



Explicit teaching at St Andrew's

Essential elements:

- Retrieval practice
- Precise intention
- Explicit teaching and modelling
- Checking for understanding

Flexible elements:

Not all strategies and elements are necessary in all lessons. Professionals at St Andrew's use strategies selectively and re-order as necessary.



1. Retrieval Practice

Daily, Weekly and Monthly Review (e.g. 'Do now' activity, class quiz, brain dump/lightning writing)



2. Learning Intention

Student-focused statement about the learning goal for the lesson. Verbal and written communication of this goal to students is required.



3. Present material in small steps

Explicit teaching of knowledge/skills:

- Multiple exposures and chunking
- Breaking up content into manageable pieces



4. Modelling - Exemplars

"I do"

- Provide clear demonstrations (e.g. RICLS)
- Use worked examples (e.g. WAGOLs)



5. Scaffolding/Guided Practice

"We do"

- Active participation with teacher support
- Questioning and checking for understanding (CFU)



6. Independent Practice

"You do"

- The independent component
- Students work autonomously



7. Checking for Understanding

Return to the learning intention

- Exit ticket, Think-pair-share, Cold calling

Success criteria:

- Learning is adapted for accessibility
- Expectations are challenging but realistic—precisely pitched
- Manipulatives and resources scaffold learning
- Learning is chunked into achievable steps

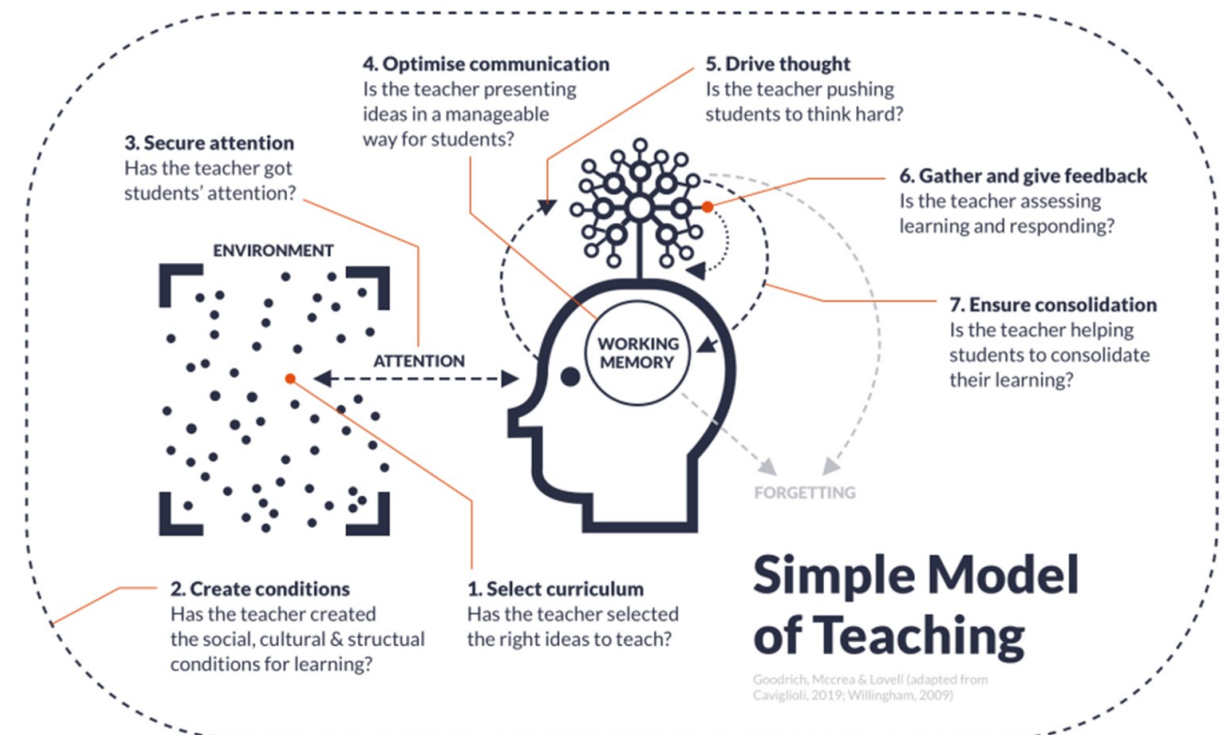
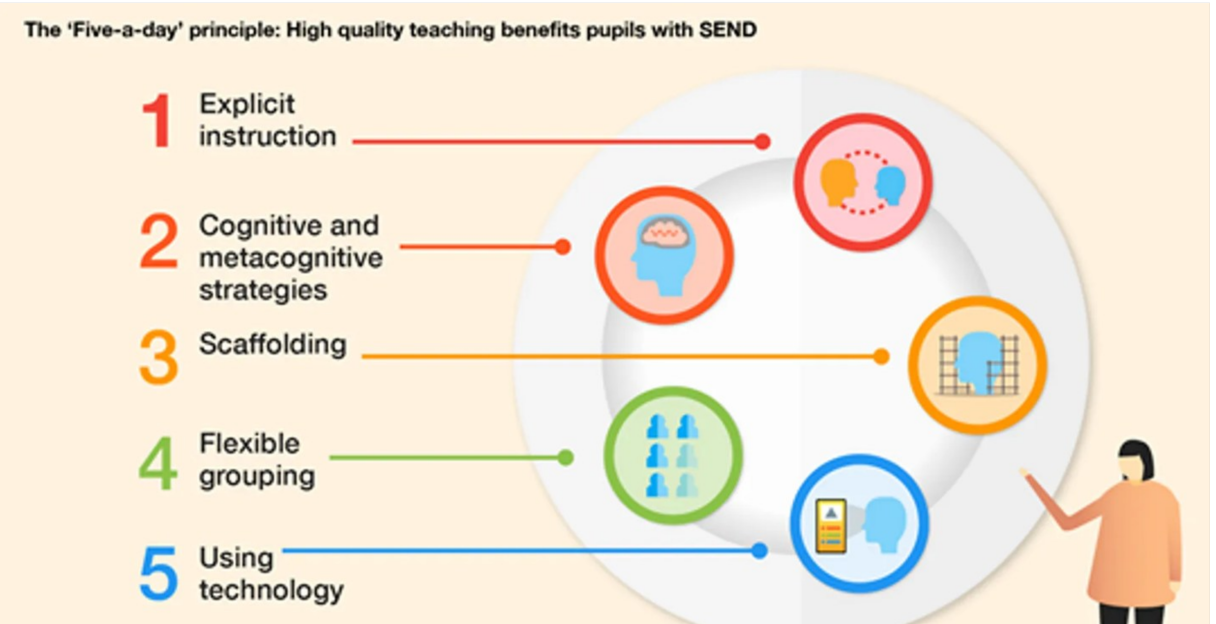


Fig. 2 – A Simple Model of Teaching (Goodrich, 2024).



Our St Andrew's teaching and learning toolkit supports our staff in professional development. Our professional Development offer equips teachers and support staff to apply the most appropriate pedagogical approach to support each child's learning.