

Goal 1	To effectively deliver a curriculum that supports the skill and or knowledge growth of each student	Goal 2	To work effectively with colleagues to design and consistently deliver an agreed and viable curriculum in a safe and supportive learning environment	Goal 3	Improve my teaching practices
Procedure	Procedure characteristic	Quote 1	Reference 1	Quote 2	Reference 2
Weekly Questions	At the start of each week students are provided with a list of 'weekly questions'. They know that the teaching during the week will teach them how to answer these questions. Questions are to be aligned with what we want students to be able to do (curriculum and exams). SIM: Learning Intentions	"Effective curriculum development reflects a three-stage design process called "backward design" that delays the planning of classroom activities until goals have been clarified and assessments designed. This process helps to avoid the twin problems of "textbook coverage" and "activity-oriented" teaching, in which no clear priorities and purposes are apparent."	Wiggins and McTighe website		
	Students are provided with worked solutions to all questions at the time of question distribution.	"The worked-example effect was first demonstrated by Sweller and Cooper (1985) and Cooper and Sweller (1987), who found that algebra students learned more studying algebra worked examples than solving the equivalent problems. Since those early demonstrations of the effect, it has been replicated on numerous occasions using a large variety of learners studying an equally large variety of materials (Carroll, 1994; Miller, Lehman, & Koedinger, 1999; Paas, 1992; Paas & van Merriënboer, 1994; Pillay, 1994; Quilici & Mayer, 1996; Trafton & Reiser, 1993). For novices, studying worked examples seems invariably superior to discovering or constructing a solution to a problem."	Kirschner, P. A., Sweller, J., & Clark, R. E. (2006). Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential, and inquiry-based teaching. <i>Educational Psychologist</i> , 41(2), 75–86. p. 80		
Progress Checks (whole process takes approx 40 minutes)	Progress Checks' (mini tests, max 15 minutes) are held weekly.	"It is better to have frequent short tests than infrequent and longer ones. Any new learning should first be tested within about a week of first encounter"	Black, P., & William, D. (2001). Inside the Black Box: Raising Standards Through Classroom Assessment (pp. 1–14). Granada Learning. p. 8	Testing Effect: "taking a test on previously studied material leads to better long-term retention relative to restudying the material or not taking a test."	Roediger, H. L., III, & Butler, A. C. (2013). Retrieval Practice (Testing) Effect. In <i>Encyclopedia of the Mind</i> . p. 660
	Teachers model solutions, and explain their thinking, directly after the progress check.				
	Students self-mark their progress checks at the same time as teachers model the solutions in real time. SIM: Feedback	"For formative assessment to be productive, pupils should be trained in self-assessment so that they can understand the main purposes of their learning and thereby grasp what they need to do to achieve."	Black, P., & William, D. (2001). Inside the Black Box: Raising Standards Through Classroom Assessment (pp. 1–14). Granada Learning. p. 7		
	Teachers record which questions students most struggle with, feed into instruction and next progress check. SIM: Activities Targeting Individual Success				
	Progress checks include content from the previous three weeks. This means that students see main concepts each week for a month.	Distributed Practice: "The same amount of time spent reviewing or practising leads to much greater long-term retention if it is spread out, with gaps in between to allow forgetting. This "is one of the most general and robust effects from across the entire history of experimental research on learning and memory." (Bjork and Bjork, 2011, p59)."	Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014). What makes great teaching? Review of the underpinning research. p. 17		
PC Follow up	For any student who didn't attain 100% on the progress check, they choose one question that they got incorrect and do a reflection on it based on 4 questions: 1) What was the q?, 2) Which concept did this address?, 3) What did you get wrong?, 4) What will you do next time? SIM: Reflection	"Tests and homework exercises can be an invaluable guide to learning, but the exercises must be clear and relevant to learning aims. The feedback on them should give each pupil guidance on how to improve , and each must be given opportunity and help to work at the improvement."	Black, P., & William, D. (2001). Inside the Black Box: Raising Standards Through Classroom Assessment (pp. 1–14). Granada Learning. p. 8		
	Consistent follow up procedure: Students who achieve low results on progress checks are asked to provide evidence that they prepared. If they can't do so there is a clear and consistent follow up procedure. I.e., centralised lunch time homework remediation, if attending homework remediation twice in a term, parents are called.				
Direct Instruction (selected goals from Rosenshine's article: Also aligns with school's overarching instructional model)	Begin each lesson with a short review of previous learning (from Rosenshine). SIM: Determine Readiness for Learning				
	Present new material in small steps with student practice after each step (from Rosenshine). SIM: Activities Targeting Individual Success	"Remember that people can only keep so much information in mind at once. Overloads to working memory are caused by things like multistep instructions"	Willingham, D. (2009). Why Don't Students Like School? <i>American Educator</i> . p. 12		
Change Management Considerations (for team leader)	Consistent terminology (Weekly Qs, PCs, PC reflections) Visited one teachers' classroom every week!				