

## Mini Lesson

- \* Discuss and unpack the Learning Intention – display and store in a prominent position.
- \* Explicit teaching of the concepts, strategies and skills.
- \* Develop anchor charts and display in the room to support learning.
- \* Exposure to relevant vocabulary – where appropriate add to the vocabulary wall.
- \* Model your thinking process by using Think Aloud.

**Formative Assessment examples:** Teacher questioning, observations/notes during turn and talk tasks, thumbs up and thumbs down, use of mini whiteboards etc.

## Independent Learning

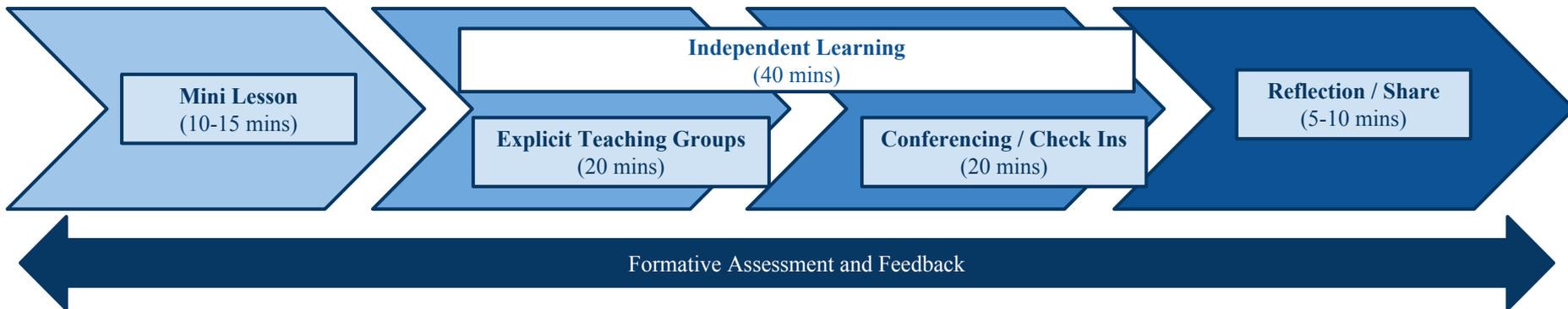
- \* Follows immediately after the Mini Lesson with a differentiation purposeful learning experience.
- \* It is linked to the Learning Intention for the students to practise or apply skills or strategies modelled in the Mini Lesson.
- \* Students could be working collaboratively or independently during this time.
- \* Students work on their personal goals.
- \* Students utilise a variety of resources within the classroom eg ipads, classroom library, concrete materials.
- \* The teacher roams and conducts check ins to support student learning.
- \* Students work on their learning stamina.

**Formative Assessment examples:** Anecdotal records, collecting work samples, photographing or filming students, checklists, rubrics, criteria etc.

## Reflection / Share

- \* Assists teachers in understanding students' thinking/ understanding/ misconceptions in order to plan appropriately.
- \* Develop the art of 'thinking about thinking' and the process of learning.
- \* To celebrate the success of students and their peers.
- \* To create an environment for students to learn from one another.
- \* For students to become self motivated learners.
- \* Consolidates learning and gives learning purpose and ownership.
- \* Gives validity to the Learning Intention and opportunity to self assess

**Formative Assessment examples:** Anecdotal records, checklists, journal entry, exit strategies, self and peer assessment tools, debrief circles etc.



**Mini Lesson**  
(10-15 mins)

**Independent Learning**  
(40 mins)

**Explicit Teaching Groups**  
(20 mins)

**Conferencing / Check Ins**  
(20 mins)

**Reflection / Share**  
(5-10 mins)

Formative Assessment and Feedback

## Explicit Teaching Groups

- \* One group of 4–6 students with similar learning needs (strategies, skills or concepts).
- \* Explicit teaching at point of need - not always linked to Learning Intention.
- \* Modelled, shared or guided instruction.
- \* Formative assessment used to identify students and the focus.
- \* Students work independently alongside others with support.

**Formative Assessment examples:** Learning Goals, Anecdotal records, conferencing notes, checklists etc.

## Conferencing / Check Ins

- \* A conference will take on average 5 - 7 minutes per student. It is more in depth than a check in. The teacher writes notes about the success or struggles the student is having with various skills, strategies and concepts. Both the teacher and student discuss the next step of learning.
- \* A check in will take on average 2 - 5 minutes per student. It's a focused point of need instruction which clarifies a misconception.

**Formative Assessment examples:** Anecdotal records, mini whiteboard tasks, question/answer strategies, checklists, work samples etc.