

Learning Cycle Mapped to Rosenshine's Principles



Lesson Part	Rosenshine's Principles	Content	Purpose
Reflect & Review	Principle 1 - Daily review Principle 10 - Weekly & monthly review	<ul style="list-style-type: none"> ● R&R Activities/templates. ● Prior knowledge questions. ● Frequent quizzes – last lesson, last week, last term, last year. ● Recall of number facts including ● Multiplication tables. 	<ul style="list-style-type: none"> ● To provide assessment information. ● To embed learning into long term memory. ● To provide a 'thread' from previously learnt material to new learning.
Setting the Context & vocabulary modelling	Principle 2 – Present new materials in small steps Principle 3 - Ask questions Principle 4 - Provide models	<ul style="list-style-type: none"> ● Step by step use of worked examples – provide clear instructions. ● Thinking aloud. ● Questioning to develop conceptual understanding. ● Pre-empting and addressing misconceptions. ● Explicitly teaching new vocabulary. 	<ul style="list-style-type: none"> ● To ease cognitive load. ● To provide clear models and worked examples. ● To provide success criteria. ● To model the use of vocabulary in context.
Modelling and Deconstruction (I do)	Principle 2 – Present new materials in small steps Principle 3 - Ask questions Principle 4 - Provide models	<ul style="list-style-type: none"> ● Step by step use of worked examples – provide clear instructions. ● Thinking aloud. ● Questioning to develop conceptual understanding. ● Pre-empting and addressing misconceptions. ● Explicitly teaching new vocabulary. 	<ul style="list-style-type: none"> ● To ease cognitive load. ● To provide clear models and worked examples. ● To provide success criteria. ● To model the use of vocabulary in context.
Joint Construction (We do)	Principle 5- Guide student practice Principle 3 - Ask questions Principle 6 - Check student understanding Principle 8 - Scaffold difficult tasks	<ul style="list-style-type: none"> ● Paired/group discussion. ● Teacher on the move - checking, correcting, reteaching, questioning to assess understanding. ● Teacher identifying children who may require further explicit instruction and guided practice. ● Identifying and addressing misconceptions. 	<ul style="list-style-type: none"> ● Identify children who require support. ● Provide scaffolds to enable all learners to succeed. ● Provide children with in the moment feedback. ● To provide children with the understanding needed to work independently.
Independent Construction (You do)	Principle 9 - Independent practice Principle 6 - Check student understanding Principle 7 - Obtain high success rates Principle 8 - Scaffold difficult tasks	<ul style="list-style-type: none"> ● Teacher on the move - monitoring, correcting and reteaching. ● Teacher working with a group who require further instruction. ● Providing scaffolds where needed. ● Provide challenge through complexity of task where appropriate. 	<ul style="list-style-type: none"> ● Apply learning for automatic retrieval. ● To obtain high success rates. ● To develop children as confident and independent learners.
Review	Principle 6 - Check student understanding Principle 7 - Obtain high success rates	<ul style="list-style-type: none"> ● Peer/self assessment. ● Ask children to explain what they have learned. ● Re-teach material if needed. ● Provide further examples to develop depth of understanding. 	<ul style="list-style-type: none"> ● Provide children with formative feedback. ● To obtain high success rates. ● To ensure children are ready for the next step of their learning.