantic knowledge of objects through discussion and questioning- What is it made of? What size is it? What colour is it? What shape is it? How does it feel? How do we use it? • Focus on building vocabulary in both spoken and written contexts. • Encourage accurate articulation of new words learnt. This provides a 'scaffold' for storing, recognising or recalling a word. • Develop word banks for classroom display and refer to them often. • Develop word clusters and word clines relating to individual words. • Provide fun word games that focus on word meanings, opposites, and associated words. • Complete word sorts and categorisations. • Focus on morphology- the segmenting of words into affixes (prefixes and suffixes) and root and base words and the origins of words to focus on meaning.
Fluency	• Focus on both word recognition (words recalled automatically and frequently used words) and word analysis skills (decoding). • Develop a student's bank of known words, frequently used words, sight words, subject specific words, thematic words. • Model fluency during shared book sessions e.g. Echo Reading. • Explicitly teach grammar and syntax at a developmentally appropriate level for the students to aid fluency.	• Link fluency practice to comprehension. For example, during Daily Review, model and read together short passages with expression and then answer comprehension questions related to the text read. • Use sentence strips to cluster words together to form phrases for oral practice. • Surround students with effective language role models e.g. Buddy reading and tutors, whole class novel reading. • Conduct repeated readings of short passages (3 or 4 times) and favourite books. • Repeat read short instructional level texts that are decodable then move onto more complex mentor texts. • Participate in guided oral practice e.g. Echo reading, choral reading, cloze reading, Reader's Theatre, poetry readings, partner reading, tape-assisted reading. • Read passages repeatedly (3 to 4 times) and provide feedback and guidance- student/student; student/adult.

Comprehension	• Expose students to complex texts with adequate scaffolding. • Explicitly model reading comprehension strategies e.g. predicting, making connections, self-questioning, skimming, scanning, creating images, thinking aloud (Shared Book; explicit teaching of comprehension strategies and guided practice). • Front load necessary content, remove the 'barriers' to meaning making and activate student prior knowledge. EAL/D learners will bring varying linguistic and background knowledge to texts. Their text knowledge and comprehension will be dependent on their home-language literacy. EAL/D learners need explicit opportunities to understand their background knowledge in English and its connection to texts being read. • Orientate students to oral discussions and texts about to be read by activating their prior knowledge (what they already know about the concepts, text type etc).	• Ask students to repeat and/or summarise ideas about texts read. • Identify the main idea or 'gist' of texts shared and read. • Encourage students to seek clarification when meaning is lost. • Retell texts orally and in writing. • Discuss texts before, during and after reading. • Establish a purpose for reading texts. • Make reading 'active' - e.g. use intonation and emphasis when reading orally to students, use post it notes and highlighting key words when reading. • Limit the amount of material presented at any one time (break texts into smaller chunks when necessary). • Repeat and rephrase instructions and give students the opportunity to paraphrase them to a peer. • Encourage prediction and substantiation. • Model the use of 'think aloud' when sharing texts with students. • Model comprehension monitoring: stop reading when meaning is lost.
---------------	--	---

Spelling		
Underpinned by high quality instruction in Phonological Awareness, Alphabet Knowledge, Concepts of Print and Phonics.		
Frequently Used Words	• Explicitly teach these word meanings to improve reading and spelling fluency. • Explicitly teach irregular words and 'tricky' spellings. • Teach students how to read and write these words correctly. • Teach these words alongside instruction of phonological awareness, alphabet knowledge, concepts of print, phonics and spelling (word study, morphology and etymology).	• Use systematic, synthetic phonics knowledge to learn 'sight' words. For example, the letters s,a,t,i,m makes up the words; a, l, sit, it, sat, mat, at, man etc. • Develop awareness of sight words in shared reading and guided reading sessions. • Explicitly teach mnemonics for 'tricky' words that can't be sounded out. For example, should, could and would.

Spelling Knowledge and Conventions	- Plan spelling programs that are logically sequenced, systematic, cumulative, contrastive, explicit, intensive and lead to automaticity: <i>read, spell use (transfer to writing)</i> - Conduct a variety of word analysis tasks to support the explicit instruction of phonemes, morphemes and etymology. - Explicitly teach spelling generalisations and patterns and embed the teaching and learning of spelling in all learning areas - Link the spelling of new words with reading them: read; spell and transfer into writing.	- Teach rules for adding prefixes and suffixes, making plurals and using apostrophes and other aspects of grammar. - Teach acceptable letter combinations and sequences. - Examine homophones and acronyms. - Improve student knowledge of base words and their meanings. - Use a dictionary and thesaurus (where appropriate) and teach the students how to use them. - Edit for spelling errors in our writing. - Teachers follow the Makybe Rise PS English Scope and Sequence- sounds to be covered; rules to be taught. - Words that can be segmented should be segmented. Visual strategies and mnemonics, memory skills should be used to develop word families. - Nonsense Words with target sounds. - Oral discrimination tasks - Blend and segment. - Articulate the language- digraph, trigraph etc - Conduct regular dictation.
------------------------------------	--	---

	Writing	
	Pillars	Givens
K	- Practice and consolidate the motor patterns required for writing letters. - Develop appropriate pencil grip. - Model writing for different purposes and audiences. - Provide opportunities to role play writing.	- Peggy Lego Pre-Writing Program- focus on gross motor, sensory, use of verbal and visual cues. - Activities and exercises to build hand strength. - Modelled writing integrated into class teaching and learning programs e.g. Morning Message Board, Morning Meeting activities, writing of lists labels, recounts of experiences etc. - Dramatic play and the use of learning centres. - Play with alphabet letters and writing implements. - Making cards and copying texts regular part of program. - Daily practice of name writing and other personally significant words.
PP	- Practise handwriting (letter formations, size, slant, pressure, speed, posture, pencil grip) daily. - Provide opportunities for word l and sentence level writing daily. - Expose students to reading and writing of different text types e.g. recounts, descriptions, narratives.	- Daily dictation of consonant-vowel-consonant words and simple sentences. - Daily opportunities to decode and encode words. - Explicit teaching of irregular words, providing regular practice of irregular spelling patterns. - Explicit teaching of syntax (with a focus on sentence structure) and that sentences are the key units for expressing ideas. - Expose students to conjunctions in sentences and model their use. - Undertake sentence expansion activities. - Shared editing of work. - Regular modelled sessions and opportunities to jointly construct texts. - Follow the oral to written continuum. - Create short texts using their semantic, sound and syntactical knowledge .

Year 1	• Focus on teaching letter-sound relationships (phonics) and building vocabulary. • Plan teaching and learning programs and tasks for writing that are logically sequenced, explicit, cumulative and lead to automaticity. • Teach students how to construct sentences with a focus on grammar and punctuation. • Introduce the writing process through guided and modelled writing sessions that emphasise planning, creating, revising, editing and reflecting for a variety of audiences and purposes.	• Provide daily opportunities for purposeful writing (both informal and formal). • Follow the Makybe Rise PS English Scope and Sequence- text types to be explicitly taught. • Relate oral language use to real life experiences where possible for writing tasks. • Explicitly teach differentiation between letters, words, sentences, paragraphs and whole text.
Year 2	• Examine mentor texts of varying length, genre, style and format to explicitly teach student writing skills. • Ensure that oral language is the basis of writing. • Explicitly teach sentence level writing with a focus on compound and complex sentences. • Explicitly teach and model the writing process, including generating ideas, planning, drafting and editing.	• Incorporate critical reading of texts into class programs. • Provide opportunities to share orally before writing. • Engage in shared and modelled writing. • Students write daily for a range of purposes and audiences. • Provide scaffolds to support writing- sentence frames, word banks, writing templates. • Explicitly teach vocabulary.
Year 3	• Examine and write a range of text types for a variety of audiences and purposes. • Explicitly teach text structure and language features. • Model and explicitly teach grammar, vocabulary, editing, spelling, paragraphing and punctuation. • Focus on sentence structure.	• Use worked examples to model structures of different genre types. • Implement Daily Reviews. • Unpack unknown and more difficult vocabulary. • Regular opportunities for editing and proofing. • Spelling Mastery. • Engage in regular use of dictation. • Implement Quickwrites. • Use of devices to aid in the construction of writing.
Year 4	• Explicitly teach the language features and structure of various text types. • Explicitly teach sentence structure and parts of speech. • Explicitly teach spelling generalisations where appropriate. • Plan programs that are logically sequenced to identify and teach appropriate sentence and paragraph structure.	• Clear learning objectives. • Modelling of text types. • Provide worked examples. • Age appropriate mentor texts. • Whole class text analysis. • Use of graphic organisers. • Teach the writing process. • Guided practice and opportunities for on-going feedback. • Independent practice. • Use of ICT. • Interactive writing activities. • Use of visual aids- charts and posters. • Daily practice. • Peer editing. • Grammar rules in context.

		• Link to reading. • Word Walls. • Dictation. • Vocabulary building. • Spelling Mastery. • Explicit instruction of writing process- generating ideas etc. • Modelling cohesive devices.
Year 5	• Explicitly teach figurative language, sentence structure, parts of speech and subject specific vocabulary to further develop complexity of student writing. • Explicitly teach the structure and language features of various text types, including narrative and informational text, for a range of audiences and purposes. • Explicitly teach punctuation- meaning and use. • Explicitly teach editing skills to ensure cohesion of meaning and structure.	• Identify key features of different text types. • Provide worked examples. • Whole class and group joint construction of texts. • Opportunities for daily writing across all learning areas. • Use of the 'marking the text' strategy. • Oral to written continuum. • Seven Steps for Writing resources. • Daily practice of writing concepts and skills through Daily Reviews and Warmups. • Use of examples and non-examples to develop writing skills. • Focus on sentence level and paragraph writing. • Gradual Release- modelled, shared, individual practice. • Use of hinge point questions to check for understanding. • Establish editing criteria to aid the review and improvement of writing. • Self, peer and collaborative editing of written pieces.
Year 6	• Explicitly teach the purpose, structure and language features of various text types. • Teach vocabulary in a systematic way e.g. basic words (rarely need to be taught); high frequency words (often used in spoken and written language); low frequency words (usually specific to a theme, learning area or concept). • Embed the teaching and learning of spelling in all learning areas and conduct a variety of word sorts and word analysis tasks. Explicitly teach spelling generalisations where appropriate. • Explicitly teach students editing and proofing skills to review and improve their writing.	• Teach multiple text types throughout the year (e.g. narratives, poetry, informative, persuasive). • Interweave the critical reading process with the explicit teaching of writing. • Provide opportunities for students to write daily with a strong focus on personal responses (quickwrites). • Provide students with the opportunity to verbalise their thoughts and ideas before beginning the writing process. • Use digital technology throughout the writing process (e.g. online thesaurus, dictionaries, Words etc). • Utilise graphic organisers to organise thoughts and plan for writing. • Model writing, shared writing and independent construction of texts. • Explicitly teach figurative language. • Front-load vocabulary. • Use of Daily Reviews. • Include Tier 1, 2 & 3 vocabulary. • Marking the Text- finding word meaning in context. • Focus on building vocabulary in both spoken and written contexts. • Develop word banks for classroom display and refer to the often (especially around Greek and Latin roots). • Complete word sorts, categorisations and word analysis tasks. • Teach generalisations for adding prefixes and suffixes; making plurals and using apostrophes. • Strong focus on etymology. • Sentence building using spelling words. • Focus on development of homophones and acronyms, base words and their meanings. • Use of a dictionary (including digital(and thesaurus (where appropriate) and teach their use. • Shared and independent editing tasks.

		• Teach 'exceptions' to the rule. • Use the MRPS Editing Checklist. • Highlight points of error so that students can easily find that requires correction. • Use editing rubrics- grammar, spelling, punctuation, sentence structure. • Provide examples of work that specify points of error to reinforce the concept of editing e.g. full stops in punctuation, homophones in spelling.
--	--	---



Moral Purpose

Makybe Rise Primary School aims for every child, every day to develop essential mathematical skills and knowledge, so they can meet the demands of learning, school, home, work, community and civic life.

We will do this by adopting a whole school approach that promotes a quality teaching and learning program that includes assessment, reporting, collaboration, effective early intervention and the development of community partnerships.

Teaching	Learning	OUR BELIEFS Collaboration	Assessment	Reporting
Learning Intentions – We provide clear and differentiated success criteria and a purpose for learning. We establish key learning goals for our students. Varied, effective instructional approaches- We use appropriate instructional strategies and programs, with an emphasis on providing students with opportunities to consolidate learning through varied, repeated practice and collaboration. Classroom environment – We provide safe classrooms where students are confident to share their thinking and respectfully challenge the assumptions of others. Teachers as continual learners- We constantly strive to improve student numeracy outcomes by utilising regular opportunities to discuss effective teaching strategies, implement research-based practice and examine findings from the student performance information we collect. Prior numeracy knowledge and front loading- We activate the students' prior knowledge to ensure that we maximise their learning potential and build upon what is known. Where necessary, we provide them with the skills, knowledge and vocabulary required to contribute purposefully to all numeracy tasks and activities. Individual learning styles- We plan learning opportunities that are differentiated and meet the needs of our students and cater for the way in which they learn best. Concrete to the abstract- We teach using a concrete-to-representational-to-abstract sequence of instruction to ensure students truly have a thorough understanding of the math concepts/skills they are learning. Mathematical Vocabulary- Students need to read, understand and apply mathematical vocabulary (circumference, symmetry, perimeter) and procedural vocabulary (estimate, factorise). Automaticity of basic facts – Automaticity of basic math facts is critical for success in mathematics as this reduces the demand on memory and allows for higher order thinking. A Problem-Solving approach- We explicitly teach & build a repertoire of strategies for solving problems. We provide opportunities for students to apply mathematical skills across the curriculum and in real life. Collaboration- We work in teams, planning teaching and learning programs and sharing resources. We utilise the strengths of each team member to effectively manage and develop our students' numeracy skills. Effective, meaningful assessment- We implement whole school and classroom assessment practices which underpins our quality teaching. Timely, specific, clear and directed feedback is provided to students. Identification, Intervention and Case Management- We ensure that we collect data on student performance data for a aspects of Mathematics. We have an established procedure for monitoring student numeracy development across all grade levels. The information we collect informs individual and group numeracy plans and classroom programs and allows for differentiating learning to build upon strengths in skills and knowledge. Evidence Based Planning- We regularly use and analyse data to inform planning and set targets. Reporting – Student numeracy outcomes are increased if a meaningful connection between home and school is established and fostered. We ensure that parents remain informed about their child's progress in a variety of ways, throughout the year.				



'Pillars' are those four, overarching key components that drive curriculum design and pedagogical choices for Mathematics teaching at Makybe Rise PS. The 'Givens' are those practices that are essential for the development of effective numeracy skills in every classroom.

Big Ideas in Number		
(Adapted from 'Working with Big Ideas in Number and the Australian Curriculum: Mathematics'; Siemon, Bleckly, Neal, 2012 & 'Developing the Big Ideas of Number'; Hurst, 2014)		
	Pillars: Principles for Explicit Teaching	Givens: In our classrooms we...
Trusting the Count	By the end of Pre-Primary: <i>A child's capacity to access flexible mental objects for the numbers 0 – 10 based on part-part whole knowledge, derived from subitising and counting.</i> Key Understandings: • Early number experiences – classifying, grouping, ordering, patterns • One-to-one correspondence • Collections can be compared on a one-one basis • Arrangement of objects in a count does not change the quantity • In a count, the last number signifies quantity • Purpose of counting or subitising is to quantify • Counting numbers are always said in the same order • Counting on and back can be used to solve simple problems • Addition and subtraction 0-10	• Use concrete manipulatives to regularly practice and develop number sense. • Conduct daily Warm Ups to recite, recall and apply number concepts with a focus on choral counting and modes of response. • Use number displays, songs and role-play. • Provide time to collaborate, practice and apply new understandings.

Place Value	By the end of Year 2: <i>A child's capacity to recognise and work with place value units (Base 10) and view larger numbers as counts of these units, rather than a collection of ones.</i> Key Understandings: • Order of digits makes a difference • There are patterns in the way we read, write and say numbers • Patterns in the number system can help us to build other numbers • Place value columns have names • Zero can hold a place • A ten group is seen as a special entity which can be counted & the term ten group can be applied to 'ten tens' or 'ten hundreds' • We can skip count by ten, hundred both forwards and backwards • Numbers can be partitioned in flexible ways	• Explicitly teach the Place Value properties. Additive Property Positional Property Base-Ten Property Multiplicative Property
-------------	---	--

Multiplicative Thinking	By the end of Year 4: <i>A child's capacity to work flexibly with both the number in each group and the number of groups – through multiple representations of multiplication and division.</i> Key Understandings: • Arrays are one way to represent multiplication and should be used alongside other representations • Ten times multiplicative relationship exists between places • The multiplicative relationship extends to numbers less than one (decimals) • Expressed as 'Times as many' and 'how many times larger or smaller' a number is than another number (factor X factor) • Numbers moved a place each time they are multiplied or divided by 10 • Number facts to 12 x 12 are recalled and patterns investigated • Multiplicative situations can be represented as equal group problems, comparison problems, combinations problems and area/array problems. • Multiplication and division are known as the inverse of each other • Multiplicative arrays are linked to concepts of area and volume • Measurement units have the same multiplicative relationship as the Base-Ten Number System	• Explicitly teach the Multiplicative properties; Commutative property Partition property Quotition division Distributive property • Regularly and on-going tables assessments • Model multiple strategies for teaching multiplication; arrays, algorithm, grid method • Conduct choral counting to consolidate number patterns • Use sentence frames for division and multiplication • Provide opportunities to apply to different learning areas • Use modes of response modelled during mental maths • Teach strategies for multiplication tables e.g. 9s strategy
-------------------------	--	--

Partitioning (Multiplicative)	By the end of Year 6: <i>A child's capacity to partition quantities and representations equally using multiplicative reasoning and recognise that partitioning distributes over previous acts of partitioning and that numbers can be divided into new numbers.</i> Key Understandings: • Objects, quantities and collections can be shared to create equal parts • There is a relationship between the number of parts and the size and name of the parts and the number of parts increases as the size or share decreases • Quantities or collections can be repeatedly halved or doubled • An object, quantity or collection can be partitioned into a number of equal portions • The relative magnitude of a fraction is dependent on the relationship between the numerator and denominator • Equivalent fractions are when the numerator and denominator are increased by the same factor • Common fractions, fractions with unlike denominators and decimal fractions can be compared, ordered and renamed in conceptual ways • Fractions are used to describe quotients and operators, part-whole relations and simple ratios • Percentages, fractions and decimals express the relationships between two quantities • Percentages are special part: whole ratios based on 100 and can be used to generate an infinite number of equivalent fractions	
-------------------------------	---	--

Six Key Principles for Effective Teaching of Mathematics <i>(From 'Australian Education Review – Teaching Mathematics: Using research-informed strategies', Sullivan, 2011)</i>		
	Pillars: Principles for Explicit Teaching	Givens: In our classrooms we...
Articulating Goals	• Importance of the teacher having clear and explicit goals for student learning in Mathematics • Make the purpose of the activities clear • Feedback related to goals is essential - Where am I going? How am I going? Where am I going to next? •	• Use Essential Questions, specific Learning Intentions and differentiated Success Criteria for every lesson • Give students regular and targeted feedback throughout the learning process • Encourage peer and self-reflection during Mathematics
Making Connections	• Constructive use of students' prior knowledge • Contextualising questions and tasks to make them appropriate for students • Use data effectively to inform learning • Connect learning with experience	• Follow a data collection schedule each term and analyse data through the Disciplined Dialogue process • Modify Stepping Stones lessons to suit the context and understanding of our students • Science and Technologies cross-curricula links.
Fostering Engagement	• Make Mathematics learning interesting for students • Rich and challenging tasks – more exposure to less repetitive, higher-level problems • Use a variety of forms of representation	• Uphold high expectations for student achievement • Incorporate a range of AVID – WICOR strategies into Mathematics lessons • Utilise Costa's Levels of Questioning
Differentiating Challenges	• Differentiating student support according to the different needs of individual students • Enabling prompts to allow those experiencing difficulty to engage in active experiences • Extending prompts to allow students to challenge their thinking within the context of the original task • Choose appropriate representations and models that support the development of mathematical understanding	• Use differentiated success criteria for every lesson, with enabling and extending prompts • Use formative and summative assessment to determine student understanding and target their learning at their point of need • Refer to the Makybe Rise Scope and Sequence and ORIGO Stepping Stones to differentiate accordingly.
Structuring Lessons	• Adopt a lesson structure that fosters communication between individuals and groups of students • Students benefit from the opportunity to report the products of their experience to others • Teachers summarise key mathematical ideas to students	• Use the Gradual Release Model (I do, We do, You do) for our lesson design • Incorporate a range of AVID – WICOR strategies into Mathematics lessons that allow for collaboration, maths conversation and reflection • Refer back to the Learning Intention and Success Criteria in the Plenary of a lesson, in order to summarise key learning
Promoting Fluency & Transfer	• Fluency is important, and it can be developed in two ways: by short everyday practice of mental processes; and by practice, reinforcement and prompting transfer of learnt skills (Sullivan, 2011)	• Fluency is one of the four proficiency strands for Mathematics (ACARA) and is planned for in Numeracy Blocks and Layered Planning documents • Use a Warm Up at the beginning of every Numeracy Block to develop fluency and automaticity on a range of mathematical concepts



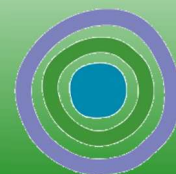
- All teachers conduct a daily Literacy Block and a Numeracy Block (shorter in duration and modified for K) and integrate literacy and numeracy across the curriculum wherever possible.
- These Blocks consist of a Warmup/Daily Review. This spaced practise/ review should cover all aspects of English and Mathematics regularly. These are independent of the rest of the Block and must consist of consolidation activities and tasks to develop automaticity- (re)teach, retrieve, apply. The review is to be cumulative and incorporate the use of individual whiteboards where appropriate. The structure and content of the review will look different according to the grade level but the intent will be the same- developing mastery of concepts previously taught explicitly.
- All planning in English and Mathematics is in line with the school's Beliefs, Pillars and Givens.
- All planning reflects the content contained in the Western Australian Curriculum. The school's English and Mathematics Scope and Sequence documents provide supporting detail.
- The Gradual Release of Responsibility Model can be used within or across the Literacy and Numeracy Blocks- 'I do'; 'We do'; 'You do' (modelling, sharing, guiding and independent practice).
- Teachers conduct regular whole class, shared and/or guided reading sessions. These texts can be revisited throughout the week to provide a context for modelling and transference of explicitly taught skills.
- Guided and independent practice provides regular opportunities to develop their skills.
- Teachers engage their students with scaffolding to allow them to access rigorous texts and complex vocabulary.
- Students participate in regular critical reading sessions following the AVID Critical Reading Process (Plan for reading; Pre-reading; Interacting with the text; Extending beyond the text; Building vocabulary)
- Teachers conduct a Plenary Session at the end of the Literacy/ Numeracy Block that relates to the learning intent and can include recording in their Journals, completing a graphic organiser (e.g. DLIQ) and/or review and goal setting.
- Teachers check for understanding throughout the learning session (e.g. use hinge-point questions).
- Teachers incorporate the explicit teaching of comprehension strategies and reading skills into their planning for the Literacy Block and the Origo: Stepping Stones program (K-6) into their planning for the Numeracy Block.
- All students participate in daily writing, with a focus on sentence, paragraph and text construction. Writing sessions include more than the explicit instruction of text genres.
- All students take part in regular oral language activities, linked to the development of vocabulary.
- A range of tiered vocabulary is taught to students. This includes subject specific words related to themes and/or Learning Areas.
- All teachers regularly read aloud to the students- e.g. class novel, picture book etc.
- All students participate in regular basic facts practice, with a focus on addition and subtraction (Year 1-2), multiplication (Year 1-3) and division (Year 1-6)
- Teachers conduct formative and summative assessments to effectively monitor students' literacy and numeracy development and to inform targeted interventions.



MAKYBE RISE
PRIMARY SCHOOL

Expectations for Kindergarten

English & Mathematics



	Alphabet Knowledge The knowledge of letter names and sounds.	Phonological Awareness Recognising and working with the sound units of language.
What do the students need to know? What should they be able to do?	- Distinguish the shape of a letter from other letters, numbers and shapes. - Name the letter where appropriate - upper and lower case but focus on the sound the spelling makes. - Recall and recognise the shape of a letter from its name where appropriate. - Recall and recognize the shape of the letter when the associated phoneme is pronounced, where appropriate. - Write the shape or pattern that makes up the letter, both upper and lower case, with the correct movement and orientation. Link to writing and recognising their name. - Concentrate on consolidation of s a t i m. - Recognise and articulate a sound (phoneme) associated with the letter shape.	- Recognise that our language is composed of words, these words are composed of syllables, these syllables contain onsets and rimes, and most importantly that words contain individual sounds. <u>WORD LEVEL</u> - Identify words that are the same and different. - Identify real and nonsense words. - Identify long and short words. - Blend words to form a sentence. - Segment words in a phrase or simple sentence with mostly single syllable words. - Delete a part of a compound word e.g. rainbow- rain= bow. <u>SYLLABLE LEVEL</u> - Count the number of syllables in a two-three syllable word. - Segment and blend multi-syllabic words with two-three syllables. <u>ONSET-RIME LEVEL</u> - Judge whether two words rhyme. - Produce a short string of simple words that rhyme e.g. cat, fat, gat, dat. <u>PHONEME LEVEL</u> - Blend CVC words when provided with a model - Segment CVC words into their individual sounds - Identify initial sounds of words - Identify final sounds of CVC words - Identify the initial sound of their own name.

What do you need to do in your classroom?	• Use flashcards of the alphabet where appropriate. • Introduce these alphabet cards following the following hierarchy- s, a, t, i, m n, o, p b, c, g, h, k d, e, f, , r, u, l j, w, z x, y, q • Adopt a pace that is appropriate for the level of the children. • Adopt a cumulative approach, adding to the set of letters introduced. • Conduct consolidation activities requiring students to identify the letters/sounds and match lower with upper case. • Provide opportunities to practice writing letters, adopting a multi- sensory approach. • Explicitly teach the writing of the student's name, making links to the letters learned where possible. • Complete formative and summative assessments.	• Conduct frequent, intensive oral sessions focusing on words, syllables and phonemes. • Include group phonological awareness tasks in the Literacy Block. Follow the Heggerty Phonemic Awareness Program. • Expose students to simple rhymes through nursery rhymes and music. • Teach students the sounds in the initial, medial and final positions. • Complete formative and summative assessments.
	Concepts of Print The realization that print is meaningful, represents spoken language, is different from illustrations and communicates a message.	Oral Language <i>The systematic means of communicating through the use of sounds, including both receptive language (comprehending incoming information) and expressive language (expressing our own ideas and thoughts).</i>
What do the students need to know? What should they be able to do?	• Recognise own name. • Work towards writing own name. • Track each word as they are read (1:1). • Ask questions about print. • Understand that there are capital and lower-case letters. • Identify a capital letter at the beginning of a word/sentence and fullstops in Big Books. • Hold a book the right side up and turn the pages from front to back. • Understand that we read from left to right and top to bottom. • Identify the title of a book. • Identify the author of a book. • Understand the terms 'author', 'illustrator', 'title', 'page numbers' and 'cover'. • Identify labels, signs, charts.	• Sustain conversations with others in different situations • Use speech that can be understood by others • Listen to others • Follow simple instructions and statements • Develop auditory discrimination, for example able to identify environmental sounds • Modulate voice appropriate to the situation e.g. inside/ outside voice • Use simple sentences when speaking • Use turn-taking in conversations • Increase use of vocabulary by exploring meanings of new words and talk about language (metalinguage) • Know that languages other than English are used in the home, school and community environment • Use simple non-verbal ways of communicating through gesture and signs.

What do you need to do in your classroom?	- Point out print, both in the classroom and environment. - Conduct modeled and shared book sessions. - Complete formative and summative assessments.	- Provide daily opportunities for news telling using the news telling framework. - Retell texts using prompts - Sharing during Morning Meeting - Words, Grammar, Fun - Use sentence frames across the curriculum - Attentive listening explicitly taught - Engage with students and model taking turns - Read several books per day for vocabulary development - Use themes that are integrated. - Referral to Intervention Speech Program and CDS for students with speech and language difficulties. - Use of sentence frames. - Complete formative and summative assessments.
	Number & Algebra Those foundational, key numerical concepts and skills that need to be mastered.	Measurement & Geometry Those foundational, key spatial and measurement concepts and skills that need to be mastered.
What do the students need to know? What should they be able to do?	- Number Recognition (to 5). - Subitising (to 5). - Matching numbers and quantities (1-5). - Comparing small quantities. - Oral counting (0-20). - Counting out. - Order numbers (after and before). - Reverse order numbers (from 10). - Partition small numbers (part, part, whole). - Copy and create simple two-part problems.	- Describing, comparing, ordering and measuring length, size, mass and height. - Describe order of familiar events and routines and use everyday language of time such as morning, afternoon, daytime. - Use language words to describe duration and relative duration such as quick, slow, fast, it takes a long time. - Identifying a square. - Identifying a rectangle. - Identifying a circle. - Identifying a triangle. - Identifying an oval. - Use positional language such as on, under, behind, between. - Concrete opportunities for students to heft, compare everyday items, using non-standard units both inside and outside the classroom. - Daily Warmups - Every morning the routine of the calendar, month, date, days of the week is completed. - Daily schedule/agenda a part of every Morning meeting. - Movement activities to teach quick, slow, fast- FMS, music, movement.
What do you need to do in your classroom?	- Use the CRA Model- Concrete, Representational, Abstract. - Choral chanting daily. - Authentic counting situations throughout the day.	- Use of manipulatives. - Integrated into Art and fine motor activities. - Use of modes of response hand signals. - Use of sentence frames. - Use of interactive notebooks.

	Complete formative and summative assessments.	Complete formative and summative assessments.
	Statistics & Probability Those foundational, statistics and probability concepts and skills that need to be mastered.	Counting Principles Those principles that must be developed for children to gain an understanding of counting.
What do the students need to know? What should they be able to do?	- Sort, classify and match objects according to attributes, for example colours, sizes and shapes - Order objects according to one attribute - Answer simple questions to collect information, such as using yes/no and group items in response to questions such as favourite pets <i>Problem solving</i> <i>Yes or No boxes.</i> <i>Class displays.</i> <i>Games based approach.</i> <i>Morning Message Board tasks.</i>	Cardinality Principle- The final number in the count represents how many in the set. 1-1 Correspondence Principle- The matching of counting words to the items being counted. Stable Order Principle- Counting words are always said in the same order. Order Irrelevance Principle – The order in which items are counted does not affect the count. Abstraction Principle- The counting procedure may be applied to any counting situation. - Trust the Count- Knowing when you're counting a set of objects, the last number you say represents the total number in the set. If you count a set of objects and then count it again, you'll get the same answer every time. If you move around a set of objects but nothing is added or removed from the set, you'll get the same answer every time. - Multiple opportunities for daily counting.
What do you need to do in your classroom?	Complete formative and summative assessments.	Complete formative and summative assessments.
References Curriculum and Assessment Outline: Kindergarten Curriculum Guidelines (SCSA) Makybe Rise English Scope and Sequence Makybe Rise Mathematics Scope and Sequence		

Social & Emotional Learning

Moral Purpose & Beliefs



Moral Purpose

Makybe Rise Primary School aims for every child, every day to develop essential social and emotional skills and understandings, so they can meet the demands of learning, school, home, work, community and civic life, graduating with the knowledge and skills to contribute positively to the wider community.

We will do this by adopting a whole school approach that promotes a quality teaching and learning program that includes assessment, reporting, collaboration, support, inclusion, student voice, effective early intervention and the development of community partnerships.

OUR BELIEFS				
Teaching	Learning	Collaboration	Assessment	Reporting
Learning Intentions – We provide clear and differentiated success criteria and a purpose for learning. We establish key learning goals for our students. Varied, effective instructional approaches- We use appropriate instructional strategies and programs, with an emphasis on providing students with opportunities to consolidate learning through varied, repeated practice and collaboration. Classroom environment – We provide safe classrooms where students are confident to share their thinking and respectfully challenge the assumptions of others. Teachers as continual learners- We constantly strive to improve student mental health and wellbeing by utilising regular opportunities to discuss effective teaching strategies, implement research-based practice and examine findings from the student performance information we collect. Prior social and emotional knowledge and front loading- We activate the students’ prior knowledge to ensure that we maximise their learning potential and build upon what is known. Where necessary, we provide them with the skills, knowledge and vocabulary required to contribute purposefully to all social and emotional tasks and activities. Individual learning styles- We plan learning opportunities that are differentiated and meet the needs of our students and cater for the way in which they learn best. Social Skills - We teach social and emotional understandings through explicit classroom instruction using whole school approaches and documents. Social and Emotional Vocabulary- Students need to read and understand social and emotional vocabulary to apply the skills to everyday situations. Classroom Environment – We establish a cooperative, rigorous and supportive learning environment using whole school approaches A Problem-Solving approach- We explicitly teach & build a repertoire of strategies for solving problems. We provide opportunities for students to apply social skills across the curriculum and in real life. Collaboration- We work in teams, planning teaching and learning programs and sharing resources. We utilise the strengths of each team member to effectively manage and develop our students’ social and emotional skills. Effective, meaningful assessment- We implement whole school and classroom assessment practices which underpins our quality teaching. Timely, specific, clear and directed feedback is provided to students. Case Management and Student Referral - We use a student-cantered approach to the case management of students with complex behaviours. We place students firmly at the centre of a network of support from staff, family and relevant agencies including lead school psychologists, school of special needs – behaviour and engagement (SSENBE) and external agencies. Evidence Based Planning- We regularly use and analyse data to inform planning and set targets. Reporting – Student personal and social capabilities are increased if a meaningful connection between home and school is established and fostered. We ensure that parents remain informed about their child’s progress in a variety of ways, throughout the year.				

Social & Emotional Learning

Pillars & Givens



'Pillars' are those six, overarching key components that drive curriculum design and pedagogical choices for SEL teaching at Makybe Rise PS. The 'Givens' are those practices that are essential for the development of effective personal and social capabilities in every classroom.

Six Key Principles for Effective Teaching of Social and Emotional Skills		
	Pillars: Principles for Explicit Teaching	Givens: In our classrooms we...
Articulating Goals	- Importance of the teacher having clear and explicit goals for student learning in SEL - Make the purpose of the activities clear - Feedback related to goals is essential - Where am I going? How am I going? Where am I going to next?	- Use Essential Questions, specific Learning Intentions and differentiated Success Criteria for every lesson - Give students regular and targeted feedback throughout the learning process - Encourage peer and self-reflection during Social and Emotional Learning
Personal and Social Capabilities	Self-Awareness - Conduct regular individual, small group and whole class lessons that teach students how to recognise a variety of emotions and how to use personalised strategies to self-regulate - Develop student's abilities to recognise personal qualities and achievements - Support students in understanding themselves as learners - Model reflective practice Self-Management - Support students fostering independence - Orientate students to express emotions appropriately - Explicitly teach self-discipline and goal setting - Foster resilience Social Awareness - Explicitly teach social skills in a variety of contexts - Focus on the development of positive relationships, teacher to student, student to student, small groups and whole class	- Explicitly teach the four Zones of Regulation - Support students utilising personalised strategies to self-regulate - Use BeYou modules and resources to understand the developmental stages Social and Emotional Learning - Use BeYou resources to understand mental health and wellbeing in children and young people - Use AVID strategies and journals to self-reflect - Use the Tribes Trail to plan and deliver lessons incorporating the 3 stages of the Tribes Trail; inclusion, influence and community - Explicitly teach individual and group decision making skills using Tribes Learning Communities resources - Plan to teach social skills using the SEL Scope and Sequence and the Friendly Schools Plus Curriculum - Have daily opportunities to experience success working individually, small groups and whole class

	• Explicitly teach problem solving and decision making both at an individual and group level Social Management • Model effective communication through think-aloud and interactions with students and teachers • Support students in decision making through a variety of scenarios appropriate to each year level • Explicitly teach students negotiation skills and how to resolve conflict • Develop personal leadership skills in all students	
Fair Process Principles	• Teachers are actively committed to developing relationships with staff students, parents, outside agencies and community partners • Commitment to building a culture of respect and positive relationships through the Tribes Agreements • Modelling of a common language and a shared vision and a culture of respect, safety and high-achievement • A positive approach to behaviour management through the recognition of students' strengths and rewarding achievements • Modelling of a common language including red/green choices and expected/unexpected behaviours • Develop Classroom Management Strategies through CMS, Tribes, Restorative Practices, The Zones of Regulations the Berry Street Education Model and BeYou • Consistent approach to bullying response in line with Friendly Schools Plus Policy • Use of behaviour contracts, personalised behaviour tracking and monitoring tools, behaviour management plans and profiles, risk management plans, case conferences and student services case management to support students with individual behavioural needs • Explicitly teach and establish with students the rules of the classroom • Support students in understanding the concept of logical consequences for breaking rules, taking time to discuss model, problem-solve and role play	• Use the 4 Tribes Agreements to discuss and uphold classroom and whole school expectations • Establish classroom rules together • Use the restorative practice process and the 5 questions to take ownership for actions and repair any harm caused as a result of those actions • Use 1, 2, 3 Magic as a positive behaviour management process • Use behaviour management plans to support individual student behaviour • Use praise and encouragement a positive reinforcement • Use individual, group and whole class reward systems

Differentiating Challenges	• Differentiate social scenarios according to the different needs of individuals, small groups, whole class and year levels • Use of Friendly Schools Plus curriculum to plan for differentiated challenges • Participation of Life Education Van using specific developmentally appropriate programs • Choose appropriate representations and models that support the development of Social and Emotional Learning	• Use the SEL Scope and Sequence and Friendly Schools Plus to plan for social skills lessons • Use the Tribes Learning Communities to plan for explicit teaching of the SEL curriculum
Structuring Lessons	• Adopt a lesson structure that fosters communication between individuals and groups of students • Students benefit from the opportunity to discuss their experiences to others • Teachers summarise key Social and Emotional ideas to students	• Use the Gradual Release Model (I do, We do, You do) for our lesson design • Incorporate a range of AVID – WICOR strategies into SEL lessons that allow for collaboration, conversation and reflection • Refer back to the Learning Intention and Success Criteria in the Plenary of a lesson, in order to summarise key learning

Daily Routines	• Teachers use the daily Morning Message Board to welcome students, communicate classroom celebrations and discuss the upcoming events • Choose appropriate and engaging morning meeting greetings, sharing and inclusion activities • Provide opportunities for students to experience whole class age appropriate energisers and brain breaks • Teach the schedule and routines of the school day and expectations for behaviour in the classroom and playground • Introduce students to the physical environment and materials of the classroom/school through guided discovery and teach them how to use and care for them • Explicitly teach students how to transition from one activity/subject to the next • Explicitly teach students how to transition around the classroom and school environments • Use year level expectations to explicitly teach students AVID organisational skills	• Establish a climate of warmth and safety using the Overview of the First Six Weeks of School • Conduct developmentally appropriate, inclusive and engaging daily morning meetings • Use the Morning Message Board to communicate with students and parents • Have daily agendas that support routines and predictability • Use short brain breaks and energisers that give students a chance to move and interact to increase focus, motivation, learning and memory • Create SMART goals • Use AVID organisational strategies to foster independence
---	--	---

Social & Emotional Learning

'Big Rocks'



- All teachers use Friendly Schools Plus program directly linking to the personal and social capabilities in the Australian Curriculum to plan Social and Emotional lessons
- These lessons are planned at a collaborative team level to ensure consistency amongst year levels across the continuum
- All classrooms begin the year implementing the First Six Weeks of School program using the document "Overview of the First Six Weeks of School" and Responsive Classrooms. Though the details differ between the different year levels the intent will remain the same in developing a cooperative, rigorous, and supportive learning environment.
- All classrooms begin each school day gathering and proceeding through the four sequential components of a morning meeting: greeting, sharing, inclusion activity and a morning message board
- All planning needs to be informed by the content contained in the Scope and Sequence and the Western Australian Curriculum. (Refer to the school's SEL Scope and Sequence documents).
- The Gradual Release of Responsibility Model can be used within or across SEL lessons - 'I do'; 'We do'; 'You do' (modelling, sharing, guiding and independent practice).
- Teachers conduct regular whole class, Social and Emotional lessons using Friendly Schools Plus and Tribes Learning Communities strategies. These strategies can be revisited throughout the week to provide a context for modelling and transference of explicitly taught social skills.
- Guided and independent practice is provided regularly at each student's level.
- Teachers conduct a Plenary Session at the end of the lesson. This should relate to the learning intent and can include recording in their journals, completing a graphic organiser (e.g. DLIQ) and/or review and goal setting.
- Teachers incorporate the explicit teaching of personal and social capabilities into their planning
- All school staff mediate the restorative process using the fair process principals (Engagement, Explanation, Expectation) and the five restorative practice questions
- All teachers use 1, 2, 3 Magic as a positive behaviour management process
- All students participate in a Zones of Regulations at least once a week and have continued support in the creation of toolboxes that contain personalised strategies
- All teachers are consistent in their approach and timely in response to playground and classroom management using logical consequences/
- All classes use brain breaks and energisers that give students a chance to move and interact to increase focus, motivation, learning and memory
- All teachers use intentional language to enable students to engage and develop social and emotional skills.
- Teachers conduct formative and summative assessments to effectively monitor students' personal and social capabilities