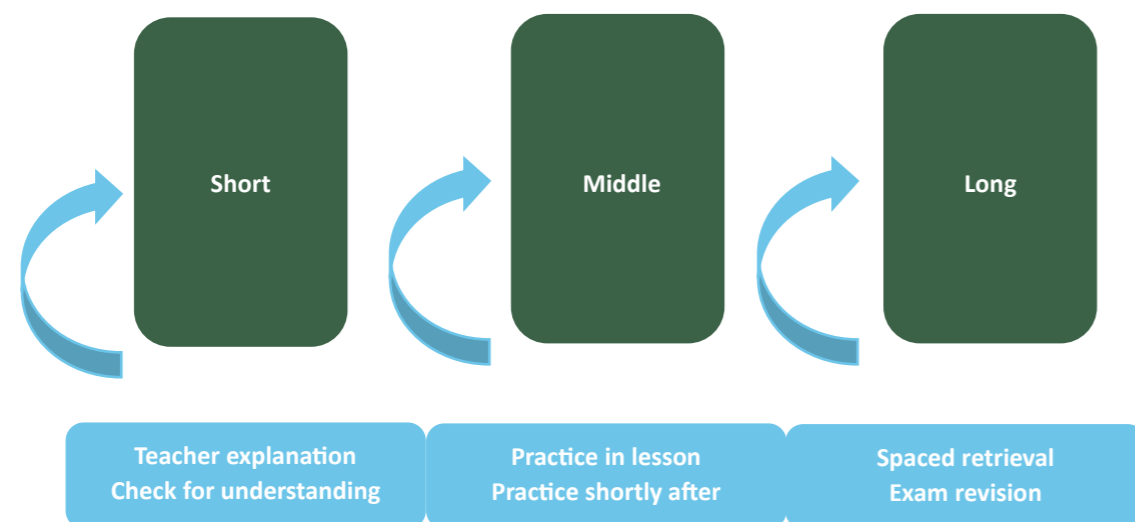


Preferred Learning Cycle – Teach, Check, Practice

“Learning is an alteration in long-term memory.”



Retrieval Practice

Expert Modelling	C4U 80%	Independent Practice (purposeful circulation)
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Retrieval Practice

TEACH	CHECK	Independent Practice (live Marking)
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	Retrieval	Teach	Check for Understanding	Practice
Purpose	To move knowledge and skills to long-term memory	To move knowledge and skills into short-term memory.	To assess whether the whole class has understood enough of the explanation to progress to independent practice or whether more modelling is needed	To move the knowledge and skills from short-term to middle-term memory.
When	Start of every lesson*	Start of new topic/component or when common misconception or misunderstanding is spotted during practice	At the end of the expert modelling (teach) phase or, carefully, within the expert modelling (teach) phase (mini cycle)	After checks for understanding indicate that sufficient students will be successful that they can practice
Proportion of time	10 minutes max*	Short, succinct, planned	Very succinct – varies from subject to subject	The majority of time in any learning cycle
Activities seen	Low stakes quiz Teacher briefly noting class re-teach needs*	Teacher at board/visualiser Teacher talking and writing Students taking notes or annotating*	Closed questions using <i>whole class response</i> Open questions with <i>think time given</i>	Teacher purposefully circulating. Students working at their own pace, reaching their own stuck-points. Students and teacher evaluating against success criteria. Teacher formative 'live marking' on books/work.
Check for understanding / Questioning	Teacher circulates and/or takes in marks	Often no questions at all Very occasional closed questions using <i>whole class response</i> Very occasional open questions with <i>think time given</i>	This whole phase is questioning – planned in advance.	Teacher individually questioning students, responding to individual questions and stuck points.
When practised/QAd	Designed carefully in advance by subjects. In Schemes of Work. Reviewed at curriculum meetings.	Expert modelling practised together during curriculum meeting time.	Whole school and then Departmental Deliberate of practice.	QA: Book/work scrutiny. Whole school and Departmental Deliberate practice