

## TRAINING SESSION OUTLINES

### Block 3: Developing effective classroom practice – teaching and adapting

#### Overview

- The ECF statements covered by the training sessions in this Block are shown in the table.
- These sessions are complemented by and draw on the self-directed study materials and mentor sessions.

In these training sessions, ECTs will:

| Learn that  |
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| 4.2 Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.   |
| 4.3 Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.   |
| 4.8 Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.                            |
| 5.1 Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.  |
| 5.2 Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.                              |
| 5.3 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.   |
| 5.4 Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils. |

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| Learn how to  |
| <b>Plan effective lessons, by:</b>  |
| 4a. Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.<br>Number then statement |
| <b>Stimulate pupil thinking and check for understanding, by:</b>  |
| 4l. Planning activities around what you want pupils to think hard about.  |
| <b>Develop an understanding of different pupil needs, by:</b>   |
| 5a. Identifying pupils who need new content further broken down.  |
| <b>Provide opportunity for all pupils to experience success, by:</b>  |
| 5e. Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.           |

## Session summary

The training sessions for this Block are:

| Session | Content                          | Duration | ECF statements covered     |
|---------|----------------------------------|----------|----------------------------|
| 3.1     | Structuring lessons for progress | 60 mins  | 4.2, 4.3, 4a, 4l           |
| 3.2     | Practice makes perfect           | 60 mins  | 4.8                        |
| 3.3     | Adapting teaching                | 60 mins  | 5.1, 5.2, 5.3, 5.4, 5a, 5e |

## Training Session 3.1: Structuring lessons for progress

The intended outcomes of this session are for Early Career Teachers to:

**Learn that:**

- 4.2 Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.
- 4.3 Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.

**Learn how to:**

**Plan effective lessons, by::**

- 4a. Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.

**Stimulate pupil thinking and check for understanding, by:**

- 4l. Planning activities around what you want pupils to think hard about.

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| <b>Duration</b>                                      | One hour   |
| <b>Suggested pre-session activity for ECTs</b>       | N/A  |
| <b>To prepare for this session, trainers should:</b> | <ul style="list-style-type: none"> <li>• Read the self-directed study materials for Block 2 on How Pupils Learn.</li> <li>• Read the self-directed study materials for Block 3 on Effective Classroom Practice - Teaching and Adapting.</li> </ul> |

| Activities  | ECF statements   | Suggested Materials |
|---|------------------|---------------------|
| <p><b>Introduction to the session (5 minutes)</b></p> <p>Explain to ECTs that they are going to focus on the following ECF statements:</p> <p><b>Learn that:</b></p> <ul style="list-style-type: none"> <li>● 4.2 Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.</li> <li>● 4.3 Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.</li> </ul> <p><b>Learn how to:</b></p> <p><b>Plan effective lessons, by::</b></p> <ul style="list-style-type: none"> <li>● 4a. Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.</li> </ul> <p><b>Stimulate pupil thinking and check for understanding, by:</b></p> <p>4l. Planning activities around what you want pupils to think hard about.</p> |                  |                     |
| <p><b>The importance of learning intentions (30 mins)</b></p> <p>Share the following with the ECTs – this could be done in a number of ways:</p> <ul style="list-style-type: none"> <li>● Share on a slide</li> <li>● Read out the information</li> <li>● Place on tables.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>To structure lessons for progress and plan effectively you should:</p> <ol style="list-style-type: none"> <li>1. <b>Focus</b> on what pupils will be trying to learn in a lesson and what you intend them to make <b>progress</b> in.</li> </ol> </div>   | 4.2, 4.3, 4a, 4l |                     |

2. In terms of the teaching ... lesson objectives or intentions support teacher planning and help **focus** the teaching on what students are intended to learn, and so what they need to think hard about.
3. In terms of learning ... they help pupils to understand what they should be making progress in and to **connect** a lesson with previous and sometimes future lessons *i.e. they help students to see the point of an individual lesson and how it fits in with their learning in the long term.*
4. **Learning outcomes** state what pupils are expected to have achieved by the end of a lesson. They help teachers to think about the endpoint of a learning sequence and, by planning backwards from that end point, to design lessons which enable pupils to make progress.
5. To ensure great progress learning outcomes must be ambitious. **Success criteria** can be used to enable teachers and their pupils to explain the features of a high-quality outcome. **Success criteria** also provide the detail needed to help pupils understand how to evaluate the quality of their work and to improve it.

Share an exemplar lesson plan which clearly shows learning intentions linked to activities. You could use one from your own setting, or adapt this for any subject or phase.

Class: Year 5

Date: 15th January

Teacher: CCM

Subject/topic: Rivers

Support staff: N/A

**Learning Objective(s):**

- To identify river system features from a map
- To describe these features

*Students have already learned about erosional and depositional features related to rivers and valleys in previous lessons.*

**Learning Outcome(s)**

To have located and described the River Ribble and its features on an OS map.

**Success criteria:**

- I can identify and name some key river features from the map.
- I can locate them using 4 and 6 figure grid references (learned in previous lesson).
- I can describe what these features are like using geographical vocabulary.
- I can state whether features are found on the upper, middle, or lower course of the river.

**Lesson structure**

Connect the learning (5 mins)

Teacher recaps the main features of a river system, supported by PowerPoint with photographs, mini-video clips and key vocabulary (source, stream, river, floodplain, confluence, tributary, meander, mouth, waterfall, lake, v-shaped valley, upper course, middle course, lower course).

Do now (5 mins)

Key questions:

1. How do rivers form?
2. What is the route that a river takes called?
3. What is called where a tributary joins a river?
4. Describe the main difference between different sections of a river with your partner using key vocabulary.

Main learning episode and scaffolds (25 mins)

Task: to match river system vocabulary with descriptions and labelled diagrams with points on the OS map.

Teacher models locating key features of a river system on an enlarged digital OS map of the River Ribble catchment area on the screen for one river feature - a tributary. Modelling includes:

- Other key geographical vocabulary
- Place names for the map
- Narrating the thought process ('thinking aloud') of how they've identified features from the map

- 6 figure grid references (recently taught).

Follow up with class discussion to ensure understanding and clear up misconceptions. Re-model if necessary.

Check understanding with mini-whiteboards by asking pupils to identify grid references of selected features.

Pupils work in groups of 4, using their OS maps covering the catchment area of the River Ribble to locate different features and give four or six figure grid references. Teacher encourages the use of key vocabulary and the success criteria modelled.

#### Plenary (10 mins)

Stop the Bus! Stand up and talk to your partner about what you have learned in the lesson. Use the success criteria to guide the discussion. When the teacher calls 'Stop the Bus' sit down as quickly as possible. The last pair standing explain what they have been discussing. Teacher to clear up any misconceptions - probe responses using class questioning.

Question: What makes this lesson plan effective, i.e. what maximises the chances of pupils making great progress?

In small groups (2/3), ask ECTs to write a list of learning outcomes and success criteria for a lesson with the following learning objectives:

- To be able to define descriptive writing
- To be able to identify elements of descriptive writing
- To be able to compose a paragraph using descriptive writing.

### Using modelling to support pupil progress (20 minutes)

Ask the ECTs to: Describe the city at night. Write the first three lines of description.

Share the 'What A Good One Looks Like':

Hanway Street was empty, forsaken; a narrow, dark road, little more than an alleyway, filled with gloomy record shops and restaurants, their darkened windows like empty staring eyes on either side of him. Dim light was escaping from under secretive doorways or spilling out from windows on the upper floors of buildings. Richard walked along, his steps echoing and the sense of being watched increasing.

No wonder he hadn't noticed the street before: it was scarcely more than a narrow gap between houses, lit by a spluttering, flickering gas-jet. He walked down the alley to the end. Nothing. No one. Just a metal dustbin, and beside it something that might have been a pile of rags.

#### What makes this 'What a Good One Looks Like'?

- Lexical field to build mood and atmosphere
- Use of similes to add suspense
- Use of adjective loading – spluttering, flickering
- Use of metaphor – light being held captive
- Sentence variety
- Delayed action – action delayed until second paragraph
- Punctuation to mimic his footsteps
- Different sentence openers



4.3, 4a

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| <p>Facilitate a discussion using the following questions:</p> <ol style="list-style-type: none"> <li>1. What are the benefits of modelling?             <ol style="list-style-type: none"> <li>a. The 'city at night' might be an abstract idea for some pupils, especially younger ones or those who do not live in a city!</li> <li>b. Modelling provides the pupils with guidance on what good looks like.</li> </ol> </li> <li>2. Does modelling present any challenges?             <ol style="list-style-type: none"> <li>a. We need to make sure that pupils are applying what they learn from a model rather than just copying it.</li> </ol> </li> <li>3. How could you use the modelling process in your context?</li> <li>4. Why do pupils need varying levels of modelling at different times?             <ol style="list-style-type: none"> <li>a. When starting something new (a topic of skill), pupils need more support and therefore our modelling is likely to be more prescriptive and structured. As pupils develop their knowledge and skills modelling should be reduced so that pupils can move towards independence.</li> </ol> </li> </ol> |  |  |
| <p><b>Planning for action (5 minutes)</b></p> <p>Following this session, what will you do differently in your practice? What will you put into action in your lessons?</p> <p>This could be facilitated in a variety of ways, e.g. a think, pair, share, post-its or if virtually using the chat function.</p>  |  |  |

## Training Session 3.2: Practice makes perfect

The intended outcomes of this session are for Early Career Teachers to:

**Learn that:**

- 4.8 Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.

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| <b>Duration</b>                                      | One hour   |
| <b>Suggested pre-session activity for ECTs</b>       | N/A  |
| <b>To prepare for this session, trainers should:</b> | <ul style="list-style-type: none"> <li>● Read the Self-Study Materials for Block 2 on How Pupils Learn</li> <li>● Read the Self-Study Materials for Block 3 on Effective Classroom Practice - Teaching and Adapting</li> </ul> |

| Activities  | ECF statements | Suggested Materials |
|---|----------------|---------------------|
| <p><b>Introduction to the session (5 minutes)</b></p> <p>Explain to participants that they are going to focus on the following ECF statement:</p> <ul style="list-style-type: none"> <li>● 4.8 Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.</li> </ul> <p>Explain that ECTs will be returning to the idea of practice in later Blocks.</p> <p>The purpose of the sessions will be to:</p> <ul style="list-style-type: none"> <li>● Develop understanding of how practice can consolidate and develop knowledge, within lessons and over time.</li> <li>● Recap the roles of memory and schemas in learning (knowledge developed in Block 2) and how practice can support both.</li> </ul> |                |                     |

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| <ul style="list-style-type: none"> <li>• Consider how they can plan in regular opportunities for practice.</li> <li>• Be able to identify a range of approaches that can be used within lessons.</li> </ul>  |     |  |
| <p><b>Activating prior knowledge (15 mins)</b></p> <p>Ask the ECTs to recite the famous tongue twister ‘she sells seashells’ by Terry Sullivan, written in 1908. You will want to display it on the board.</p> <p><i>She sells sea-shells on the sea-shore.<br/>The shells she sells are sea-shells, I’m sure.<br/>For if she sells sea-shells on the sea-shore<br/>Then I’m sure she sells sea-shore shells.</i></p> <p>Give ECTs a minute to read it in their head, then recite it out loud with the words still on the board. If they are starting to feel confident, they might look away from the board and try to do it from memory - no longer than 2-3 minutes, you will come back to this later in the session.</p> <p>Take the tongue twister off the screen.</p> <p>Pose the question: <b>What do you remember from Block 2 on memory and cognition linked to how pupils learn?</b></p> <p>Draw out some of the key points:</p> <ul style="list-style-type: none"> <li>• We have a working memory and a long-term memory.</li> <li>• Our working memory is limited in capacity and can become overloaded.</li> <li>• When we have learnt something, it has been transferred to our long-term memory.</li> <li>• In our long-term memory, information is organised into schemata which are interconnected webs of information.</li> <li>• All new learning builds on prior knowledge. The more expert a person is, the more schemata they have to link new ideas or material to.</li> <li>• Even if material does enter the long-term memory, it can still be forgotten if it is not used often enough.</li> </ul> | 4.8 |  |

### The importance of practice in supporting learning (5 mins)

One way that we can support pupils to transfer knowledge to long-term memory is through supporting them to practise.

Share the following with ECTs:

It doesn't matter what subject you teach, differences in students' performance are affected by how much they engage in deliberate practice. Researchers who have investigated expert and novice performance have uncovered important distinctions between deliberate practice and other activities, such as play or repetition.

Deliberate practice is not the same as rote repetition. Rote repetition — simply repeating a task — will not by itself improve performance. Deliberate practice involves attention, rehearsal and repetition and leads to new knowledge or skills that can later be developed into more complex knowledge and skills. Although other factors such as intelligence and motivation affect performance, practice is necessary if not sufficient for acquiring expertise (Campitelli & Gobet, 2011).

**Define practice:**

"Deliberate practice (DP) occurs when an individual intentionally repeats an activity in order to improve performance. The claim of the DP framework is that such behaviour is necessary to achieve high levels of expert performance." (Campitelli & Gobet, 2011, p. 280).

"Deliberate practice consists of activities purposely designed to improve performance." (Gobet & Campitelli, 2007, p. 160).

Brabeck et al (2010) - Available [here](#)

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| <p>Using practice as part of your practice (30 mins)</p> <p>Facilitate a discussion:</p> <p><b>When you first started teaching, did everything come naturally, or were there aspects of your craft which you have had to practise (and still need to practise?)</b></p> <p>Point out to the ECTs that they have received a lot of support (hopefully) as they have learned how to teach:</p> <ul style="list-style-type: none"> <li>• Their mentor and other experienced colleagues have helped them to identify areas they need to practise through observations and mentor sessions.</li> <li>• They have been given explicit ideas of how they could improve in the particular areas, through the ECT resources and from other sources within their school or wider networks.</li> <li>• They have received feedback as they have practised the skill (e.g. giving instructions) from observations.</li> <li>• They have continued to practise the new skill through subsequent lessons.</li> </ul> <p>This is an example of receiving support and guidance when practicing something. Deliberate practice can be broken down into the following stages:</p> <ol style="list-style-type: none"> <li>1. <b>Isolate</b> the skill</li> <li>2. <b>Develop</b> the skill</li> <li>3. <b>Assess</b> the skill</li> <li>4. <b>Final performance</b></li> <li>5. Retrieval practice <b>later</b></li> </ol> <p>Let's go back to the tongue twister from earlier. Unless your ECTs are expert tongue twisters or already had it in their long-term memory, they are unlikely to be able to recall the full piece without seeing it again. Point out that this demonstrates</p> | <p>4.8</p> |  |
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| <p>the necessity for practice! In pairs now use deliberate practice to improve their use of the tongue twister. Give them about 5 minutes in pairs on this.</p> <ol style="list-style-type: none"> <li>1. Isolate - go line by line.</li> <li>2. Develop - go slowly at first and speed up.</li> <li>3. Assess - give feedback as they work</li> <li>4. Final performance - try now without the words in front of them</li> <li>5. Retrieval - try again at the end of the session.</li> </ol> <p>Small group discussion: <b>What ideas do you have for how you could use deliberate practice including support and guidance in the classroom?</b></p> <p>Some ideas you could contribute:</p> <ul style="list-style-type: none"> <li>● Partner pupils up and get them to verbally practise their answers before they commit to writing.</li> <li>● Get pupils to practise each step in a new process before moving onto the next step (e.g. I teach, you do, repeat).</li> <li>● Use an activation activity to isolate a particular skill which you want pupils to practise (e.g. Throw the tennis ball up 50 times to practise your throw for serving).</li> <li>● Observe pupils as they practise and give feedback and corrections.</li> <li>● Use drafting in written work for pupils to practise before doing their final written assignment. Drafts should receive feedback from peers or the teacher so they can improve it.</li> </ul> |  |  |
| <p><b>Planning for action (5 minutes)</b></p> <p>Following this session, what will you do differently in your practice? What will you put into action in your lessons?</p> <p>This could be facilitated in a variety of ways, e.g. a think, pair, share, post-its or if virtually using the chat function.</p> <p>You might ask if anyone is feeling confident to try the tongue twister as a retrieval practice!</p>   |  |  |

## Training Session 3.3: Adapting your teaching

The intended outcomes of this session are for Early Career Teachers to:

**Learn that:**

- 5.1 Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
- 5.2 Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
- 5.3 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.
- 5.4 Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.

**Learn how to:**

**Develop an understanding of different pupil needs, by:**

- 5a. Identifying pupils who need new content further broken down.

**Provide opportunity for all pupils to experience success, by:**

- 5e. Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.

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| <b>Duration</b>                                      | One hour   |
| <b>Suggested pre-session activity for ECTs</b>       | N/A  |
| <b>To prepare for this session, trainers should:</b> | <ul style="list-style-type: none"> <li>• Read the Self-Directed Study Materials for Block 3, especially the sections on adapting your teaching.</li> </ul> |

| Activities   | ECF statements | Suggested Materials |
|--|----------------|---------------------|
| <p><b>Introduction to the session (5 minutes)</b></p> <p>Explain to ECTs that they are going to focus on the following three ECF statements:</p> <ul style="list-style-type: none"> <li>● 5.3 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.</li> <li>● 5.4 Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.</li> <li>● 5a. Identifying pupils who need new content further broken down.</li> <li>● 5e. Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.</li> </ul> <p>Explain that ECTs will be returning to the concept of adapting teaching in Block 9.</p> <p>The purpose of the sessions will be:</p> <ul style="list-style-type: none"> <li>● Understand how to effectively monitor or assess pupils progress in lessons.</li> <li>● Know when to intervene or to adapt lessons ‘in the moment’, whilst maintaining high expectations, so that <b>all</b> pupils make progress.</li> <li>● Know approaches for scaffolding learning for pupils who make slower progress or struggle to engage.</li> </ul> |                |                     |
| <p><b>You can’t correct what you didn’t detect! (10 mins)</b></p> <p>Facilitator to share the following:</p> <p>“You can probably recall from your school days, the teacher sat at the desk while you worked in rows. Even now, as beginner teachers, you might feel safest being near your board or your laptop to move to the next slide on your PowerPoint! However, if you are going to adapt your teaching <b>in real-time</b>, then you need to detect when your pupils are going wrong, and this means circulating the classroom!”</p>  | 5.3            |                     |

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| <p>Think, Pair, Share: What is the advantage of adapting lessons in real time?</p> <ul style="list-style-type: none"> <li>• ECTs think on their own for 30 seconds</li> <li>• ECTs share with a partner or with a group for a minute or two</li> <li>• Facilitator takes feedback</li> </ul> <p>Answer - rather than wait to take pupils' books in and mark them to find out if they got things right or wrong, finding out there and then allows us to intervene in a much more meaningful way.</p>  |                         |  |
| <p><b>Assertive monitoring (10 minutes)</b></p> <p>Assertive monitoring is something you have come across within your mentor sessions and the Self-Directed Study Materials. It is similar to Live Marking but is more systematic. The core ideas of assertive monitoring are that you:</p> <ul style="list-style-type: none"> <li>• Systematically check pupils work during a lesson.</li> <li>• This allows you to see there and then what has and has not been understood.</li> <li>• You are able to respond 'in the moment' when pupils have got things wrong.</li> <li>• You might do this by working with a pupil individually, or if you spot a mistake that is happening for a number of pupils, you may need to stop the activity and address it.</li> <li>• Assertive monitoring means intentionally gathering pupil feedback and acting on it.</li> <li>• It also means you do not need to make different tasks for different pupils.</li> <li>• You maintain high expectations of all pupils and what they can achieve.</li> </ul> <p>You could show the video from the Self-Directed Study Materials. Alternatively, there is a script below:</p> <div data-bbox="107 1133 1579 1388" style="border: 1px solid black; padding: 10px;"> <p>The teacher starts by giving an explanation of the task that the pupils are going to do. All pupils have the same task. It is not obvious from the video what the range of ability is within the classroom. The teacher lets the class know how many minutes they have to complete the task.</p> <p>She then sets the class off on the task.</p> </div> | <p>5.3, 5.4, 5a, 5e</p> |  |

Immediately she begins to circulate (doing laps) of the pupils. She checks on individual pupils by looking over their shoulder at what they are doing. She offers short prompts and interventions where necessary. She narrates out loud what she is doing to the pupils.

“I am coming round now checking on... I will tick it if correct, I’ll put a dot if it’s not.”

Teacher circulates the class and goes to one table at the front:

“Is everyone happy with the task? Any questions?” No. Teacher ticks or dots their work.

To the whole class:

“I am now coming round checking X part of your work...”

Teacher approaches an individual pupil and reads their work.

(Quietly) “This is excellent Rahim, just fix this part...”

Share with ECTs the effective ingredients of Assertive Monitoring (which they may have covered in their mentor sessions as well):

- Decide what ‘good work looks like’
  - In advance of the lesson, make sure you know what you are expecting in terms of ‘good work’
- Plan your laps:
  - What will you be looking for in each round of monitoring?
  - Name your laps as you circulate - ‘now I will be looking for’
- Plan a monitoring pathway:
  - Create a seating chart
  - Monitor the fastest workers first, then those needing more support

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| <ul style="list-style-type: none"> <li>● Pen in hand - mark pupils' work             <ul style="list-style-type: none"> <li>○ Give feedback (tick, star, circle, code)</li> </ul> </li> <li>● Cue pupils to revise answers with minimal intervention (name the error, ask them to 'fix it', tell them how you'll follow up)</li> <li>● Record monitoring feedback             <ul style="list-style-type: none"> <li>○ Check pupils' work</li> <li>○ Track right / wrong answers or trends in the class as you circulate</li> </ul> </li> </ul>   |  |  |
| <p><b>Assertive monitoring (25 minutes)</b></p> <p>The assertive monitoring clip observed and discussed relates to classroom tasks where pupils are carrying out independent written work.</p> <p>Using the same principles how might the approach be adjusted for:</p> <ul style="list-style-type: none"> <li>● Group work activities?</li> <li>● Activities for younger pupils who are not yet able to write?</li> <li>● Marking work outside lessons?</li> </ul> <p>Ask ECTs to work in small groups (ideally subject / phase) to plan how they would use the principles of assertive monitoring for one or more of the above.</p> |  |  |
| <p><b>Planning for action (5 minutes)</b></p> <p>Following this session, what will you do differently in your practice? What will you put into action in your lessons?</p> <p>This could be facilitated in a variety of ways, e.g. a think, pair, share, post-its or virtually if using the chat function.</p>  |  |  |