St Thomas' CE Junior and Infant School

Golborne St Thomas' Teaching and Learning Handbook

Introduction

This handbook provides a clear framework for effective teaching and learning practices within the classroom. The "I Do, We Do, You Do" instructional model is a powerful method for ensuring that students master new skills and concepts through gradual release of responsibility. Each stage—**I Do**, **We Do**, and **You Do**—involves specific roles and expectations for teachers, pupils, and teaching assistants (TAs). The handbook also includes guidance for how adaptive teaching is used to meet the learning needs of all pupils.

By following the guidelines outlined in this handbook, the entire learning community can work together to support student success.

QUALITY TEACHING AND LEARNING

I DO; WE DO; YOU DO DIRECT INSTRUCTION

1. ESTABLISH PURPOSE

Establish purpose. Share intended learning outcomes and discuss place in the learning journey. Recap on prior knowledge using retrieval practice.

2. EXPLAIN NEW CONTENT CLEARLY

- Don't ask questions; teach the new content and directly address misconceptions.
- Use visual representation, allow thinking and processing time.
  - Use simple diagrams (with only key words / labels)
  - Avoid using speech and text together - using speech and diagrams together aids understanding.

3. ENSURE ALL CHILDREN ARE PAYING ATTENTION

4. MODEL

- Walk through the process of what children will be doing with their newly acquired knowledge to show children an example. Repeat.
- Teach in small steps to avoid cognitive overload.
- Provide ambitious high-quality examples and use correct subject-specific terminology.

5. THINK ALOUD

Model the process whilst thinking aloud (metacognitive talk). For example, explain why you have chosen particular vocab to achieve a specific effect.

QUALITY TEACHING AND LEARNING
I DO; WE DO; YOU DO DIRECT INSTRUCTION

Purpose:

The "I Do" stage involves direct instruction where the teacher models a new concept or skill. This stage is crucial for setting a strong foundation for learning.

Roles within the classroom

Teachers	Support Staff	Pupils
• **Preparation:** Ensure that the lesson objective is clear, and materials are prepared in advance. • **Modeling:** Demonstrate the new skill or concept step-by-step, using clear and concise language. Use visual aids, examples, and think-aloud strategies to make the thought process explicit. • **Pacing:** Keep the explanation at an appropriate pace, ensuring that all pupils can follow along. • **Engagement:** Use questioning techniques and eye contact to maintain pupil attention and encourage participation.	• **Support:** Assist with the distribution of materials and help pupils focus on the lesson. • **Observation:** Monitor pupil understanding by observing their reactions and noting any signs of confusion or disengagement. • **Encouragement:** Provide quiet encouragement to pupils who may struggle to stay focused or keep up with the lesson.	• **Active Listening:** Focus on the teacher's demonstration without distractions. • **Engagement:** Participate actively when prompted by the teacher, for example, by answering questions or repeating key information.

QUALITY TEACHING AND LEARNING

I DO; WE DO; YOU DO GUIDED PRACTICE

1. INTERACTIVE INSTRUCTION

- Provide scaffolded examples for children to complete. Prompt and support guided tasks.
- Use talk partners to support language development (use sentence stems: I think … because …)

2. CHECK FOR UNDERSTANDING

- Ask questions using cold calling / targeted questioning/think, pair, share
- Bounce questions around to hear multiple responses (don't lose pace)
- Use iPads/whiteboards to ensure participation from all children.

3. DEVELOP PUPILS' RESPONSES

Use universal prompts such as 'tell me more', 'what makes you think that?' 'How do you know?'

4. PROVIDE ADDITIONAL MODELLING FOR CLARIFICATION

- Establish how confident the pupils are. Return to the 'I do' phase if necessary and provide further modelling.

5. CHILDREN ASK QUESTIONS

Provide opportunities for children to ask questions.

6. DECIDE WHEN TO MOVE ON

Establish whether pupils are ready to move on to the independent phase.

QUALITY TEACHING AND LEARNING
I DO; <u>WE DO</u>; YOU DO DIRECT INSTRUCTION

Purpose:
The "We Do" stage involves guided practice where the teacher, support staff and pupils work together to apply the new concept or skill. This stage helps to reinforce learning and address any misunderstandings.

Roles within the classroom

<u>Teachers</u>	<u>Support Staff</u>	<u>Pupils</u>
• **Guidance:** Lead the class in practicing the new skill, offering prompts and scaffolding as needed. • **Collaboration:** Encourage pupils to participate by asking questions and prompting group discussion. • **Monitoring:** Circulate the classroom to observe pupil work, offering immediate feedback and corrections. • **Clarification:** Address common errors or misconceptions by re-explaining steps or demonstrating the task again. • **Gradual Release:** Begin to transfer more responsibility to pupils by asking them to perform parts of the task independently while still offering support.	• **Support:** Assist pupils by answering questions, providing hints, and guiding them through difficult parts of the task. • **Monitoring:** Observe pupil interactions and progress, noting any struggles or areas where further clarification is needed. • **Feedback:** Provide immediate, constructive feedback to pupils, reinforcing correct methods and gently correcting errors.	• **Participation:** Actively engage in the activity, whether it's answering questions, discussing with peers, or working through problems on paper. • **Collaboration:** Work cooperatively with classmates, sharing ideas and helping each other understand the material. • **Practice:** Apply the skill or concept being taught, trying out the steps demonstrated by the teacher. • **Seek Help:** Ask for assistance from adults or peers if unsure about any part of the task.

QUALITY TEACHING AND LEARNING

I DO; WE DO; <u>YOU DO</u> INDEPENDENT PRACTICE

1) **PROVIDE SUCCESS CRITERIA**

Provide success criteria so that pupils know how to be successful.

2. SET EXPECTATIONS   Time   Outcome   Resources   Noise level

Set out your expectations, for example, "You have 15 minutes to write your paragraphs in your books. You're going to work in silence." Check that children have fully understood the expectations.
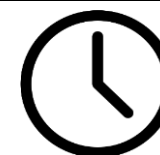
3. STRUGGLE TIME - Allow 'struggle time' so children have the opportunity to apply independent learning skills.

4. ENSURE ALL CHILDREN ARE ON TASK

- Narrate the positives. Redirect children if any off-task behaviour is noted.

5. PROVIDE SCAFFOLDING / ADAPTIVE METHODS

Provide scaffolds where needed to ensure that all children can access the learning.

6. MONITOR CHILDREN'S PROGRESS RIGOROUSLY

Be clear to children about what you're looking at (e.g. handwriting). Stop and bring children back together regularly.

QUALITY TEACHING AND LEARNING
I DO; WE DO; <u>YOU DO</u> DIRECT INSTRUCTION

Purpose:

The "You Do" stage involves independent practice where pupils demonstrate their mastery of the new concept or skill. This stage is critical for assessing student understanding and solidifying learning.
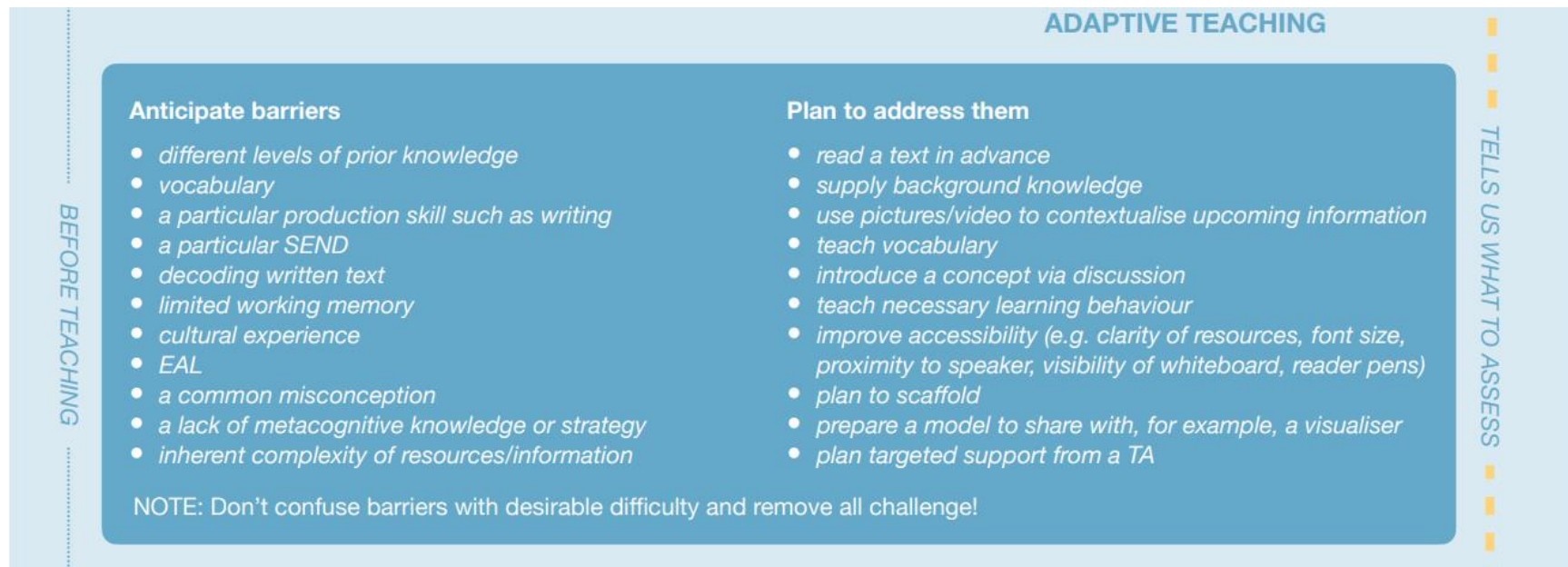
Roles within the classroom

<u>Teachers</u>	<u>Support Staff</u>	<u>Pupils</u>
Assignment: Provide a task or activity that allows pupils to independently apply the new skill or concept. **Observation:** Monitor pupil work without immediate intervention, allowing them to struggle productively and solve problems on their own. **Assessment:** Use the independent work as a formative assessment to gauge pupil understanding and identify areas for re-teaching if necessary. **Feedback:** Offer targeted feedback after pupils have completed the task, addressing both strengths and areas for improvement. **Reflection:** Encourage pupils to reflect on their learning process and the strategies they used to complete the task.	**Observation:** Observe pupils as they work independently, noting who may need additional support or who excels in the task. **Support:** Offer minimal intervention, stepping in only when a pupil is significantly struggling, and encouraging them to think through problems on their own first. **Feedback:** Assist in providing feedback after the task is completed, reinforcing the learning objectives and acknowledging effort and success.	**Independence:** Complete the task independently, applying the skills and knowledge gained during the "I Do" and "We Do" stages. **Problem-Solving:** Use critical thinking and problem-solving skills to work through challenges without immediately seeking help. **Focus:** Stay on task, managing time effectively to complete the assignment. **Self-Assessment:** Review and check their work for accuracy before submitting it, reflecting on their understanding of the material.

Implementing Adaptive Teaching Strategies

Adaptive teaching is an inclusive approach that tailors instruction to meet the diverse needs of all learners. It involves flexible delivery, scaffolded learning and ongoing assessment to ensure every student can access and engage with the curriculum effectively. By fostering a culture of adaptability, collaboration, and reflective practice, we can create an environment where all students are supported to achieve their full potential. Examples of barriers to learning and how staff address these are shown below:

ADAPTIVE TEACHING

BEFORE TEACHING

Anticipate barriers
- different levels of prior knowledge
- vocabulary
- a particular production skill such as writing
- a particular SEND
- decoding written text
- limited working memory
- cultural experience
- EAL
- a common misconception
- a lack of metacognitive knowledge or strategy
- inherent complexity of resources/information

Plan to address them
- read a text in advance
- supply background knowledge
- use pictures/video to contextualise upcoming information
- teach vocabulary
- introduce a concept via discussion
- teach necessary learning behaviour
- improve accessibility (e.g. clarity of resources, font size, proximity to speaker, visibility of whiteboard, reader pens)
- plan to scaffold
- prepare a model to share with, for example, a visualiser
- plan targeted support from a TA

NOTE: Don't confuse barriers with desirable difficulty and remove all challenge!

TELLS US WHAT TO ASSESS

Additionally, staff ensure in-the-moment adaptations are made by actively assessing students' understanding through questioning, observations, and formative assessment, then adjusting instruction—such as re-explaining concepts, modifying

tasks, or providing additional scaffolding—to ensure all learners remain engaged and supported in achieving the lesson objectives. Examples of in-the-moment adaptations:

DURING TEACHING

Examples of in-the-moment adaptations

- adjust the level of challenge
- change your language
- clarify a task or provide steps
- clarify what 'good' looks like
- highlight essential content
- re-explain a concept or explain it in a different way
- give additional (or revisit) examples and non-examples
- use peer tutoring

- elicit via questions
- allocate temporary groups provide an additional scaffold
- use assessment as a teaching method
- use an analogy
- set an intermediate goal
- provide a prompt
- structure a group attempt before an individual attempt
- improve accessibility (e.g. proximity to speaker, visibility of whiteboard, read a text to the student)

The "I Do, We Do, You Do" model is a structured approach that ensures all pupils receive the guidance they need while gradually developing independence and mastery over new skills and concepts. By adhering to the expectations outlined in this handbook, teachers, pupils, and teaching assistants can work collaboratively to create an effective and supportive learning environment. This approach not only enhances academic achievement but also fosters confidence and resilience in pupils as they take ownership of their learning journey.

This handbook should serve as a reference throughout the school year, ensuring consistency and clarity in our instructional practices.