Procedure	Strategies	Quote	Reference 1	Predicted Evidence
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 & McTighe, 1998), from summary on their 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 alge- bra 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. Educational Psychologist, 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" **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." "**Repeatedly retrieving** information from memory strengthens memory for that information; it can also improve understanding of that information (Roediger and Butler 2011)"	Black, P., & Wiliam, D. (2001). Inside the Black Box: Raising Standards Through Classroom Assessment (pp. 1–14). Granada Learning. p. 8 Roediger, H. L., III, & Butler, A. C. (2013). Retrieval Practice (Testing) Effect. In Encyclopedia of the Mind. p. 660 Butler, A. C., Marsh, E. J., Slavinsky, J. P., & Baraniuk, R. G. (2014). Integrating cognitive science and technology improves learning in a STEM classroom. Educational Psychology Review, 26(2), 331–340. p. 333	
	Teachers model solutions, and explain their thinking, directly after the progress check.	"The **teacher modeling** and thinking aloud while demonstrating how to solve a problem are examples of effective cognitive support." "Feedback provides learners with information that enables them to correct errors and to improve understanding (Hattie and Timperley 2007). **Immediate feedback** is often more effective in the classroom (Kulik and Kulik 1988)"	Rosenshine, B. (2012). Principles of Instruction: Research-Based Strategies That All Teachers Should Know. American Educator, 36(1), 12. p. 15 Butler, A. C., Marsh, E. J., Slavinsky, J. P., & Baraniuk, R. G. (2014). Integrating cognitive science and technology improves learning in a STEM classroom. Educational Psychology Review, 26(2), 331–340. p. 333	
	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., & Wiliam, 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**	"In the standard approach, assessment is for or of learning. In this approach, **assessment is for teaching**."	Griffin, P. (2014). Assessment for teaching., p. 14	
	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)." "**Spacing or distributing practice** over time produces a better long-term retention than massing practice (i.e., cramming) (Cepeda et al. 2006)"	Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014). What makes great teaching? Review of the underpinning research. p. 17 Butler, A. C., Marsh, E. J., Slavinsky, J. P., & Baraniuk, R. G. (2014). Integrating cognitive science and technology improves learning in a STEM classroom. Educational Psychology Review, 26(2), 331–340. p. 333	
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., & Wiliam, 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.	Consequences should be "**Consistent**: They should be predictable, given student, time of day or setting so they are about behaviors not people. Consistency will also help students understand reliably where the limits are so they can self-monitor."	Doug Lemov on 'The Art of Consequence'	
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**	"successful thinking relies on four factors: information from the environment, **facts in long-term memory, procedures in long-term memory,** and space in working memory. If any one of them is inadequate, thinking will likely fail."	Willingham, D. (2009). Why Don't Students Like School? American Educator. p. 9	
	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? American Educator. p. 12	