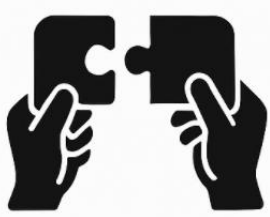


# Teaching and Learning Model:

|                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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|  <p><b>Retrieve and connect</b></p>               | <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Use recap tasks, retrieval quizzes, mind maps, and links to prior and upcoming learning.</li> <li>• Circulate, spot misconceptions (AfL), and adapt as needed.</li> </ul> <p><b>Pupil:</b></p> <ul style="list-style-type: none"> <li>• Recall and connect ideas, identify mistakes, share prior knowledge, ask questions.</li> <li>• Use scaffolds or talk partners.</li> </ul>                                                                                                                                                                                                                                                                                 |
|  <p><b>Model (I do)</b></p>                      | <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• State lesson aim, link to prior knowledge, explain 'how' and 'why'.</li> <li>• Set clear expectations, think aloud, show steps visually, scaffold learning, and model metacognition.</li> <li>• Repeat for 2<sup>nd</sup> example if needed to reinforce learning.</li> </ul> <p><b>Pupil:</b></p> <ul style="list-style-type: none"> <li>• Listen actively, ask questions, mentally rehearse, make links, and clarify understanding.</li> </ul>                                                                                                                                                                                                                 |
|  <p><b>Guided Practice (We do / You do)</b></p> | <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Present partially worked examples, check understanding, gradually remove scaffolds.</li> <li>• Work alongside pupils, gradually removing scaffolds.</li> <li>• Circulate focus/all children. Spot misconceptions (AfL).</li> <li>• Adapt as needed to ensure knowledge of strategy and/or use scaffold to support.</li> </ul> <p><b>Pupil:</b></p> <ul style="list-style-type: none"> <li>• Explain thinking, summarise steps, collaborate, self-question, and clarify doubts.</li> </ul>                                                                                                                                                                        |
|  <p><b>Independent Practice (You do)</b></p>    | <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Step back, monitor, allow productive struggle, provide prompts only if needed.</li> <li>• Circulate focus/all children.</li> <li>• Spot misconceptions (AfL).</li> <li>• Adapt as needed to ensure knowledge of strategy and/or use scaffold to support.</li> <li>• If needed you can return to guided practice.</li> <li>• Design tasks for deepening (Novice, Advanced, Expert).</li> </ul> <p><b>Pupil:</b></p> <ul style="list-style-type: none"> <li>• Apply strategies independently, self-check.</li> <li>• Aim high to complete work and move to higher level tasks.</li> <li>• Use resources /scaffolds/talk partner to support connections.</li> </ul> |
|  <p><b>Reflect and Reason</b></p>               | <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Use visualisers, exit quizzes, and encourage self-marking and justification.</li> </ul> <p><b>Pupil:</b></p> <ul style="list-style-type: none"> <li>• Reflect on strategy effectiveness, emotional impact, and plan improvements.</li> <li>• Prove and reason choices.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                |