

Pre-teaching Manual

<https://www.youtube.com/watch?v=9I2wMle5zP8>

What it is?

Pre-teaching is a strategy that involves teaching children concepts, skills, methods, knowledge or vocabulary prior to a lesson so they can hit the ground running. It can provide students with more knowledge and confidence when approaching a new topic. Pre-teaching can be used in any subject. It is most often used as a tool to support Maths but is equally beneficial in any other subject area. This may be looking at key topic related vocabulary before a foundation subject, reading around a topic in Science before the main lesson or going over how to write using a specific skill before a Writing lesson.

Why?

This can help to increase engagement and confidence and reduce frustration. The idea is to give the student a 'preview' of the lesson that will allow them to put their knowledge to work during the lesson more effectively. Pre-learning can set up the condition where the main lesson actually becomes a period of over-learning. It can be especially useful for learners with low prior knowledge, poor working memory, or those with any SEND.

Who?

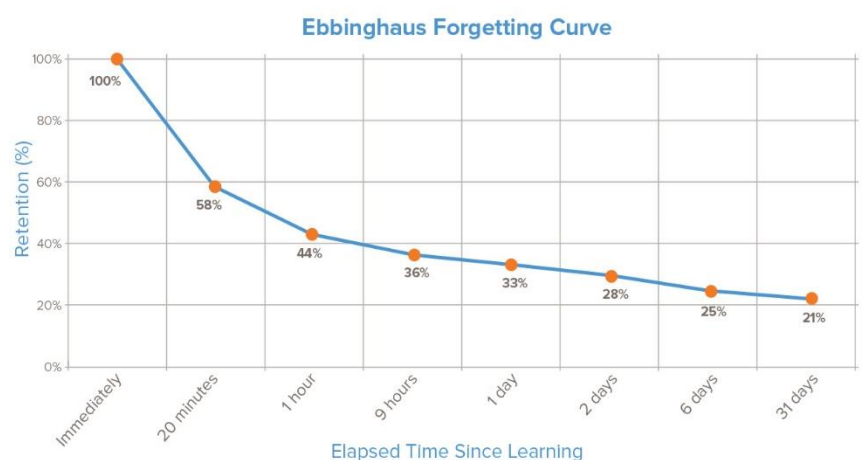
Pre-teaching can be done for any pupils as it is simply giving them a head start with their learning. Consider which pupils would need this head start. This will not always be children with SEND. This could be children who need a concept revisited a number of times for it to embed where the main lesson almost becomes more of a consolidation lesson. Pre-teaching can support pupils with confidence issues where a small group pre-teach gives them the assurance that they already have knowledge of a subject before the 'pressure' of having to demonstrate this 'for real'.

Pre-teaching can be done with any number of pupils from 1-2-1 to a whole class.

Pre-teaching is likely to be more effective when the adult delivering it is the same as the one who will be delivering the main teaching. This being said, there is still great benefit even if these adults are different.

When?

At any point before the main teaching will take place. There should be a break period in between. For example, a pre-teach during a morning booster (8.30am) followed by the main teaching at 10.15am. Pre-teaching and main teaching can be spaced a few hours apart, a few days apart or a week apart. However, the gap should not be greater than this as the Ebbinghaus Forgetting Curve suggests that within 6 days of learning something without re-visitation, the knowledge is all but gone.



Where?

Anywhere you can find space.

Types of pre-teaching

Pre-teaching can be done in two ways depending on the needs of the pupils and your AfL is vital in determining which.

- **Pre-teaching to build up to a concept**

This is where (based on your AfL of a pupil or group, you decide that the pre-teaching needs to be based on the pre-requisites to a concept. For example –

- You want to teach your class how to use show not tell sentences but your AfL informs you that there are pupils who struggled with verb/adverbs/adjectives use. As these are vital when constructing show not tell sentences, you decide to deliver a pre-teach lesson based on this before the main teaching lesson.
- You may want to teach your class the column addition method but your AfL informs you that there are pupils who struggled with number bonds to and within 20. As this knowledge is key in doing column addition, you decide to cover number bonds before the main teaching lesson.
- You plan to do a lesson based on inference but your knowledge of the pupils tell you that there is a small group who struggle with fluency and reading. You decide to give these pupils a pre-teach lesson where you go through the text beforehand.

- **Pre-teaching the concept**

This is when there are no gaps in pre-requisite knowledge but you feel that there is a need to give some pupils some pre-teaching due to other reasons such as ability, confidence, retention etc. In this case, you would deliver the pre-teaching lesson where you teach the concept in its entirety.

What does this look like in practice?

Morning boosters – these sessions take place from 8.30am to 9.05am and can be used to pre-teach concepts for main teaching at a later stage.

Maths skills lesson – these can be used as a pre-teach for main maths lessons at a later stage.

Small group pre-teaching ERIC time - although this time (1.00pm to 1.20pm) is traditionally to provide intervention for pupils who didn't grasp a concept in the same morning, this time can be used, where and when possible to pre-teach future learning. The teacher can deliver this while the TA does ERIC time reading.

Cross-curricular pre-teaching – VIPERS lends itself to pre-teaching extremely well. Here, you can go over knowledge through texts for lessons you will cover at a later time. This is most appropriate for teaching that would be done in RE, OWL and Science.

Homework based pre-teaching – concepts can be sent home to learn with a worked example and a clear explanation for children to follow. These tasks should be accompanied with appropriate scaffolds as some pupils may not have adult support.

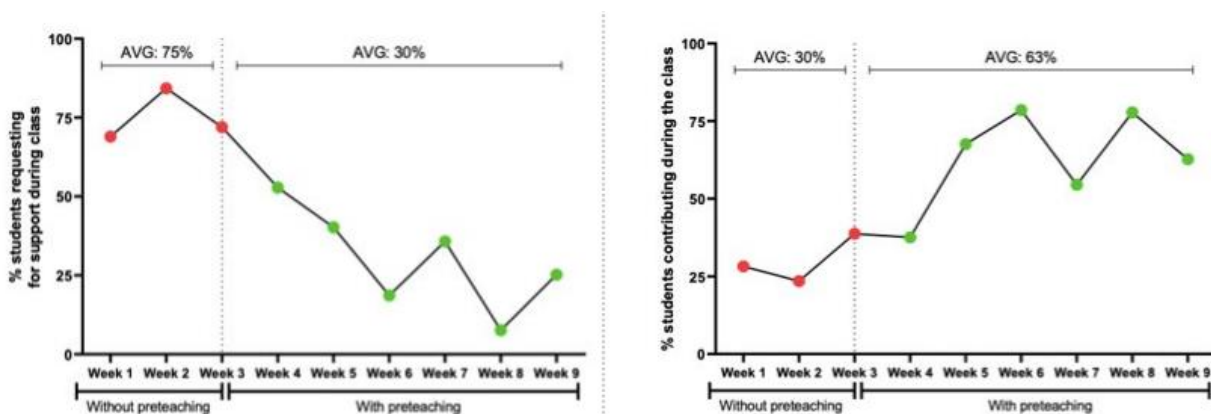
Morning registration time – this must be planned very carefully but the teacher can have a small group to pre-teach while the rest of the class is getting on with a SODA for a main lesson at a future point. This has the advantage of the pre-teach coming from the teacher (assuming they will be the one delivering the main teaching). To do this, it is vital that the rest of the class is given a task they can get on with in silence and no need for adult input.

During assemblies - where they're in the hall so one staff member can watch the children and teachers can use this time to pre teach. Logistics around this need to be very clear and decided on a week to week basis. Is there CPD taking place? Do any of the children have an award that during that assembly? Is there adequate adult supervision in the hall? Do not take the same children out week after week.

Afternoon bursts – quick 5-10 bursts during afternoon lessons where the lesson lends itself to small group pre-teaching. ***Use cautiously so as not to infringe on afternoon learning***.

Real-life application

When students were given pre-teaching, it was found that the need for support during the main teaching reduced and that the number of times these students were able to contribute to class discussions increased as illustrated in the graphs below.



Here is an example of pre-teaching that was done during morning boosters....

WB	Skills – Yellow highlighted skills are designed to link to main learning. Green is recapping.	Main maths	Morning booster coverage (pre-tutor for following week where possible)
28.02.22	Fact families – finding four facts based on one given fact x 2 Finding fractions of amounts x 2	Understand inverse and commutative law and know where these would work Be able to use inverse to answer missing number questions	Tell the time to o clock and half past. Extend to quarter past if appropriate.
07.03.22	Counting in 5s x 1 Tell the time on an analogue clock x 1 Convert units of time x 2	Compare and estimate durations of events Convert units of time. Seconds/min/hours/days etc. Tell the time on an analogue clock to the nearest minute	Begin to tell the time in 12-hour digital time and convert from analogue to digital
14.03.22	Learning how to read roman numerals to 12 x 2 Recap how to multiply using grid method x 2	Tell the time on an analogue clock to the nearest minute on a clock with roman numerals Tell the time on a 12-hour digital clock	3D shapes – their names and their properties
1.03.22	The names of 2d shapes and their properties x 1 The names of 3d shapes and their properties x 1 Recap doubling and halving x 1 Recap column addition and	Properties of 2d shapes including lines of symmetry and angles 3d shapes and their properties including making 3d shapes with model materials	Begin to interpret data from a simple bar graph

Of those children having morning boosters that focussed on pre-teaching, it was found that all made significant progress as illustrated below...

Child	Before	After
	WTS	ARE
	WTS	GDS
	BYG	WTS
	27%	63%
	BYG	WTS
	BYG	WTS
	16%	30%
	BYG	ARE
	WTS	ARE
	BYG	WTS
	WTS	ARE