

ESTABLISH

“What do students already know?”

This could include:

- Re-call or retrieval that challenge
- Consolidation questions from previous lesson/s
- Questions that have built in challenge or are open questions so there is a significant level of challenge offered
- An opportunity for students to succeed
- The sequence of your curriculum

INDEPENDENT

Knowledge based task (including re-call)

EVALUATE

“How do you know students have understood?”

This could include:

- Questioning
- Using some quick AFL strategies
- Taking feedback from students
- Self assessment/peer assessment



TEACHER-LED

Knowledge Check

EXTEND

“Do you go forward or do you go backwards?”

This could include:

- Sharing of content/knowledge
- De-coding of criteria/skills
- Modelling a task/skill – demonstrating the process
- Using exemplars/prompts/scaffolding as appropriate
- Re-visiting knowledge/skills that were found not to be secure through the in class review of learning or through marking

TEACHER INPUT

Consolidate knowledge or new skill or knowledge in small steps

EMBED

“Can students use what they’ve learnt?”

This could include:

- Students applying the skill they have been shown
- Students completing tasks that consolidate their understanding of the content/knowledge/criteria
- Tasks are personalised and always offer challenge
- Emphasise the ‘crossover’ of skills and content between subjects.



INDEPENDENT

Application of skills/ consolidate knowledge