



TCS Teaching Sequence

- 1 Classroom, displays and the teacher's desk are clean and tidy. So that students can see and feel that their learning environment is invested in.
- 2 A seating plan is in place and recorded in Arbor. So that Individual students' needs are considered and catered for (DS/SEND)
- 3 Resources are well prepared, simple and clear. So that students cognitive load is reduced as much as possible to optimise their learning

Principles of best practice...

So that...

Entry Routine

Retrieval Phase
5-7 minutes

Instructional Phase
3-10 minutes

Deliberate Practice Phase
15-25 minutes

Consolidation Phase
10 minutes

Exit Routine

- ✓ Meet students at the door to welcome them
- ✓ Students get all required equipment out
- ✓ Students sit as per the seating plan and begin retrieval quiz

- ✓ Students enter the classroom in a calm and focussed manner
- ✓ Students get prepared for learning
- ✓ Teachers maximise lesson time and students revisit previous learning

- ✓ Retrieval (low stakes) quiz completed in silence
- ✓ Low Stakes quiz must meet the question criteria
- ✓ Mark and correct answers

- ✓ Teachers promote the skill of retrieval through revisiting previous learning
- ✓ Students can embed learning from a range of previous lessons in to their long term memory whilst mastering academic vocabulary
- ✓ Teachers are providing brief feedback and reinforcing correct knowledge

- ✓ Introduce the Learning Intention to the class
- ✓ Pre-teach academic vocabulary
- ✓ Review prerequisite knowledge
- ✓ Demonstrate sequence of learning
- ✓ Present material in small steps
- ✓ Give clear and detailed instructions
- ✓ Model steps

- ✓ Everyone is clear what is intended to be learnt in the lesson
- ✓ Students have a firm grasp of key academic vocabulary before they apply it
- ✓ Teachers can ensure new learning is linked to prior learning
- ✓ Students understand how new learning fits in to previous and future learning
- ✓ All students grasp new information and ideas quickly while optimising their working memory
- ✓ All students can begin to apply new learning quickly
- ✓ All students understand the required steps towards achieving the learning Intention

- ✓ Guide students as they apply knowledge and skills
- ✓ Provide models and examples
- ✓ Scaffold to support the least able
- ✓ Provide academic texts/writing tasks
- ✓ Teach mathematical methods
- ✓ Effective questioning
- ✓ Provide clear, direct and live feedback

- ✓ Students can apply new knowledge and skills immediately without misunderstanding
- ✓ Students understand what success looks like and how to achieve it
- ✓ Students have temporary support to assist them when they learn difficult tasks
- ✓ Students improve their fluency in reading across all subjects and are provided with the appropriate guidance to ensure high quality written responses
- ✓ Students strengthen mathematical knowledge and develop mathematical skills across all subjects
- ✓ Teachers question every student effectively to judge their understanding and to extend their thinking
- ✓ Students can continually develop their learning and make more progress, more quickly

- ✓ Revisit Learning Intention
- ✓ Revisit academic vocabulary
- ✓ Students articulate/summarise/synthesise/evaluate learning
- ✓ Obtain a response from each student to evaluate learning

- ✓ Teachers can judge the degree to which the learning intention has been achieved
- ✓ Students can demonstrate and embed their understanding of academic vocabulary in context
- ✓ Students can revisit and reinforce learning in order to store it in the long term memory
- ✓ Teachers can ensure future lessons are planned and sequenced appropriately

- ✓ Students pack all equipment away and stand behind chairs
- ✓ Teacher dismisses students a group at a time

- ✓ Students end the lesson in a calm and timely manner
- ✓ Students leave the classroom calm and orderly manner