



PEDAGOGY **ATLAS**

Mapping our **VOYAGE**



Welcome to the Riva Primary School **Pedagogy Atlas**, a document which supports the achievement of the targets in our school plan, **Voyage**.

Pedagogy as a word has its origins in Ancient Greece, and is a term which seeks to describe the approach to teaching - the integration of theory and practice, of art and science.

Atlas, similarly, has its origins in Greece, where a collection of maps was published, with the title page showing a picture of the mythical figure, Atlas, holding up the sky on his shoulders. Since then, Atlas is the common term for a bound book of maps.

In the context of the Riva Primary School Plan, the Pedagogy Atlas is therefore a book of maps which describe the expected approach to teaching and learning in every classroom, for every student.

The practices and approaches described within are evidence-based, effective, and capable of integration to meet the needs of our unique, diverse students.

As an Inclusive school, it is vital that there is connection in practice across classrooms and year levels and that sequences of planned learning can be built upon. This ensures that student progress and achievement is seamless as they transition through the school.

The Pedagogy Atlas makes clear the expectations across the school for teaching, learning and assessment, and will guide the deployment of support, professional learning and resources to ensure that all staff are highly skilled and confident in:

- Creating a school culture of excellence;
- Leading the way in meeting student needs; and
- Delivering high quality teaching and learning, every day.

I look forward to charting our successes.

Yours sincerely

Aaron Chaplin
Principal



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OUR BELIEFS ABOUT TEACHING, LEARNING AND ASSESSMENT

At Riva Primary School, our beliefs about teaching, learning and assessment are aligned to the Western Australian Curriculum. Our beliefs are each supported by statements, articulating what we know, and what will we do in applying research, evidence-informed practices and our professional knowledge in supporting learning.

As such, our beliefs, knowledge and actions should drive school and classroom practices which are connected, purposeful, highly effective, and lead to success and achievement for all students.

Opportunity to Learn

- Learning experiences should enable students to observe and practise the actual processes, products, skills and values that are expected of them.
- Students should have the opportunity to engage as fully as possible in the processes they are expected to learn about or through.

Action & Reflection

- Learning experiences should be meaningful and involve students in both doing and reflecting.
- Teachers should emphasise the interconnectedness of knowledge, skills and values, both within and across different learning areas.

Inclusivity & Difference

- Learning experiences should respect and accommodate differences between learners.
- Teaching must be highly adaptive, acknowledging, respecting and accommodating the diverse background experiences students bring to the classroom.
- Students develop at different rates and also learn new ideas more or less quickly. They should be provided with the time, conditions and encouragement they need to learn in stimulating ways, and be discouraged from superficial learning that gives the impression of keeping pace at the expense of long-term and sustained learning.

Supportive Environment

- The school and classroom setting must be safe and conducive to effective learning.
- A supportive learning environment provides the intellectual, social and physical conditions in which effective learning can occur.
- A supportive learning environment also provides sufficient, fair, safe and ethical access to a suitable and varied range of resources, space and equipment.

Connection & Challenge

- Learning experiences should connect with students' existing knowledge, skills and values while extending and challenging their current ways of thinking and acting.

Motivation & Purpose

- Learning experiences should be motivating and their purpose clear to the student.
- Students should be provided with purposeful and relevant activities that stimulate thought, inquiry and enjoyment.
- Activities should be consistent with students' maturity, engage their interest and challenge them to succeed.

Independence & Collaboration

- Learning experiences should encourage students to learn both independently and from and with others.
- Teachers should plan learning experiences that enable students, whether working individually or in groups, to become increasingly autonomous.
- Classroom processes should give students some flexibility in choosing ways of working and encourage them to take responsibility for their own learning.

Assessment should be an integral part of teaching and learning.

- Assessments should arise naturally out of the teaching and intended learning of the curriculum.
- They should be carefully constructed to enable judgements to be made about students' progress in ways that contribute to ongoing learning.
- All the information teachers collect about their students should become an integral part of the planning of instructional activities.
- Teachers need to give careful consideration to planning for assessment as well as planning for teaching.

Assessment should be educative.

- Assessment practices should be educationally sound and contribute to learning.
- Assessment activities should encourage in-depth and long-term learning.
- Assessment criteria should be made explicit to students to focus their attention on what they have to achieve and provide students with feedback about their progress.
- Assessment needs to be comprehensive and balanced across various domains of learning and assess knowledge and higher order cognitive skills.

Assessment should be fair.

- Assessment needs to take account of the diverse needs of students, to be equitable and not discriminate on grounds that are irrelevant to learning.
- Assessments should provide valid information on the actual ideas, processes, products and values expected of students.
- A valid assessment is one that assesses what it is supposed to assess.
- Assessments should also provide reliable indications of students' knowledge, understandings and skills and should be based on the integration of a range of types and sources of evidence.

Assessments should be designed to meet specific purposes.

- Information collected to establish where students are in their learning can be used for summative purposes (assessment **of** learning) and for formative purposes (assessment **for** learning).
- Summative assessment involves assessment procedures that aim to determine students' learning at a particular time.
- The aim of the assessment is to identify students' achievement at that point in time and it is particularly important that the assessments are fair and that teacher judgements are reliable.

Assessment should lead to informative reporting.

- Reporting happens at the end of a teaching cycle and should provide an accurate summary of the formative and summative assessment information collected for each student.
- The purpose of reporting is to provide feedback to students, parents, and teachers.
- The information is also valuable for school and system-wide planning. It is important that, in addition to providing an accurate synopsis of student performance, the judgements of student achievement are reliable.

Assessment should lead to school-wide evaluation processes.

- Highly effective schools pay particular attention to teachers' qualitative and quantitative data and standardised test data.
- Teachers and school leaders need to understand current and past student achievement levels, be explicit about targets for improvement and be explicit about how progress towards those targets will be monitored.
- Teachers should plan for how they will reflect on and evaluate their teaching practices.
- Schools and teachers need to be willing to identify and evaluate both the intended and unintended consequences of any initiative or program.

UNIVERSAL & BACKWARDS DESIGN FOR LEARNING

Backwards Design

The Backwards Design / Lesson planning model is characterised, much like planning a Voyage, of beginning with the endpoint in mind, guiding teachers to first identify the desired learning outcomes and then work backwards to develop assessments and instructional activities that will support achievement and demonstration of the desired outcomes (McTighe & Wiggins, 2012).

Backwards Design has many benefits in supporting high quality teaching and learning:

Clarity of Purpose

By starting with the end goals, educators gain a clear understanding of what they want students to learn. This clarity ensures that instructional activities are directly aligned with desired outcomes.

Student-Centred Approach

The model focuses on student understanding and long-term retention of knowledge, promoting a student-centred learning environment. Students are more likely to grasp the relevance of the material when the learning intentions and purpose are clear.

Alignment with Assessments

Assessments are purposefully integrated into the planning process, ensuring that they align closely with the identified learning objectives. This helps in creating fair and accurate assessments that truly measure student understanding.

Flexibility

Backward Design allows for flexibility in teaching methods and materials. Teachers can adapt their instructional strategies based on ongoing assessments and student progress.

STEP 1: IDENTIFY DESIRED RESULTS

What should students come away understanding, knowing and being able to do?

Reference:

- ABLEWA
- Achievement Standards
- WA Kindergarten Curriculum Guidelines
- Western Australian Curriculum

STEP 3: PLAN LEARNING EXPERIENCES AND INSTRUCTION

Which learning activities promote understanding, knowledge, skill, and student interest?

- Research-based repertoire of learning and teaching strategies
- Essential and enabling knowledge and skills
- Integrate across the common aspects of Universal Design for Learning / EAL/D Principles / Explicit Instruction / Lesson Design
- Clear expectations
- Engagement
- Daily Review
- Scaffolding
- I Do, We Do, You Do
- Feedback

STEP 2: DETERMINE ACCEPTABLE EVIDENCE

What will evidence the desired results, such as desired understanding?

- Valid, reliable, authentic and sufficient assessment.
- How will data / evidence be collected / recorded?
- Have you built opportunities to check for understanding and for students to demonstrate evidence of achievement into the assessment?

Universal Design for Learning

Universal Design for Learning (UDL) emphasises creating inclusive and accessible learning environments to meet the diverse needs of all learners and remove barriers to education (CAST, 2018).

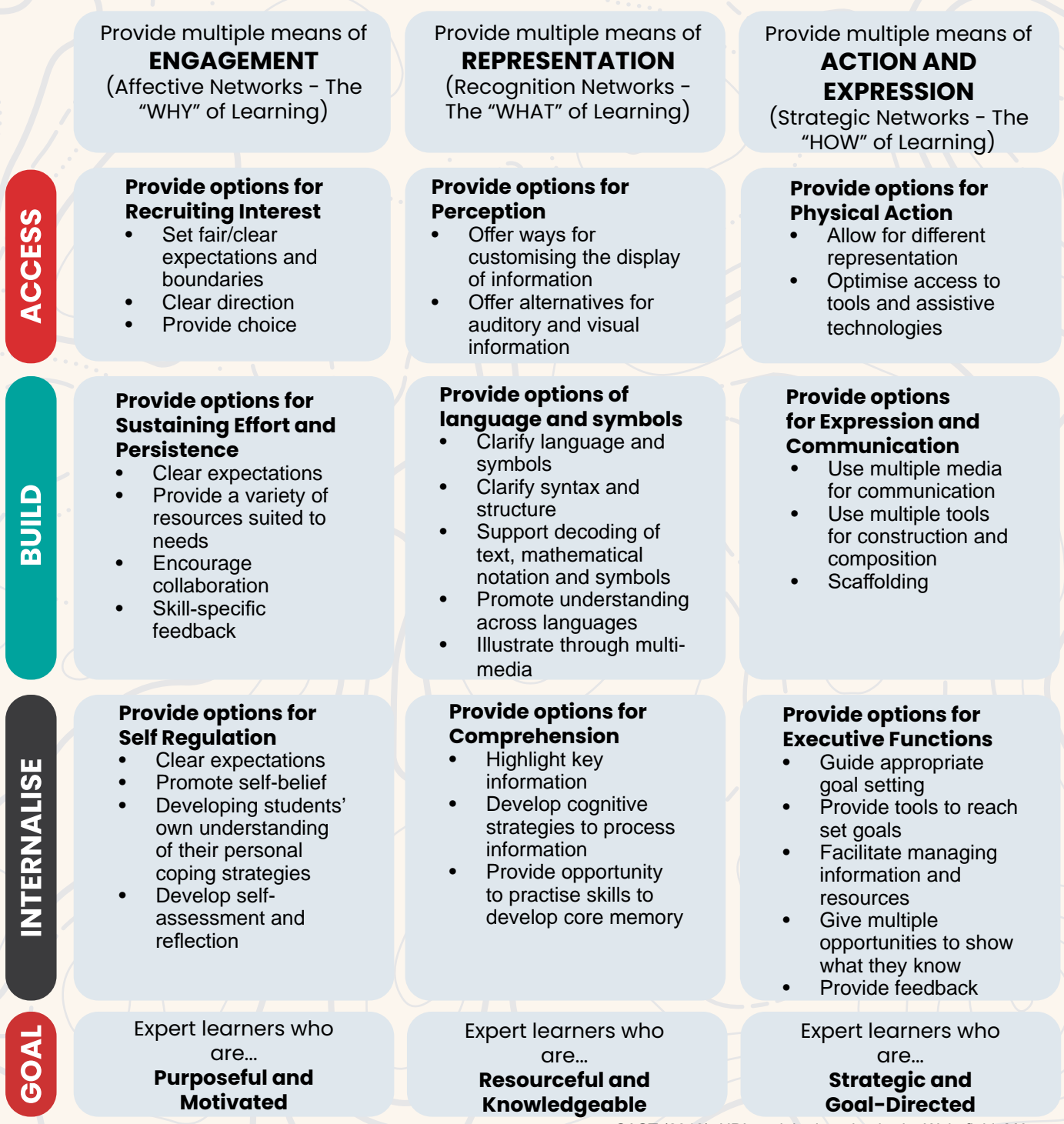
UDL is grounded in the idea that educational design should be flexible enough to accommodate a wide range of abilities, learning styles, and preferences, by design, from the beginning.

The key principles of Universal Design for Learning are:

Multiple Means of Representation: UDL encourages educators to provide information in multiple formats. This includes offering content through text, images, audio, and video, ensuring that learners can access information in a way that aligns with their preferences and needs.

Multiple Means of Engagement: Recognising that students have different interests and motivations, UDL suggests incorporating various methods to engage learners. This can involve providing choices in assignments, collaborative activities, and integrating real-world examples to enhance relevance and interest.

Multiple Means of Action and Expression: UDL promotes diverse ways for students to demonstrate their understanding and skills. This might involve allowing alternative assessments, providing tools and resources, and accommodating different learning styles.



CAST (2018). UDL and the learning brain. Wakefield, MA.

Retrieved from <http://www.cast.org/products-services/resources/2018/udl-learning-brain-neuroscience>

AS AN ADDITIONAL LANGUAGE / DIALECT

EAL/D students have to learn more than just a new language or dialect. They also have to learn the culture of the classroom, the school and the wider community. Teachers of EAL/D students should consider how some concepts related to learning an additional language or dialect and the associated cultural and social understandings will impact on their students' learning.

EAL/D students:

- will be challenged by the demands of a complex learning context
- need time, support and understanding to adapt to the many aspects and routines of school life
- require appropriate EAL/D support; modelling and scaffolding of language and concept learning across the curriculum
- may require provision of extra time to process new language and concepts
- need explicit teaching of vocabulary and language structures with awareness of task expectations and learning purpose
- may come from traumatic and disrupted backgrounds and/or may be managing complex issues, such as loss, separation or family upheaval.

Considerations for supporting EAL/D Students

Cultural conceptualisations and world view

- recognise that students bring their own cultural knowledge, attitudes and values to the classroom to make sense of their new environment
- consider that different cultural understandings may affect students' learning
- encourage students to maintain their identity and connections within their own communities
- teach students how to use SAE in social situations and adjust their register according to audience and purpose
- consider the appropriateness of resources, materials and activities at the linguistic, cultural and conceptual levels
- teach SAE listening conventions explicitly, as listening behaviours may vary across cultures.

Use of home language

- value and encourage maintenance of home language in the classroom and out in the community
- allow students to use their home language to make sense of the world around them and to learn new concepts
- use home language speakers if available
- allow students to speak, read and write in their home language
- recognise that literacy skills developed in the home language supports the learning of SAE
- use bilingualism/bidialectalism and teach understanding of code-switching to assist students in making meaning from SAE
- demonstrate correct usage of SAE in a supportive way through recasting, restating and recycling language.

Silent period

- students experience a silent period during which they will observe and acquire new SAE language understandings and behaviours
- receptive language skills develop before productive language skills
- encourage students to communicate without pressuring them
- older students may be concerned with shame
- a fear of embarrassment could be a concern for some students.

Social vs academic language

- students typically develop social proficiency in SAE within two to three years, confidently communicating, socialising and understanding most conversational language
- it takes between five and seven years to develop academic language and possibly longer for limited schooling students
- encourage students to take risks in their learning by providing a safe and supportive learning environment
- students will continue to require EAL/D support and scaffolding to access the growing academic demands of the curriculum.

Essential Elements for effective EAL/D teaching

Feedback

- explicit, meaningful and focused on improving the student's language learning
- rubrics and criterion referenced assessments that highlight the specific language items being taught are most effective
- student is an integral part of the feedback process.

Explicit teaching

- sets the purpose for learning
- explains what is required
- shows students how to do a skill
- presents an example or model
- demonstrates how to transfer the information to complete similar tasks independently
- uses a teaching, learning and assessment model to support learning.

Oral language

- emphasise speaking and listening activities that help students hear, reproduce and pronounce the sounds of SAE
- explicitly teach phonemic awareness and SAE sound/symbol relationships
- focus on sounds that could be confusing or absent
- use moderate speech pace with some pauses to allow student time to process information
- have students interact with more competent speakers so as to hear good role models
- provide authentic purposes for talk
- teach formal and informal SAE with its use of idioms and colloquialisms.

Building Vocabulary

- daily intentional teaching of vocabulary across all learning areas
- introduce demands of new vocabulary and support students in building word level comprehension before exposing them to unfamiliar texts, whenever possible
- include strategies that enable students to learn subject-specific words
- teach words that change their meaning in different contexts
- introduce dictionaries early in students' learning and assist them to use them effectively
- develop deeper conceptual knowledge around words
- develop word study skills including patterns, syllables, affixes.

Scaffolding

- make clear to students what it is they are to learn and provide them with explicit steps to achieve success
- support language learning through explicit teaching of required vocabulary and text structures
- provide a variety of opportunities for students to practise language features and structures
- use action, visuals, diagnostic organisers and technology to support understandings.

Register

- explicitly teach the differences between informal and formal language in both social and academic contexts
- teach situational language
- link text-type choice to situation, audience and purpose.

Visuals

- pictures and graphics reinforce what is being said and heard in the classroom
- enhance clarity and give meaning to the text or message
- help students to tap into their home language to assist with making meaning in the new language.

Grammar

- teach and use grammar metalanguage so students can talk about parts of speech and identify what words are and what they do
- teach explicitly and combine both structural and functional approaches
- explicitly teach phoneme/ grapheme principles with a well-researched program
- explicitly teach grammar markers such as regular and irregular verbs, past tense and possessives.

LESSON DESIGN

DAILY REVIEW

A short, sharp revision session.

MENTAL SET

- Hook to engage / activate prior knowledge.
- Links to the past experiences of students (meaningful/personal/interesting).
- All students are actively involved.
- It relates to the learning intention and success criteria.

LEARNING INTENTION & SUCCESS CRITERIA

- Statement of what will be learned and how students will prove they've learned.
- The statement of 'what' and 'how' match re: levels of thinking (Bloom's).
- Specific and measurable.
- Students engaged in the discussion of both the 'what' and the 'why.'

CLOSURE

- Relates to the learning intention.
- All students are actively involved.
- Summary of the key learning in the lesson.
- Final Check for Understanding.

YOU DO: INDEPENDENT PRACTICE

- Relates to the learning intention (the correct level of difficulty).
- All students are involved.
- Little to no support is provided; students work alone.
- Check for understanding (all students accountable and actively involved).

WE DO: GUIDED PRACTICE

- Relates to the learning intention (key here is the correct level of difficulty).
- All students are involved.
- Amount of support is sufficient to experience success.
- Check for understanding (all students accountable and actively involved).
- Collaborative learning - apply learning through purposeful practise with peers.
- Cooperative learning strategies.

I DO: INFORMATION / INPUT MODELLING / DEMONSTRATION

- Input/Information relates to/supports the learning intention.
- Information process respects how students learn.
- Students are actively engaged in accessing information (this is important).
- Worked examples are used to demonstrate the steps required to solve a problem, learn a procedure or perform a task.
- Supports the learning intention.
- Students can sense all the attributes of the concept(s) being modelled.
- Students are actively involved in discussing what they sense.
- Check for understanding.

FOCUS ON **FEEDBACK**

In the National School Opinion Survey conducted in 2023 for Riva Primary School, parents, students and staff all identified an area of growth for the school as feedback. We're taking that feedback on board in our Pedagogy Atlas, recognising that quality feedback:

- has the potential to markedly improve student learning; and
- can reduce the gap between higher and lower achieving students.

Although research finds differences in the reported size of the impact, what is shown consistently is the value of feedback.

Effective feedback answers the questions:

Where am I going? (what is the learning intention or goal)?

How am I going? (where is the learner right now in relation to the learning intention or goal)?

Where to next? (how will the student alter their response / build knowledge / support in getting to the learning intention or goal)?

Effective feedback processes produce two key outcomes:

- Teachers design and adapt effective teaching strategies that enable students to make progress in areas identified as requiring attention.
- Students are able to change what they are doing to address the learning intention more effectively.

Feedback is about learning, growth and the power of **yet**.

This is the essence of Achieving and Achievement – focusing on the journey from where we are, to where we want to be. Feedback should move learners forward.

FEEDBACK TIPS:

- Create a culture of feedback and trust with students;
- Students should do the thinking;
- Provide time and specific activities for students to act on feedback;
- Focus on future learning and improvement, rather than mistakes;
- Link feedback to focussed and specific goals;
- Foster self-assessment and peer feedback;
- Encourage students to ask questions about their feedback;
- Try to give feedback as close to the learning and assessment task as possible;
- Be specific and explicit about feedback, providing examples where possible;
- Establish that the student understands what is being discussed;
- Ask the student what they think they need to improve on;
- Offer your advice about future steps for improvement; and
- Invite conversations by asking students to discuss the work with you and/or with their peers.

Teachers should:

- Prepare for typical answers and misconceptions;
- Recognise when to re-teach; and
- Use feedback to evaluate and improve teaching practice.

Department of Education, Victoria (2022), William, D.,(2010).

DAILY REVIEW

At Riva Primary School, the Daily Review consolidates students' knowledge and develops their fluency in essential understandings for literacy and numeracy sessions.

It also ensures that students have the prerequisite skills for the day's lesson.

The Daily Review adds to students' confidence by ensuring that previously taught skills and concepts are reviewed in a sequenced and planned way.

The Daily Review should be delivered for approximately 10 to 15 minutes at the commencement of the lesson.

FLUENCY BUILDING

Core Content Knowledge and skills that require automatised e.g. single sounds, basic facts.

LESSON PRE-REQUISITES

Prior Knowledge and Pre-Requisite Skills required for new learning e.g. Nouns and Verbs when teaching sentences, specific/topic vocabulary.

PLANNED REVISION CYCLE

Spaced practice: studying a topic in regular intervals provides greater retention than cramming.

Interleaved practice: studying many different topics in short bursts is more effective than blocked practice (studying only one topic).

Retrieval practice: removing topics and bringing them back after a period of time makes memories more durable and flexible.

What does the Daily Review look like in a Riva classroom?

Teacher is...

- delivering at a fast pace
- checking for understanding
- modelling - leading - testing
- offering affirmative and corrective feedback.

Students are...

- reciting
- recalling
- using the target vocabulary
- engaged
- responding
- having a high success rate.

Content is...

- differentiated
- evolving
- being revised, revisited and reinforced (core content knowledge).

INDICATORS OF **EFFECTIVE** DAILY REVIEWS AT RIVA PRIMARY SCHOOL

MODEL, LEAD, TEST

- Seamless, direct
- Children know what is expected
- Clear expectations
- Multiple means of representation
- Everyone accountable
- Multiple modes
- Using different groupings.
- Content is balanced – 20/60/20
- All students engaged

PACE

- Continuous fast paced
- Adjusted pace to suit
- Everyone in sync
- Confident
- Automaticity/flow
- Well timed
- Consistent routines
- Full participation

RESPONSE

- Consistent responses
- Variety of response strategies
- Responses are quick
- Responding without prompt (verbal / kinaesthetic)
- Students engaged/confident
- Specific feedback given to students
- Higher accountability of students

DIFFERENTIATED

- Knows the individual needs
- Children already engaged
- Multimodal
- Support given (seating/ways of showing)
- Adjust pace
- Intervention and extension
- Multiple ways of checking for understanding
- Variety of engagement methods

PRINCIPLES OF INSTRUCTION

At Riva Primary School we believe that learning takes place when students can successfully transfer new information from their working memory into their long-term memory.

The *Principles of Instruction* developed by Barak Rosenshine (2012) draw together cognitive science research, direct observation of master teachers and research on cognitive supports and scaffolds.

Riva teachers use and apply the *Principles of Instruction* and their awareness and practical understanding of how the brain works and how learning occurs, to adjust their teaching practice to improve students' performance and maximise student learning opportunities.

REVIEWING MATERIAL

Daily Review

The Daily Review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

Weekly & Monthly Review

The effort involved in recalling recently-learned material embeds it in long-term memory. The more this happens, the easier it is to connect new material to such prior knowledge.

QUESTIONING

Ask Questions

The most successful teachers spend more than half the class time instructing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

Check Student Understanding

Less successful teachers merely ask 'Are there any questions?' No questions are taken to mean no problems. More successful teachers check on all students.

SEQUENCING CONCEPTS & MODELLING

New Material in Small Steps

Our working memory is small, only handling a few bits of information at once. Avoid its overload – present new material in small steps and proceed only when first steps are mastered.

Scaffolds for Difficult Tasks

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

Provide Models

Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

STAGES OF PRACTICE

Guide Student Practice

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. Highly effective teachers build in more time for this.

Obtain High Success Rate

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Highly effective teachers teach in small steps, followed by practice.

Independent Practice

Independent practice produces 'overlearning' – a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

Adapted from Rosenshine, B. (2012) *Principles of Instruction: Research-Based Strategies That All Teachers Should Know*. American Educator, 36(1), p12-39.

WORKED EXAMPLES

Worked examples reduce the cognitive load on students' working memories by enabling them to focus on the specific steps to solve a problem, carry out a procedure or perform a task. Students can focus on understanding a process which leads to an answer, not the answer itself.

A worked example demonstrates the steps required to complete a task or solve a problem. By scaffolding the learning, worked examples support skill acquisition and reduce a learner's cognitive load. The teacher presents a worked example and explains each step. Later, students can use worked examples during independent practice, and to review and embed new knowledge.

COLLABORATIVE LEARNING

Collaborative learning occurs when students work in small groups, and everyone participates in a learning task. Collaborative learning is supported by designing meaningful tasks. It involves students actively participating in negotiating roles, responsibilities, and outcomes.

Examples:

- Think Pair Share
- Place Mat
- Snowball
- Jigsaw
- Take a position
- Teams Games Tournament

FRAMEWORKS, ORGANISERS & CRITICAL THINKING TACTICS

Effective teachers explicitly teach students to use a range of frameworks and organisers. Through the use of graphic organisers, cognitive skills such as brainstorming, generating ideas, organising and prioritising content, critical analysis and reflection are strengthened. Teachers routinely incorporate organisers within instruction, including before, during and after learning.

The Alice Springs (*Mparntwe*) Education Declaration (2020) recognises that critical and creative thinking are fundamental to students becoming successful learners. Thinking that is productive, purposeful and intentional is at the centre of effective learning.

INSTRUCTIONAL TACTICS

- Brainstorming
- Consider all factors
- PMI
- Concept Attainment
- Concept Formation
- Examine both sides of an issue
- Think, Pair, Share
- Value Line

GRAPHIC ORGANISERS

- Mind Map
- Concept Map
- Ranking Ladder
- Venn Diagram
- Fishbone Diagram
- KWL Chart
- Word Web
- Flow Charts
- Timelines

QUESTIONING

Questioning is a powerful tool and effective teachers regularly use it for a range of purposes. It engages students, stimulates interest and curiosity in the learning, and makes links to students' lives. Questioning opens opportunities for students to discuss, debate, and express opinions and alternative points of view.

Effective questioning:

- yields immediate feedback on student understanding.
- supports informal and formative assessment.
- captures feedback on the effectiveness of teaching strategies.

METACOGNITIVE STRATEGIES

Metacognitive strategies teach students to think about their own thinking. When students become aware of the learning process, they gain control over their learning. Metacognition extends to self-regulation or managing one's own motivation toward learning. Metacognitive activities can include planning how to approach learning tasks, evaluating progress, and monitoring comprehension.

Effective teachers model metacognition by:

- sharing their planning, including describing their goals and reasons for strategy selection.
- sharing that they may not know an answer and presenting possible pathways towards the solution.
- discussing their own strengths and weaknesses.
- making and addressing errors to ensure learning remains on track.
- seeking feedback related to their strategies and actions.

STUDENT GOAL SETTING

Setting goals promotes a culture of high expectations and is an essential component for student progress and achievement. Goal setting can help students build competence, establish autonomy, cultivate interest in learning, and alter their perceptions of their own abilities (Usher & Kober, 2012).

Effective goal setting:

- makes the learning visible.
- personalises the learning process.
- creates intention and motivation that empowers students.
- establishes accountability by shifting the responsibility of learning to students.
- supports self-regulation, perseverance, and student self-assessment.
- develops resilience and supports a growth mindset.

BUILDING WITH BLOOMS

HIGHER ORDER THINKING

Anybody can **ask** a question, but it takes an expert Riva staff member to **frame** a question – designing questions that support, develop and guide students to progress to higher-order thinking responses and tasks.

Bloom's Taxonomy can assist with mapping questions, a single lesson, or a whole unit. It assists teachers to identify clear instructional goals and then the corresponding teaching, learning and assessment processes to support all students to achieve.

The Taxonomy is open-ended, progressive, and aligns perfectly with the Universal Design for Learning Framework.



Synthesis

At this stage, students combine known patterns, ideas and facts to produce original work or formulate their solution to a problem.



Evaluation

At this stage, students use their knowledge and skills to appraise a situation, justify their position, or critique others' opinions.



Analysis

At this stage, students break down concepts and examine their relationships.

At this stage, students use learned facts and abstractions in new contexts and situations.



Application

At this stage, students use learned facts and abstractions in new contexts and situations.



Comprehension

At this stage, students might be asked to explain a concept in their own words.



Recall

This stage of learning is about memorising basic facts, dates, events, people, places, concepts and patterns.

VERBS THAT HELP LEARNING BLOOM

The list of verbs / action words below notionally align with each level of Bloom's Taxonomy (though many can belong in two or more of the levels, depending on how the question or task is framed). Using these verbs can assist teachers in pitching lessons at the appropriate level, building opportunities for multiple means of action and expression, and making the objectives of the lesson or unit clear to students.

Synthesis



- design
- integrate
- modify
- hypothesise
- compose
- develop
- create
- re-design
- re-write
- role play

Evaluate



- prioritise
- assess
- measure
- judge
- discriminate
- rank
- critique
- estimate
- defend

Analyse



- compare & contrast
- categorise
- break down
- experiment
- task analysis
- discover
- predict
- deconstruct
- infer
- take apart
- connect
- determine
- classify

Apply



- solve
- construct
- manipulate
- resolve
- use
- prepare
- experiment
- compute
- calculate
- produce
- enact

Comprehend



- describe
- paraphrase
- demonstrate
- show
- explain
- summarise
- relate
- sequence
- interpret
- compare
- role play

Recall



- identify
- name
- reproduce
- copy
- label
- state
- duplicate
- list
- match
- replicate

PHONEMIC AWARENESS

Heggerty Lesson

DAILY REVIEW

Review previously learnt sounds, word level - read and spell, and sentence level – read and spell

LEARNING INTENTION & SUCCESS CRITERIA

Provide students with the Learning Intention and Success criteria.

INTRODUCE NEW SOUND

I Do – Model sound/concept

We Do – Students practice together with teacher support

BLENDING TO READ

I Do – Model reading decodable words with the sound

We Do – Students read words together with teacher support

SEGMENTING TO SPELL

I Do – Model writing decodable words with the sound

We Do – Students write new decodable words with the sound with teacher support

HIGH FREQUENCY WORDS

I Do – Introduce the irregular word

Eg - Our irregular word for this lesson is 'put'.

- Use the word 'put' in a sentence.
- Say each sound in the word.
- Draw a short horizontal line for each sound in the word.
- Write the corresponding letter on each sound line.
- Circle the irregular part of the word.
- Spell the word orally, for example, 'p-u-t' spells put.

We Do – Students repeat the steps with support.

READING SENTENCES

I Do – Model reading decodable sentences with the sound

We Do – Students read new decodable sentences with support

WRITING SENTENCES

I Do – Model writing decodable sentences with the sound

We Do – Students write new decodable sentences with support

CHECK FOR UNDERSTANDING

- Ensure students have understood and applied the new learning correctly before moving on to independent practice.
- Identify students who need further support. These students should then work in a focused teaching group.

INDEPENDENT PRACTICE

You Do – Students work independently on skill application tasks until they master the concept (it is acceptable for students to not reach this part of the session, if they continue to need guided practice).

During this time the teacher can:

- Run small groups for more targeted practice.
- Confer with students.
- Assess students' progress.

EXAMPLES OF PHONICS SKILL APPLICATION TASKS

These purposeful tasks need to be carefully planned to enable revision and consolidation of learned skills and knowledge. Once you have explicitly taught all the skills, students can do the following independent tasks to practice, learn and master sounds:

- Read a decodable text.
- Sound word hunt where /sound/ can be the beginning, middle or final sound in a word.
- Read a decodable word/sentence, write the word/sentence, draw the word/scene.
- Set up phoneme manipulation activities with the new sound ('sound swap').
- Build sentences with words students know using punctuation.
- Write graphemes using correct letter formation, then say the corresponding phoneme.
- Write captions for characters in a familiar decodable text.
- Rewrite the text of a familiar decodable text (not copying).
- Swap magnetic letters to manipulate sounds in known words (make, check, and write the words to show the teacher at the end of the lesson).
- Set up interactive tablet exercises to practise listening, blending, and segmenting, vocabulary expansion and listening to audio versions of decodable texts.

Focused sorting activities:

- decodable words by initial phoneme.
- pictures by initial phoneme.
- decodable words by medial vowel (for example, short a/e/i/o/u).

Use picture cards to:

- identify number of syllables in a word.
- identify the beginning, middle or final phonemes.
- identify missing vowels.
- write simple sentences.
- match words to pictures.

Work with a partner to:

- complete paired fluency tasks.
- play memory matching/snap games.
- use flashcards of decodable words.
- play 'Go Fish' using targeted phoneme/s.
- read or match laminated word cards (in a pack or on an individual ring).

STRUCTURED ENGLISH BLOCK

Kindergarten

Daily Review

Revision of previously taught content.

Phonemic Awareness

- Heggerty program daily, supported by group/individual activities to practice the skills in context.

Language Structures – Syntax, semantics and morphology

- Syntax/Oral Sentence Work (eg colourful semantics).
- Semantics – labelling, similarities/differences and categories – developed through oral language games, oral questioning.
- Morphology – bases and affixes. Introduced orally – adding s, tenses, common affixes (farm / farmer).

Fine Motor Development

- Pre-writing patterns (Peggy Lego).
- Cutting skills.
- Fine motor skills to develop hand and finger strength and coordination.

Background Knowledge, and Vocabulary

- Embedded in authentic and rich literature and Inquiry/knowledge units.
- Oral comprehension questions.
- Tier 2 words explicitly taught.

Literacy Structure

- 1 – 2 focus stories per term
- Macro structure – vocabulary, elements of narratives (through the use of symbols and scaffolds – e.g. story mountain).
- Narrative focus texts – (e.g., T4W or Literature based units).

Pre-primary

Daily Review

Revision of previously taught content.

Phonics Instruction (4 sessions per week)

- See detail on previous page.

Fine Motor & Handwriting (daily)

- Pre-writing patterns.
- Cutting skills.
- Letter formation.
- Handwriting fluency.

Fluency (4 sessions per week)

- Paired partner fluency reading.
- Starting with sounds, words and moving to sentences, then decodable texts.
- Each partner reads then swaps.

Syntax (1 session per week)

- Explicit syntax / punctuation lesson linked to syntax scope and sequence (ORAL).
Written can be introduced once students have enough phonics code knowledge

Writing (3-4 sessions per week)

- Application of explicit syntax lesson to sentence level writing (once students have enough phonics code knowledge).

Language for Listening, Comprehension & Writing Composition

(4 sessions per week)

Knowledge-rich units with high volume teacher reading of rich texts targeting:

- Background knowledge.
- Tier 2 vocabulary.
- Syntax.
- Text structure.
- Question answering and generation.
- Oral retelling, innovating and generation of texts.
- Embedded sentence writing tasks linked to syntax focus and phonics knowledge.

** Reading and writing tasks also embedded across all other curriculum areas (e.g. HASS, Science, Technologies) and cross curriculum priorities **

Year 1/2

Daily Review

Revision of previously taught content.

Phonics Instruction (daily)

- See detail on previous pages.

Handwriting (4 x per week)

- Letter formation.
- Handwriting fluency.

Fluency (5 sessions per week)

- Paired partner fluency reading (differentiated – each partner reads for 4min then swaps).

Morphology (1 session per week, then used in daily review)

- Explicit morphology lesson linked to morphology scope and sequence.
- Reviewed in daily review for remainder of the week.

Syntax (1 session per week)

- Explicit syntax / punctuation lesson linked to syntax scope and sequence.

Writing (3-4 sessions per week)

- Application of explicit syntax punctuation lesson working from sentence to paragraph to genre level.

Language for Listening, Comprehension & Writing Composition (daily)

Knowledge rich units using rich texts linked to curriculum areas and targeting:

- Background knowledge.
- Tier 2 vocabulary.
- Syntax.
- Text structure.
- Question answering, generation and innovation.
- Oral retelling, innovating and generation of texts.
- Embedded sentence writing tasks linked to syntax focus.

Year 3 – 6

Daily Review

- Decoding and encoding.
- Phonics (GPC's).
- High frequency words.
- Tier 2 vocabulary.
- Syntax – sentence-level writing.
- Morphology / spelling & suffixing conventions.
- Homophones / contractions.
- Reading of connected text for fluency.

Spelling (4 sessions per week)

- Explicit spelling lesson - **Spelling Mastery**.

Morphology (1 session per week)

- Explicit morphology lesson from scope & sequence.

Handwriting (1-2 sessions per week)

- Yr 3 & 4 / remediation if needed.
- Letter formation and fluency.

Writing

- Explicit syntax / punctuation lesson linked to syntax scope and sequence (1-2 lessons per week).
- Paragraph and genre level focus linked to syntax scope and sequence (2-4 lessons per week).

Fluency (daily)

- Paired partner fluency reading (differentiated – each partner reads for 4 minutes, then swaps).

Language for Listening, Comprehension & Writing Composition (daily)

Knowledge-rich units with high volume teacher reading of rich texts targeting:

- Background knowledge.
- Tier 2 vocabulary.
- Syntax.
- Text structure.
- Question answering and generation.
- Writing craft – literary devices, word choices, audience purpose.
- Comprehension strategies.

** Reading and writing tasks also embedded across all other curriculum areas (e.g. HASS, Science, Technologies) and cross curriculum priorities **

MATHEMATICS BLOCK

Kindergarten

Daily Review

Review of previously taught content such as:

- Number recognition.
- Mathematics vocabulary.
- Counting principles.
- Subitising.
- Shape / colour.
- Measurement language.

Explicit teaching of Mathematics Concept -

I DO / WE DO

- Whole group or small group explicit teaching of maths concept following the scope and sequence.
- Number and Algebra.
- Measurement and Geometry.
- Statistics and Probability.

Guided practice of the Mathematics Concept -

WE DO

- Small group or individual practise with teacher or EA.
- Practice activities may also integrate other Learning and Thinking outcomes and fine motor skill development.

Independent practice -

YOU DO

- Children practise independently throughout the day/week through play-based opportunities such as learning centres, activities or games.



Pre-primary to Year 6

Daily Review

- Number recognition.
- Place Value— renaming, expanded notation, partitioning.
- Basic facts knowledge.
- Operations— computation.
- Mathematics vocabulary.
- Statistics & probability.
- Measurement.
- Word problems – Bar Model.

Basic Facts Fluency (Years 1-6)

- Basic facts (addition, subtraction, multiplication, and division) are explicitly taught and revised.

PRIME

- PR1ME is a highly sequenced and scaffolded Mathematics program implemented across the school from Pre-Primary to Year 6.
- It is based on the concrete → pictorial → abstract approach and provides multiple opportunities for problem solving (application of the explicit skill/concept taught).
- Teachers are expected to explicitly teach the Mathematical vocabulary.
- The Bar Model Method is taught explicitly to support learners to solve problems.
- Teachers use PR1ME, while following the Riva PS Mathematics Sequence and using the instructional model.

Pre-primary

WARM UP

- 5 minute routine to build fluency and quick recall of pre-requisite knowledge.

LEARN & DO

- Each days teaching follows the concept introduced in *Let's Learn*.

WRAP UP

- Students recall and apply the information that they have learned.

Year 1 – Year 6

LET'S LEARN

- Parallel lesson – teacher explicitly teaching the content.
- Hands-on, using manipulatives.

LET'S DO

- We do / Practise
- Work together to practice the concept.

LET'S PRACTISE

- You do.
- Independence practise.
- More practise for further concept development.

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