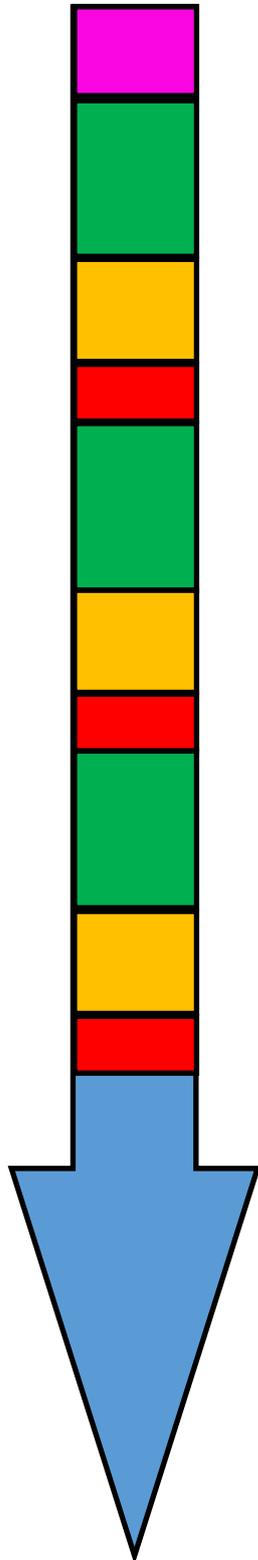




Sullivan Lesson Framework



Recap (Starter)

Bring prior knowledge required to access the learning back from the long term to the working memory

Teach (I)

Provide explanations and guidance through systematic instruction and worked examples. Create steps to success and address anticipated mistakes. Teachers question children to check understanding and build understanding

Guided Practice (We)

To secure understanding and develop proficiency, children practice the latest small step, sometimes with scaffolds e.g., on white boards, through paired learning or teacher questioning. When appropriate, children refer to the success criteria and additional challenge is provided for early finishers.

Assess

Regular and ongoing AfL at each small steps allows teachers to address misconceptions and provide appropriate immediate intervention to either the whole class, a group or an individual. Additional explanations and worked examples can help as well as looking at correct and incorrect learning.

Practice (You)

Children complete independent tasks. They practice key strategies and methods until fluent before applying new understanding to solve problems. Teachers provide in-the-moment feedback and provide support or scaffolds to targeted children.