

## Teaching at each stage of the 5 E's model



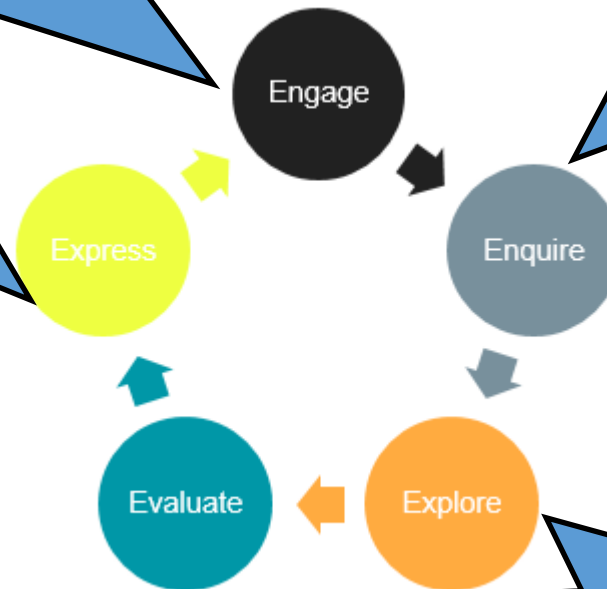
Teachers know their children well and engage them in building inclusive and stimulating learning environments. Teachers motivate and empower students to manage their own learning and develop autonomy. Pupils reflect on what they know and begin to understand how their prior knowledge will connect with their new learning.

Teachers explain the route of learning. They demonstrate to the children how and what they will be learning. Teachers share the success criteria and the outcome to the unit of learning in the Express task. They also share the vocabulary that will be used in the unit of learning. Pupils have the opportunity to ask questions they want to explore in the unit. Teacher's may need to adapt their planning to accommodate this.

Teachers provide opportunities for pupils to apply their new knowledge and skills to produce a consolidation piece. Pupils are supported to be reflective and question their learning, deepening and extending their understanding of a subject, following their own interests and wonder. There are opportunities for pupils to problem solve, experiment, design and create.

Teachers use multiple forms of assessment and feedback to help pupils improve and develop their learning. They monitor pupil progress and analyse the data to draw conclusions about the effectiveness of their teaching, identify areas for improvement and address pupils' learning needs. Pupils are encouraged to self evaluate and assess their own progress and understanding.

Teachers facilitate and monitor pupil progress in learning to provide multiple, structured opportunities for practicing new skills and developing understanding and vocabulary. Pupils build on prior knowledge to explore and investigate objects, events and situations. Pupils can construct their own outcomes to their exploration.





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A wow starter: a trip, a visitor, a film, music, an exciting (investigative) activity, artefacts.

Class discussion or cold task, discussion of vocabulary, explanation of the route of learning, where is this going to end? Children share their questions.

A task for children to apply and demonstrate their knowledge: a hot task, a project, a double page spread, a piece of writing, drama, a problem solving activity.

Class discussion or assessment activity plus looking at children's learning—what do we know now? How has learning moved on? Are they ready to complete the express task?

**“Do less better”**  
Teach the children in carefully planned lessons what they need to know in order to apply their knowledge and address any misconception.

