Spencer Park Primary School
Explicit Teaching Policy (reviewed 2018)

POLICY STATEMENT

At Spencer Park Primary School, we believe that student learning is maximised when there is a positive learning environment and when teachers implement the explicit teaching model.

Typically, a lesson block includes:
- Warm up
- Lesson introduction incorporating lesson intention, success criteria and reason for the lesson
- Explicit teaching lesson incorporating the I do, we do, you do gradual release model
- Ploughback

DEFINITIONS

WARM UP
A warm up is the part of the lesson where students are actively engaged in practising core or recently learned skills. Warm up sessions vary in length from 5 minutes to 20+ minutes.

PLOUGHBACK
A ploughback allows for the review of key concepts and consolidation of learning.

RELATED SCHOOL POLICIES

Literacy Policy (2014)
Writing Policy (reviewed 2018)
Numeracy Policy (2018)

RECOMMENDED READING

Multiple copies of *Explicit Direct Instruction: The Power of the Well-Crafted, Well-Taught Lesson* by John Hollingsworth and Silvia Ybarra are available for staff to read and make note of.

RECOMMENDED INDUCTION

This policy is not intended to be the sole source of staff induction. As well as reading and implementing this policy, it is strongly recommended staff view the numerous video clips available at (s:\...) and engage in classroom observations.

POSITIVE LEARNING ENVIRONMENTS

Key components to guaranteeing student buy in and success:
1. Strong relationships and a care for kids.
2. Positive tone.
3. Quality feedback to students.
4. High expectations.

1. STRONG RELATIONSHIPS
Respect, Collegiality, Professionalism and Partnerships
- Students **feel liked** by their teacher.
- Students are **safe**, **have trust**, **respect** and **feel valued**.
- Students have **work at their level**.
- Students **have friends** at school.
- Parents **feel welcome** and informed.
- **Speech is positive** and focussed on the great things happening.
- There is **active participation and involvement** in our school community.

- **Cultural diversity** is embraced.
- Adults **share ideas** and **work as a team**.
- Staff are aware of personal issues and are **empathetic**.
- Staff **make time for their colleagues and themselves**.

2. POSITIVE TONE
Positive, Powerful Learning Environment
- Teachers set **consistent, clear classroom expectations and routines**.
- Teachers **embed the essential skills** in classroom management.
- Staff **greet students and parents**. Teachers are in the classroom with doors open from 8:30am (8:45am for PP).
- Staff **model respect, courtesy, manners and honesty**.
- Staff **model enthusiasm and resilience**.
- Staff **explicitly teach appropriate language and classroom behaviour** (for example, low noise levels, no calling out.)
- All **students automatically respond** to staff directions and requests.

3. QUALITY FEEDBACK FOR STUDENTS
Professionalism, Improvement and Success
- Effective **feedback requires daily relationships**.
- Feedback is **intentionally validating**.
- Feedback **directly states the behaviour/answer that was required**. For example, "I like that your eyes are on the learning," "Thank you for listening," "I like your thinking, listen closely and be ready to have another go."
- Feedback is **constructive, honest** and **always starts with a positive**.
- **Clear expectations** are provided prior to the lesson. Lesson intention (WALT; what are we learning today?), success criteria (WILF; what am I looking for?) and the "why?" (TIB; this is because…) are clearly communicated.
- **Meaningful, written and verbal statements** are provided to students about what to do next to **guide improvement**.
- Students **set personal literacy and numeracy goals** in collaboration with their teachers.

4. HIGH EXPECTATIONS AND EXCELLENT CLASSROOM PRACTICE
Pride, Professionalism, Consistency
- **Every day matters** – attendance =>90%.
- Students and staff **on time** and **well prepared**.
- **Demand the best** from every student – all students can be **high achievers**.
- **Share expected standards and targets** with parents.
- **Expect and demand excellent behaviour**.
- **Enforce school/classroom routines and practices**.
- **Ensure a supportive environment** and **differentiate for individual needs**.
- **High quality**, organised classroom displays.
- **Excellent handwriting** and presentation.

WARM UPS
An essential element of Explicit Teaching
At Spencer Park Primary School, we believe the warm up is THE "game changer" in student learning and achievement and is integral to the success of the explicit teaching model. Warm ups are used to:
- **Switch on** students
- Develop **automaticity** and ensure **transference**
- **Consolidate** core concepts and skills
- Move student knowledge from **short term to long term memory**
- Build student **stamina** and ability to **focus**
- Build **confidence** in students yet to acquire knowledge, providing opportunities for repetition and practice

Warm up sessions need to be **planned and updated regularly**. This is best done by **continually assessing student success** to determine when to remove well-known elements, when to re-introduce any elements that have been forgotten or if content needs to be re-taught. The same skills should be focussed on and repeated until the knowledge has moved from a student's short term memory to their long term memory.

Warm ups are separate from the explicit teaching lessons. They are not the same as activation or prior knowledge or a prerequisite for learning.

The top six facets of a warm up centre around:

Reason
Warm ups must be **intentional**, planned and well thought out. The purpose of the warm up needs to be clear in the teacher's mind: to build confidence and automaticity in core or recently learned skills using correct terminology and definitions. Warm ups must provide opportunities for **repetition** and **practice**.

Relevance
Early and well known concepts/skills need to be eventually removed from the warm up to **make room for more recently acquired concepts and skills**, and to keep the warm up within time constraints. Material will need to be revisited throughout the term/semester, however, to **check for automaticity**.

Routine
The warm up process is one that students need to be made familiar with and should form part of the daily lesson routine. Warm ups are **delivered to the whole class**. Warm ups should be both **kinaesthetic** and **visual** and involve the use of a range of materials (for example, flash cards, manipulatives, IWB, mini-whiteboards).

Rapid
The pace of a warm up is integral to its success. Warm ups need to be **fast paced**, **dynamic** and **engaging**.

Response
Warm ups allow teachers to check for student understanding. Opportunities for **group and individual response** need to be provided. **Student accountability** also needs to be built into the warm up – randomly selecting students or using mini-whiteboards for individual response is considered best practice.

Hyperspeed and Glimpse Response   An excellent way to determine knowledge and skill acquisition, this brain training activity requires automaticity of the focus skills and knowledge but also assists in developing faster brain processing and efficiency. *Hyperspeed* and *glimpse response* refers to the speed in which students respond and can be considered a "click test": do students respond in the click of your fingers?

Repetition; *A Little a Lot – Time in the Game*
The best way to retain information is to **continually refresh the memory**. Without this review, most learning will be lost. Within the school context, this translates to the teacher **repeating and reviewing new information** many times within the explicit teaching lessons. The elements taught are then moved into warm up sessions and revisited every day for at least the first five weeks, every week for at least five more weeks and then revisited six weeks later. If, at this checkpoint, students have forgotten information, the interval of repetition must be increased. This ensures that optimal memorisation takes place.

KEY COMPONENTS OF AN EFFECTIVE WARM UP
1. Designed for a Purpose
2. Checking for Understanding (Student Accountability)
3. Moves from Lower Order Thinking to Higher Order Thinking
4. Includes Differentiation and Applies the 30:40:30 Strategy
5. Includes a Variety of Presentation and Response Modes

1. Designed for a Purpose
   Literacy Warm Up
   Literacy Warm Ups are usually delivered at the start of a Literacy block. A typical literacy warm up may include:
   - Sight words and vocabulary
   - Phonics
   - Phonemic awareness
   - Tracking, blending and segmenting – oral and written
   - Spelling rules
   - Comprehension strategies – oral and written
   - NAPLAN concepts
   - Selection of previous work covered

   Writing Warm Up
   Writing Warm Ups are usually delivered at the start of a Writing lesson. There is a writing warm up for your writing lesson and another daily writing warm up that focuses on sentence construction and vocabulary. A typical writing warm up may include:
   - Sentence structure and types
   - Punctuation
   - Grammar
   - Parts of speech
   - Intentional teaching of Vocabulary
   - Word Banks
   - Text types

   Numeracy Warm Up
   Numeracy Warm Ups are usually delivered at the start of a numeracy block. Numeracy warm up content should be 50% numbers facts (including times tables) and 50% concepts and skills.

A typical numeracy warm up may include:
- Number facts and/or times tables
- Four operations
- Place value
- Rules, formulae
- Coverage of maths strands
- Maths vocabulary
- Application of concepts/skills
- NAPLAN concepts
- Selection of previous work covered

Lesson (Strand Specific) Warm Up
Used at the start of an explicit teaching lesson. For example, a measurement warm up would precede a measurement lesson; a grammar warm up would precede a grammar focussed lesson. The purpose of this type of warm up is to:
- Activate prior knowledge, placing relevant knowledge into working memory – warming up the brain.
- Make connections between what is already known and what is to be learnt.

Minimum Expectations
- Ten to 20 minutes in length.
- Delivered in all literacy and numeracy blocks – every teacher, every day.
- Strongly recommended for all other learning areas.

2. *Checking for Understanding (Student Accountability)*
Having the students simply chant the warm up is not enough as only about 30% of students will be actively participating. **Teachers need to have systems in place to check for understanding and to hold students accountable**. This is usually done by stopping the warm up at key points and asking questions of individual students or the whole class (for example, using mini-whiteboards). To facilitate this process, scripts need to be prepared.
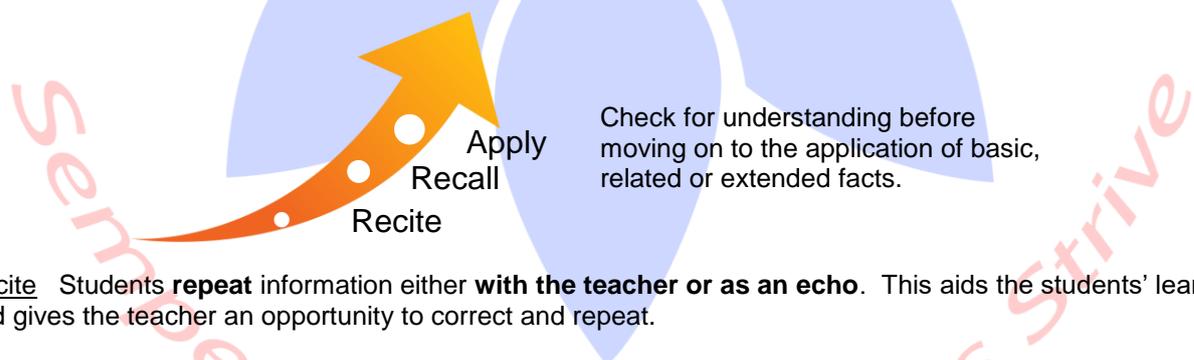
For a phonics warm up, for example, the script might include planned stops during which students are asked to:
- Identify if a flashcard is showing a digraph/trigraph and add vowels to the start/end
- Use of spelling choice in a word
- Editing a sentence using the phonics rule just flashcarded/chanted

In a sight word warm up, for example, students might be asked to:
- Identify if the word is a noun, adjective, verb, adverb
- Give a synonym or antonym
- Spell the word when changing tense (adding –ed or –ing or –s)

3. *Moves from Lower Order Thinking to Higher Order Thinking*

Apply
Recall
Recite

Check for understanding before moving on to the application of basic, related or extended facts.

Recite   Students **repeat** information either **with the teacher or as an echo**. This aids the students' learning and gives the teacher an opportunity to correct and repeat.

Recall   Students **answer questions** or **fill in gaps** about information that has been covered during the recite phase. This is done to the level of automaticity.

Apply   Students **demonstrate understanding by applying to other contexts**. *"Information learned and processed through higher-order thinking processes is remembered longer and more clearly."* (Brophy, Jere. "Probing the Subtleties of Subject-Matter Teaching," Educational Leadership. April 1992.)

Related and Extended Facts   Students **make links to previous knowledge**. They should be grouped with the related basic facts when introduced as this helps students add them to their existing *schema* and fast tracks the acquisition of the new knowledge. These concepts should be presented sequentially.

All warm up sessions require a recite, recall and apply component. These components are not necessarily chunked in groups of recite items; recall and apply questions. As the session evolves there might be recite components of new items and only recall and apply components for more familiar items.

See Appendix 1 Warm Up Planner for examples.

4. *Includes Differentiation and Applies the 30:40:30 Strategy*
Picture the student make-up of an average classroom, where **students fall into three broad groups**. Group one are those students who take longer to learn or who need additional recite or lower order questions. Group two is a larger group to whom the base level of explicit instruction is targeted and are able to recall and apply the foundational knowledge. The third group learn quickly and are capable of quickly applying and answering more complex questions.

In the 30:40:30 strategy, questions of **different levels of complexity are specifically targeted** to meet the needs of these three groups. The warm up items are NOT chunked into 30:40:30; items of different levels of difficulty are mixed to ensure that all students are engaged throughout the entire session.

Using this strategy 30 percent of the warm up session is delivered by planning items that can be answered confidently by the entire class, but are specifically included to provide the opportunity for group one to achieve success and remain engaged. These questions are delivered quickly, as the brisk pace ensures the engagement of all students.

Another 40 percent of questions are targeted to and can be answered by the middle and higher groups confidently, but are also essential for the lower group as this where they get the opportunity to imitate the behaviour of more successful students and slowly and build their competence and confidence.

The final 30 percent of questions are designed to challenge everyone, but are specifically targeted to the high achieving group of students. These provide opportunities to apply and answer extended, increasingly complex or higher order questions.

5. *Includes a Variety of Presentation and Response Modes*
There is considerable research, notably by Edgar Dale (1969) that we retain a small amount of what we see, more of what we see and hear and a great deal of what we **see, hear and do**. Visually, this notion can be represented as:
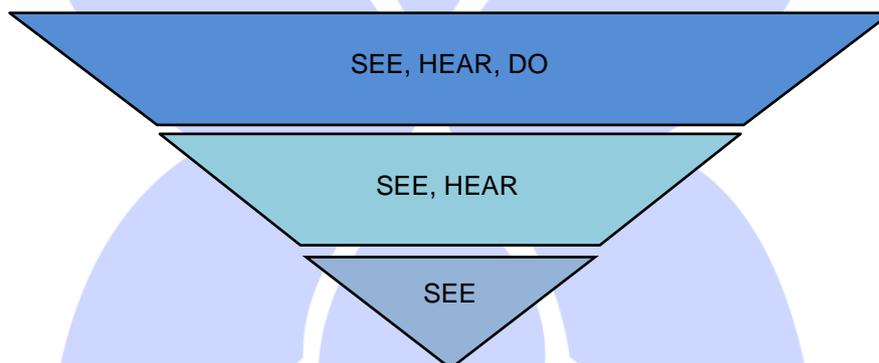
The **most effective consolidation items are presented using a combination of all three**. For example, a teacher might ask students to look and read, then listen and repeat, as well as showing with actions or on their whiteboards. Using a variety of presentation and response modes also enhances student engagement.

Presentation Modes
- *Visual* - Teacher shows and displays written work, charts, diagrams, pictures, et cetera.
- *Auditory* - Teacher talks, reads, plays audio clips.
- *Kinaesthetic* - Teacher demonstrates actions and movements.

Response Types
- *Oral* - Students echo the teacher, say the answer or chant facts, for example: choral chants, singing, think-pair-share.
- *Written* - Students write the answer down using, for example, mini whiteboards or response cards.
- *Kinaesthetic* - Students are required to respond using movement or actions or manipulate hands-on material, for example: pointing, moving to a particular place, thumbs up – thumbs down, making a symbol or shape, acting out, sign language.
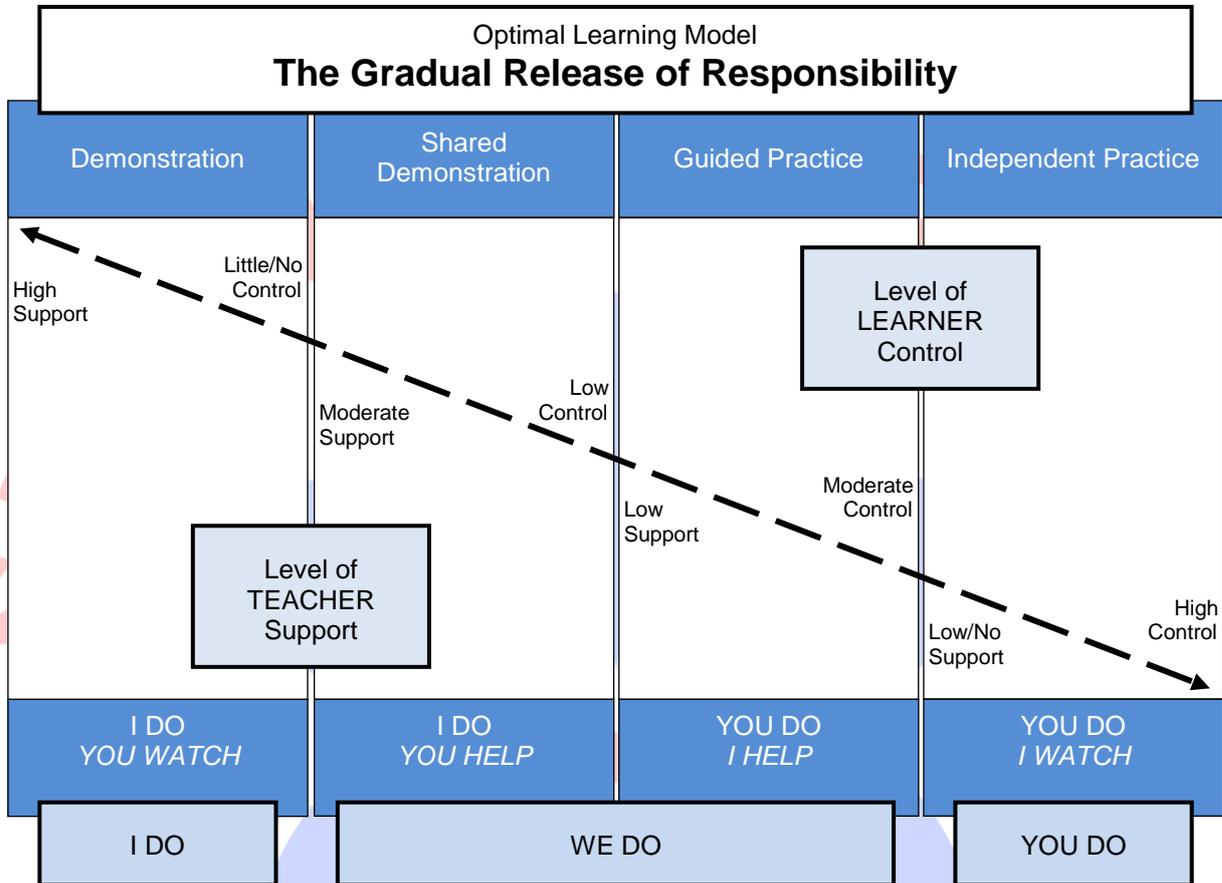
Many presentation modes and response types are linked because they mirror the actions of the teacher. For example: I say, you say; I do, you do.

For some response types, however, the connection must be taught as part of a routine. For example: I point, you say; I say, you write.

Choosing the ideal response type will **ensure that a brisk pace is maintained** for the majority of the warm up session, but careful crafting of questions can address all levels of understanding. **Whole class responses, whether choral or written, should make up the majority of the consolidation session**.

EXPLICIT TEACHING BREAK DOWN

Following the warm up session of the learning block, the explicit teaching lesson incorporates the: I do, We do, You do gradual release model and ploughback.

Optimal Learning Model
The Gradual Release of Responsibility

Demonstration	Shared Demonstration	Guided Practice	Independent Practice

High Support

Little/No Control

Level of LEARNER Control

Moderate Support

Low Control

Low Support

Moderate Control

Level of TEACHER Support

Low/No Support

High Control

I DO *YOU WATCH*	I DO *YOU HELP*	YOU DO *I HELP*	YOU DO *I WATCH*

I DO	WE DO	YOU DO

Pearson and Gallagher, 1993

EXPLICIT TEACHING LESSON

INTRODUCTION	**Opening of the Explicit Lesson** Introduce the Strategy/Concept • **State the goal** of the lesson/part of lesson **WALT** (we are learning to …) and **WILF** (what I am looking for?) • Review prerequisite skills and knowledge – **checking for understanding** • **Introduce the concept or skill** to be explicitly taught and explain why students need to master the concept or skill **(TIB**; this is because…).

Students demonstrate understanding

I DO	**Body of Explicit Lesson** Modelling (Think Aloud) • **WILF/steps** the children are supposed to be doing • Present new material in **small steps** • **Model** procedures - '**thinking out loud**' • Provide examples and non- examples • **Use clear language and avoid digressions** • 3 C's = **Clear, Consistent, Concise**

Students demonstrate understanding

WE DO	**Body of Explicit Lesson** Collaborative/Guided Practice • **Guide students** as they practice – require **high frequency of responses** • Ensure **high rates of success** • Provide **timely and explicit feedback, clues, and prompts** • Have students continue to **practice until they are fluent** • Teacher circulates the room and **monitors/evaluates student practice** by observing, asking questions and engaging students in focused talk • If students are not mastering the skill return to 'I do' steps and reteach

Students demonstrate understanding with high rates of accuracy

YOU DO	**Body of Explicit Lesson** Independent Practice • **Individual work, differentiation for student levels** • Teacher circulates room and **monitors individual student practice** • Engage students in **focused questioning and feedback** • Students continue to **practice until skills are automatic** • **Check and correct** students' independent work to **validate students' level of mastery**

Students demonstrate understanding with high rates of accuracy

PLOUGH BACK	**Closing of Explicit Lesson** • **Review key concepts** and **consolidate** understanding • **Check WALT and WILF**

Source – Trinity Beach State School Teaching and Learning Handbook 2013

See Appendix 2 Lesson Planner for lesson planning template.

ELEMENTS OF EXPLICIT TEACHING
Archer and Hughes describe the critical elements of explicit instruction as being:
• **Optimal use of instructional time** - Students engaged and on task at all times
• **High levels of success** at all stages
• Focused on **critical content matched to students' instructional needs**
• **Sequenced logically** – break down complex skills and strategies into smaller steps
• **Supported practice**
• **Timely feedback – immediate and affirmative**

Source - Archer, A. & Hughes, C.
Explicit Instruction – Effective and Explicit Teaching,
(2011), Guildford Publications

The following elements of Explicit Teaching must be considered before, during and after each lesson.

Planning
1. Design organised and focused lessons
   Make sure lessons are **organised** and **focussed** in order to make optimal use of instructional time. Organised lessons are **on topic**, **well sequenced** and contain no irrelevant digressions.

2. Focus instruction on critical content
   Teach **skills, strategies and vocabulary terms, concepts and rules that will empower students** in the future and match the students' instructional needs.

3. Break down complex skills and strategies into smaller instructional units
   Teach in small steps. Segmenting complex skills into smaller instructional units of new materials addresses concerns about cognitive overloading, processing demands and the capacity of students' working memory. Once mastered, units are synthesised (practised as a whole).

4. Sequence skills logically
   Consider several curricular variables, such as teaching **easier skills before harder skills**; teaching high frequency skills, **ensuring mastery of prerequisites to a skill** before teaching the skill itself; **separating skills and strategies that are similar** and, thus, may be confusing to students.

Lesson Introduction

5. Begin lessons with a clear statement of the lesson's goals and teacher expectations
   Tell the students the lesson intention (**WALT**; what are we learning today?), why it is important (**TIB**; this is because…) and their success criteria (**WILF**; what am I looking for?). Students achieve much higher if they understand the instructional goals and the outcomes expected, as well as how the information of skills presented will help them.

6. Review prior knowledge and skills before beginning the lesson
   Provide a **review of relevant information**. Verify that students have the prerequisite skills and knowledge to learn the new skill or concept about to be taught. This element provides opportunity to link the new knowledge with related skills and knowledge.

I Do

7. Use clear and concise language
   Use **consistent and unambiguous wording and terminology**. The complexity of speech (vocabulary, sentence structure) should depend on students' receptive vocabulary to reduce possible confusion.

8. Deliver the lesson at a brisk pace
   Deliver instructions at an **appropriate pace** to optimise instructional time. Use a rate of presentation that is **brisk but includes a reasonable amount of time for students' thinking/processing**, especially when they are learning new material. The desired pace is neither so slow that students get bored nor so quick that they can't keep up.

9. Provide step by step demonstrations
   Model the skill and clarify the decision-making processes needed to complete the task or procedure by thinking aloud (see *self-talk*, below) as you perform the skill. Clearly **demonstrate the target skill or strategy** in order to **show the students a model of proficiency**.

10. Self-talk
    Helping students to self-verbalise the steps involved in a task has a large impact on their subsequent achievement. **Model the think aloud** as a **series of steps students can self-talk so they can actually talk their way through problems and issues**.

11. Provide an adequate range of examples and non-examples
    In order to **establish the boundaries of when and when not to apply a skill, strategy, concept or rule**, provide a wide range of examples and non-examples. A wide range of examples illustrating situations when the skill will or should be used or applied is necessary so students do not under use it. Conversely, presenting a wide range of non-examples reduces the possibility of students using the skill inappropriately.

We Do

12. Provide guided and supported practice
    In order to promote initial success and build confidence, regulate the difficulty of practice opportunities during the lesson and provide students with guidance in skill performance. When students demonstrate success, you can gradually increase the task difficulty as you decrease the level of guidance.

13. Request frequent responses
    Plan for **high levels of student-to-student and student-to-teacher interaction**, via the use of questioning. Allowing the students to respond frequently (oral, written or actions) helps them focus on the lesson content, provides opportunities for student elaboration, assists you in checking for understanding and keeps students active and attentive.

14. Monitor student performance closely
    Carefully watch and listen to students' responses so you can **verify mastery** as well as **make timely adjustments in instruction** if students are making errors. Close monitoring also allows you to provide feedback to students about how well they are doing.

15. Provide immediate, affirmative and corrective feedback
    Follow up students' responses as quickly as you can. **Immediate feedback** to students about the accuracy of their responses will help ensure high rates of success and reduces the likelihood of practising errors.

16. Help students organise knowledge
    Many students have difficulty seeing how some skills and concepts fit together; it is important to use teaching techniques that **make these connections more apparent or explicit**. Well-organised and connected information makes it easier for students to retrieve information and facilitate its integration with new material.

You Do
17. Provide distributed and cumulative practice

Distributed (versus massed) practice refers to **multiple opportunities to practice a skill over time**. Cumulative practice is a method for providing distributed practice by including **practice opportunities that address both previously and newly acquired skills**. Provide students with multiple practice attempts, in order to address issues of retention as well as automaticity.
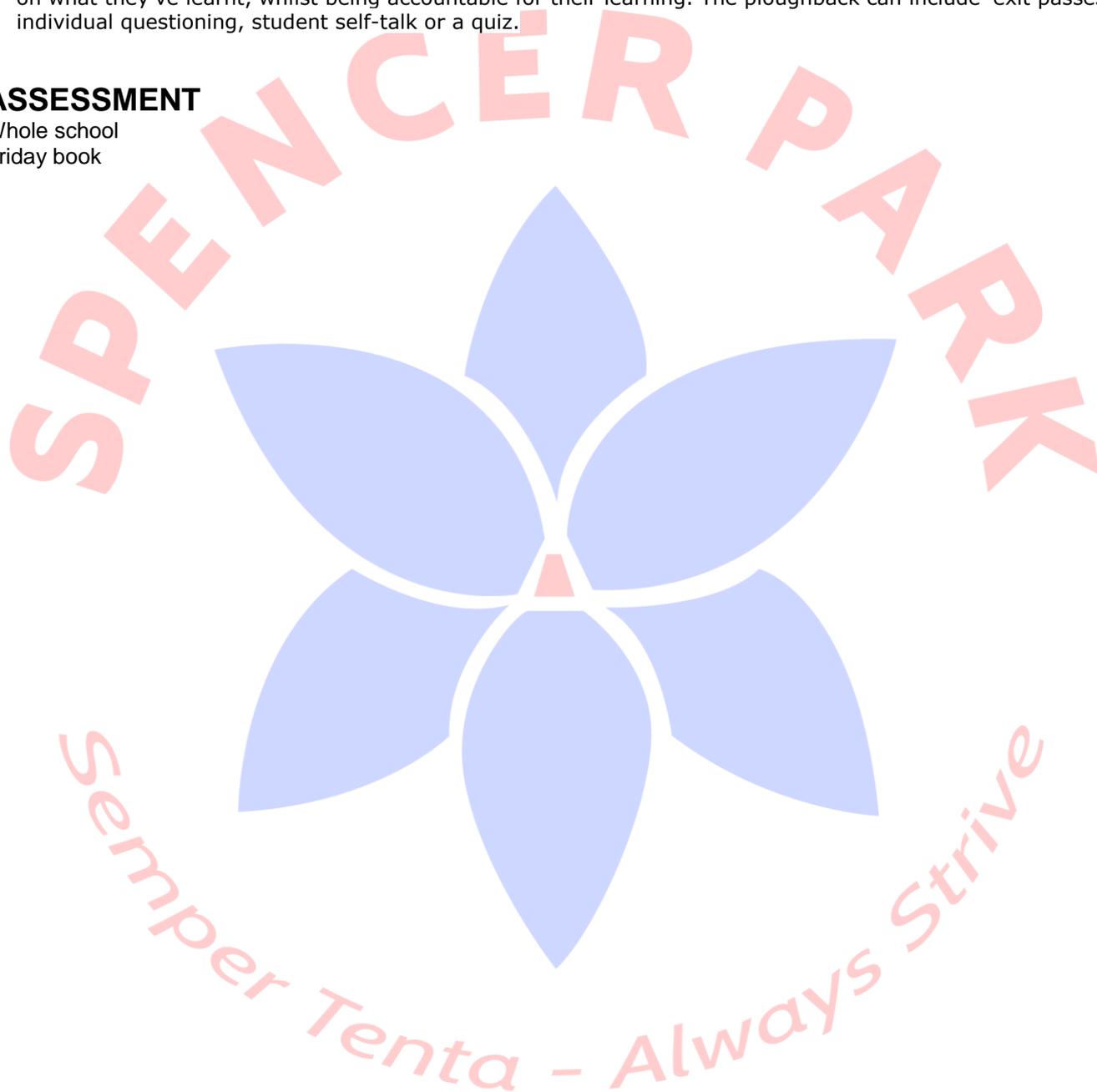
Ploughback
18. Provide an opportunity to review and reflect

Use this time to **review the key skill or concept** taught, while **checking for understanding** once again, **reflect on lesson intent** and **celebrate successes**. Students need to be encouraged to review and reflect on what they've learnt, whilst being accountable for their learning. The ploughback can include 'exit passes', individual questioning, student self-talk or a quiz.

ASSESSMENT
Whole school
Friday book

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WARM UP PLANNER

	Purpose	Example		Presentation	Response
		Teacher	Students		
RECITE	• Rote learning elements • Repetition of facts and definitions	"When two letters make one sound it is called a digraph."	Students echo teacher	• PowerPoint • Flash Cards • Oral Questioning • Charts/diagrams • Images • Manipulatives • Teacher Whiteboards • Other	• Oral
		"The formula for the area of a rectangle is length times width."	Students echo teacher		
		"The Latin root 'ped' mean foot. The Latin root 'bi' means two."	Students echo teacher		
RECALL	• Recall of definitions and facts • Moving to automaticity and check for understanding	"When 2 letter make one sound it is called a _____?"	Students make a choral response	• PowerPoint • Flash Cards • Oral Questioning • Charts/diagrams • Images • Manipulatives • Teacher Whiteboards • Other	• Whiteboards • Response • Cards • Oral • Hand Signals • Written • Other
		"Length time width is the formula for _____?"	Students make a choral response		
		"What does the Latin root word 'ped' mean?" "What is the Latin root word for foot?"	Students make a choral response		
APPLY	• Application of facts and knowledge	"Hold up one finger for a graph and 2 fingers for a digraph." S*ays various sounds, for example: sh*	*Students hold up one or two fingers as appropriate*	• PowerPoint • Flash Cards • Oral Questioning • Charts/diagrams • Images • Manipulatives • Teacher Whiteboards • Other	• Whiteboards • Response • Cards • Oral • Hand Signals • Written • Other
		"If I had a rectangle which is 5cm by 3cm what would the area be?"	*Students write answers on whiteboards*		
		"If we know the meaning of the roots of 'ped' and 'bi' what does the word 'bipedal' mean?"	*Students write answers on whiteboards*		

LESSON PLANNER

WARM UP	**Commencing the Lesson Block** Switch on students
	Students demonstrate automaticity
INTRODUCTION	**Opening of the Explicit Lesson** Introduce the Strategy/Concept
	Students demonstrate understanding
I DO	**Body of Explicit Lesson** Modelling (Think Aloud)
	Students demonstrate understanding
WE DO	**Body of Explicit Lesson** Collaborative/Guided Practice
	Students demonstrate understanding with high rates of accuracy
YOU DO	**Body of Explicit Lesson** Independent Practice
	Students demonstrate understanding with high rates of accuracy
PLOUGH BACK	**Closing of Explicit Lesson** Review