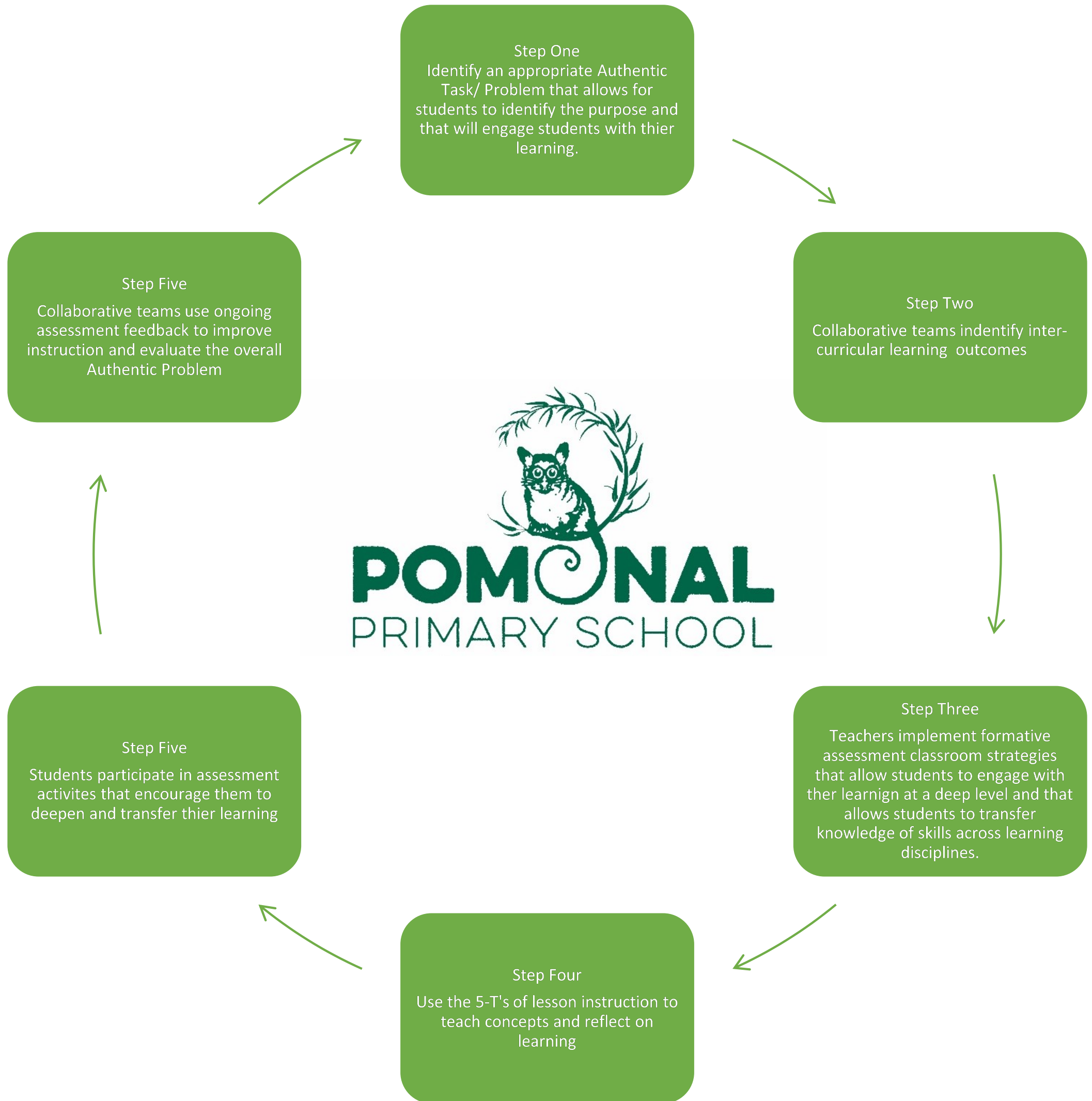
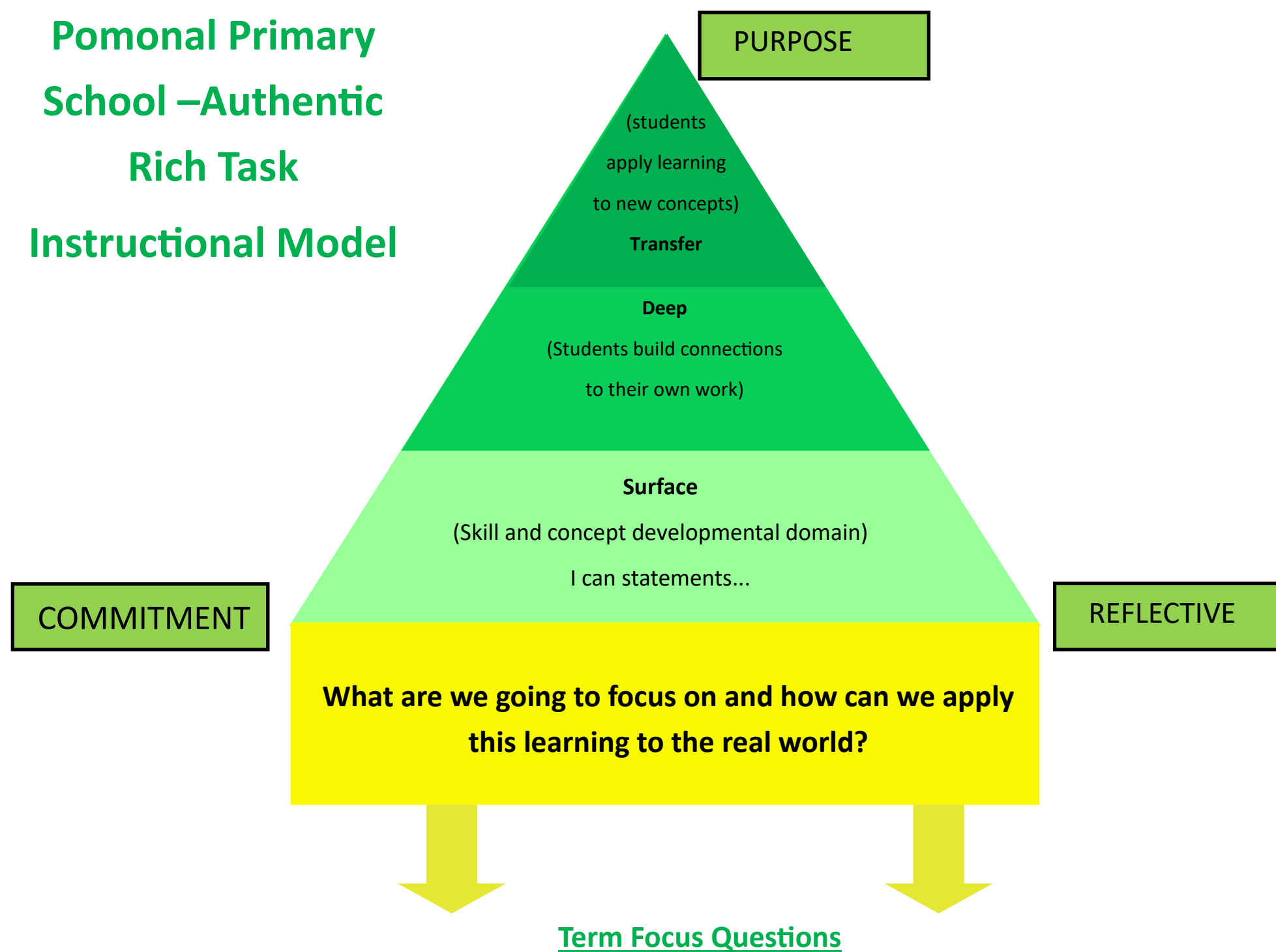


The PLC Teaching- Assessing – Learning Cycle



**Pomonal Primary
School –Authentic
Rich Task
Instructional Model**



All terms are planned around a common theme/ problem that connects students to real– life/ authentic tasks.

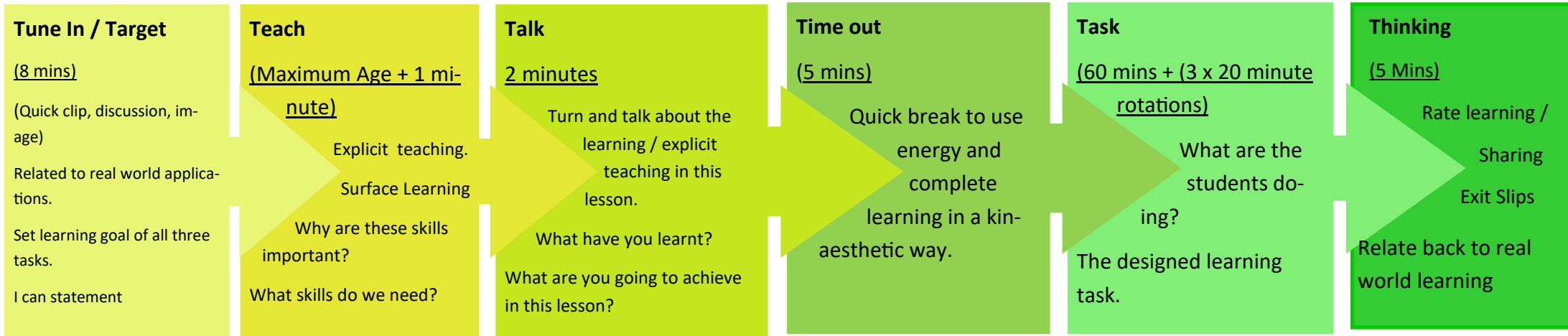
Students need to understand the purpose of their learning in order for them to be committed. Constant reflection is required by both teachers and student of what has been learnt and what still needs to be learnt.

Students are taught the individual surface skills (learning outcomes) and then provided opportunities to deepen their learning through authentic tasks. Students should be able to transfer their knowledge across a variety of disciplines and learning tasks.

6 T's Lesson Planning— Literacy

Instructional Teaching

Complete 6T's for Independent task (not spelling), then students commence rotations
(Explicit Teaching Lessons include 5mins of Talk, 15mins of Task).

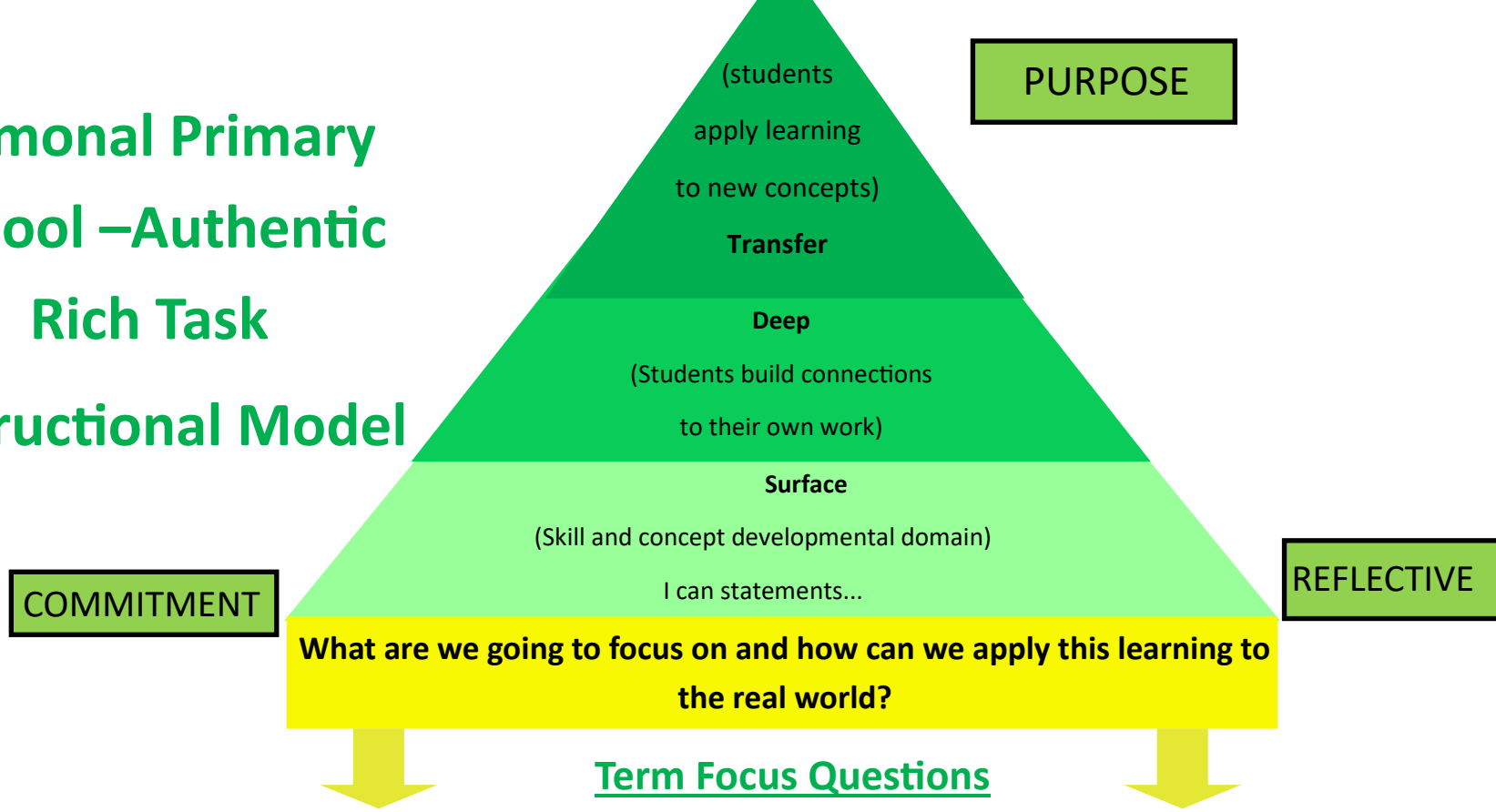


TASK	<u>Rotation One</u> <u>Teacher</u> <u>20 Minutes</u>	<u>Rotation Two</u> <u>(Independent)</u> <u>20 Minutes</u>	<u>Rotation Three</u> <u>(Independent)</u> <u>20 Minutes</u>
	<u>Explicit teaching</u> Eg. Reading Group - (comprehension Writing -(Break-down buddies, up-levelling)	<u>Independent –As explained during initial 5T session</u> Eg. Up-level writing goals, language conventions, phonics	<u>Independent –Students already know the activity</u> Eg. Soundwaves pages, jolly phonics, independent reading, sight words, comprehension work sheets, Blue Box (class volunteer/ Aide group),
<u>Group</u>	<u>Rotation 1- Explicit teaching</u> <u>20 mins</u>	<u>Rotation Two</u> <u>(Independent)</u> <u>20 Minutes</u>	<u>Rotation Three</u> <u>(Independent)</u> <u>20 Minutes</u>
<u>Group</u>	<u>Rotation Three</u> <u>(Independent)</u> <u>20 Minutes</u>	<u>Rotation 1- Explicit teaching</u> <u>20 mins</u>	<u>Rotation Two</u> <u>(Independent)</u> <u>20 Minutes</u>
<u>Group</u>	<u>Rotation Three</u> <u>(Independent)</u> <u>20 Minutes</u>	<u>Rotation Two</u> <u>(Independent)</u> <u>20 Minutes</u>	<u>Rotation 1- Explicit teaching</u> <u>20 mins</u>

Big Write Session

<u>Tune In / target</u>	<u>Teach</u>	<u>Talk</u>	<u>Thinking</u>	<u>Task</u>	<u>Thinking</u>
VCOP Game Writing Target I Can Statement	What are the writing goals (individual / class) Explicit teaching and focus of the Big Write	Discussion with peers— relating to the topic and stimulus	VCOP game Active Brain Break	45 minutes writing time	10 Minutes editing

**Pomonal Primary
School –Authentic
Rich Task
Instructional Model**

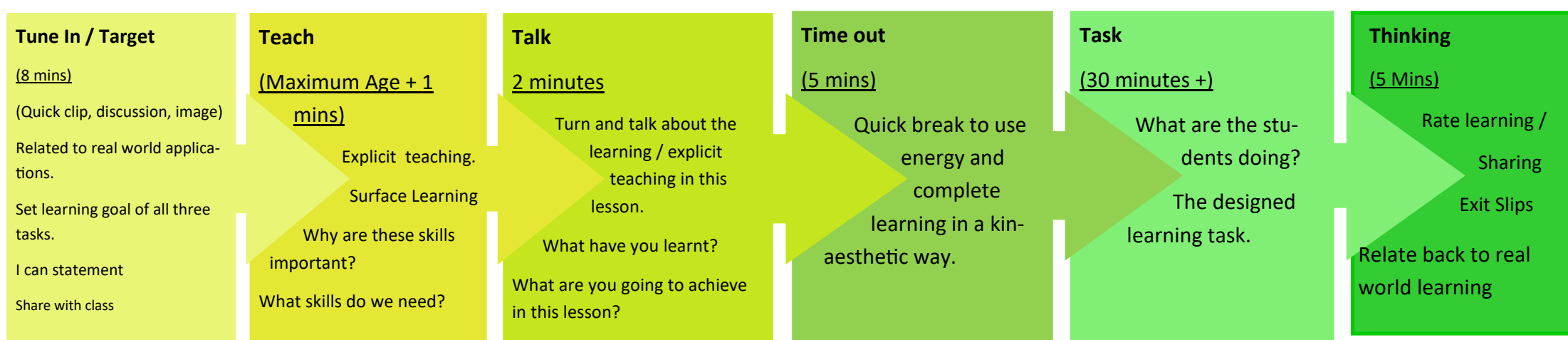


Term Focus Questions

Term Curriculum Outcomes Summary

Literacy	Mathematics	Science	Personal Development	The Arts	Technologies	Health and Physical Education	Languages	Extra Curriculum

6 T's Surface lesson planning and instructional model.



Tune In / Target

(8 mins)
(Quick clip, discussion, image)
Related to real world applications.
Set learning goal of all three tasks.
I can statement
Share with class

Teach

(Maximum Age + 1 mins)
Explicit teaching.
Surface Learning
Why are these skills important?
What skills do we need?

Talk

2 minutes
Turn and talk about the learning / explicit teaching in this lesson.
What have you learnt?
What are you going to achieve in this lesson?

Time out

(5 mins)
Quick break to use energy and complete learning in a kin-aesthetic way.

Task

(30 minutes +)
What are the students doing?
The designed learning task.

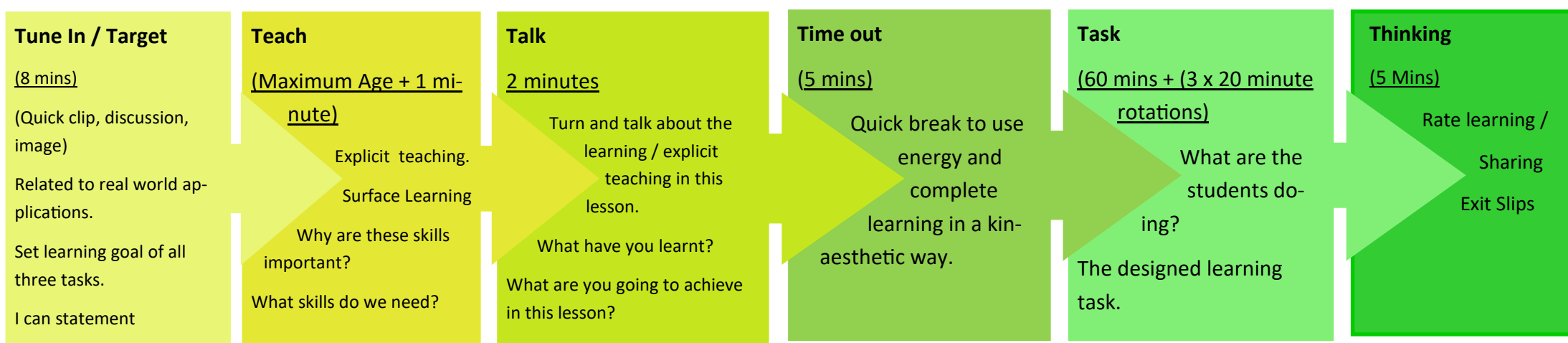
Thinking

(5 Mins)
Rate learning / Sharing
Exit Slips
Relate back to real world learning

6 T's Lesson Planning— Maths

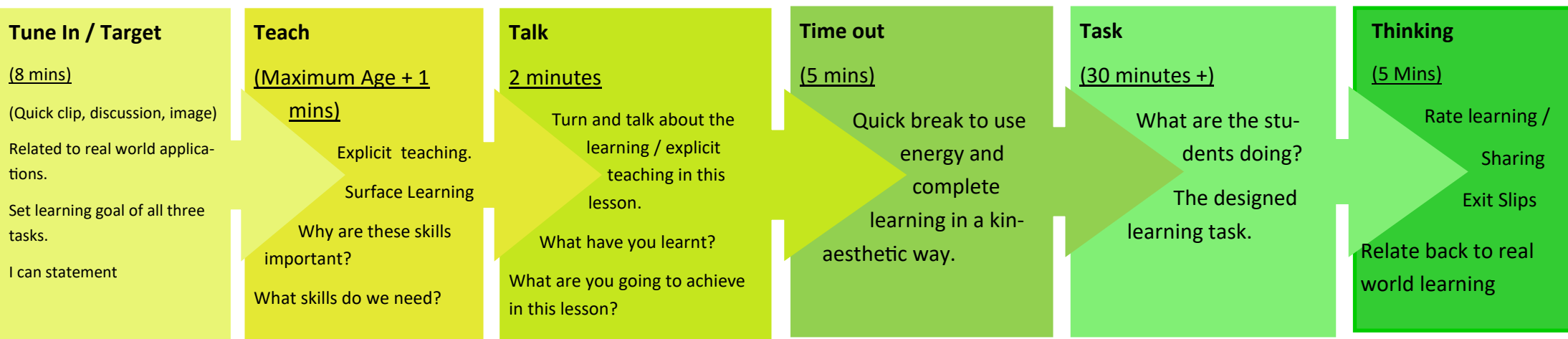
Instructional Teaching

Tune In, Target, Teach and Talk for new skill, then students complete set tasks and other independent know tasks eg. Speed tests, mental maths, number facts etc.



<u>Tune In /Target</u>	<u>Teach</u>	<u>Talk</u>	<u>Thinking</u>	<u>Task</u>	<u>Thinking</u>
Whole Class -Game/ Problem Maths (Numeracy/ Measurement. Statistics or Probability Target I Can Statement	Explicit teaching. Surface Learning Why are these skills important? What skills do we need?	Why do we need to learn this skill and how will it be useful in the real-world?	Brain Break Maths Game Active maths game	Independently work on set tasks -imaths booklet -speed test -mental maths -problem solving task	self-marking Discussion about problem

6 T's Lesson Planning Breakdown



Tune In / Target (8 mins)

Engage students in the learning content for lesson through an authentic learning task, preferably related to the term project and overarching question.

Students may watch short clips, participate in discussions, discuss images and stimulus, discuss how they use this learning skill in the real world or participate in kinaesthetic based tasks.

Explicitly state and write 'I Can Statement' on whiteboard and share with students. Ask and gauge student understanding of their learning.

Teach (2 mins)

Breaking down the skills required to teach the 'I Can Statement' that creates the target of the lesson.

Explicit teaching strategies to engage students; direct instruction, discussions, questioning, turn and talk, authentic tasks, problem solving tasks, group learning and scaffolding.

Talk (2—10 mins)

Turn and talk with the person near you or engage in class / group discussions. Explicit questioning to direct the lesson. What have you learnt already? How are you going to complete the learning task in class? What ideas do you have?

Time out (5 minutes)

Active Brain Break, game or activity that involves kinaesthetic learning in the lesson goal. A quick break from sitting and listening to instruction to then focus on the task and learning required.







Task (20min rotations) or 30+ for whole group

Students participate in the learning task designed to address the 'I Can Statement'.

Thinking (5 Minutes)

Students rate their learning and understanding based on the lessons 'I Can Statement'. Students draw faces on top of the page to represent understanding of the lesson or task, share work, turn and talk and relate learning back to their own life, learning or purpose.

To rate understanding students draw a face or show teachers with their thumbs up rating...

<u>I feel confident with this learning...</u>	<u>I would like to practice this skill...</u>	<u>I need more help with this skill...</u>
 	 	 

Maths	Reading	Writing	Spelling
<p>Begin with a Pre-Test to allow for differentiation for all students that allows for:</p> <ul style="list-style-type: none"> • Whole Class Point of Need Teaching • Individual Point of Need Teaching • (Intervention with External support) 	<ul style="list-style-type: none"> • (Intervention with External support) 	<p>Begin with a Pre-Test, Big Write on chosen genre then Post-Test Big Write on same genre after explicitly teaching genre structure, language etc.</p> <ul style="list-style-type: none"> • Whole Class Point of Need Teaching • Individual Point of Need Teaching • (Intervention with External support) 	<p>Begin with a sound Pre-Test, Spelling Sheet</p> <ul style="list-style-type: none"> • Whole Class Point of Need Teaching • Individual Point of Need Teaching • (Intervention with External support)
<p>Teaching Strategies</p> <ul style="list-style-type: none"> • Whole Group Instruction • Small Group Instruction (Rotations) • Independent Learning Tasks 	<p>Teaching Strategies</p> <ul style="list-style-type: none"> • Guided Reading • Independent Reading • Small Group Instruction (Rotations) • Independent Learning Tasks 	<p>Teaching Strategies</p> <ul style="list-style-type: none"> • Whole Group Instruction • Point of need teaching –scheduled check-ins 	<p>Teaching Strategies</p> <ul style="list-style-type: none"> • Individual soundwave work book/online tasks • Look/ Cover/ Write/ Check • Weekly testing
<p>Teaching Tools</p> <ul style="list-style-type: none"> • Imaths online • Study Ladder • Sunset Maths • Concrete materials (MAB, dice, hundreds charts, number lines, place value flip chart, clocks, compass, measuring devices, • Mental Maths (teach starter) • Speed Tests (hard copy in the office) • Teach Starter 	<p>Teaching Tools</p> <ul style="list-style-type: none"> • Study Ladder • Literacy Box/ Blue Box (Differentiated reading/ comprehension tasks) • Reading Eggs (P-3) • Teach Starter • Teachers Pay Teachers 	<p>Teaching Tools</p> <ul style="list-style-type: none"> • VCOP games • Teach Starter • Teachers Pay Teachers 	<p>Teaching Tools</p> <ul style="list-style-type: none"> • Soundwaves • High Frequency Sight Wrods
<p>Feedback Tools</p> <ul style="list-style-type: none"> • 3-way interview (parent/ teacher/ student) Term 1 and 3 • Individual Learning Plan • Imaths Term Planner • Teacher Check sheet • Semester Reports (Term 2 and 4) • 	<p>Feedback Tools</p> <ul style="list-style-type: none"> • 3-way interview (parent/ teacher/ student) Term 1 and 3 • Individual Learning Plan • Semester Reports (Term 2 and 4) • Student Questioning 	<p>Feedback Tools</p> <ul style="list-style-type: none"> • 3-way interview (parent/ teacher/ student) Term 1 and 3 • Individual Learning Plan • VCOP student and teacher criterion sheets/ break down buddies/ What Words Well (WWW) and Even Better If (EBI) • Whole Class Check In Sheet 	<p>Feedback Tools</p> <ul style="list-style-type: none"> • 3-way interview (parent/ teacher/ student) Term 1 and 3 • Individual Learning Plan • VCOP student and teacher criterion sheets/ break down buddies/ What Words Well (WWW) and Even Better If (EBI) • Whole Class Check In Sheet
<p>Assessment Tools</p> <ul style="list-style-type: none"> • Imaths tracker book –pre/ post test • Essential Assessments • NAPLAN • Numeracy Online Interview (P-3) • Fractions and Decimals Online Decimal (4-6) • I Can Statements • Whole School Data tracking • Individual Learning Plan • Individual Student Portfolio 	<p>Assessment Tools</p> <ul style="list-style-type: none"> • F & P Running Records • A-Z Reading Passages • Essential Assessments • NAPLAN • Prep English Interview • I Can Statements • Whole School Data tracking • Individual Learning Plan • Individual Student Portfolio 	<ul style="list-style-type: none"> • VCOP teaching criteria • Individual Learning Plan • Essential Assessments • NAPLAN • Prep English Interview • I Can Statements • Whole School Data tracking • Individual Learning Plan • Individual Student Portfolio 	<ul style="list-style-type: none"> • VCOP teaching criteria • Individual Learning Plan • Essential Assessments • NAPLAN • Prep English Interview • I Can Statements • Whole School Data tracking • Individual Learning Plan • Individual Student Portfolio