EXCEPTIONAL COMMUNICATION

LESSONS START HERE

P - PRIOR LEARNING

Excitement and motivation are created through the unlocking of long-term memory/learning which relates to the A of the lesson

A - ACQUIRE NEW LEARNING

The new knowledge/skill that learners acquire and store in their long-term memory, the **'glue'** of the lesson

I - INQUISITIVE MINDS

Skilful and prepared questioning which enable learners to think collaboratively, become curious and consolidate the A of the lesson

Y - YEARLY ASSESSMENTS THAT INFORM INTERVENTION

Summative assessments are completed, which lead to opportunities for the progress of every learner to be maximised and inform future planning of our curriculum intent and implementation

S - SPACED LEARNING

Learners practice retrieving knowledge/skills relating to the A to improve long-term memory/automaticity; this can be completed within a lesson or lesson sequence or for home learning to inform planning and adapt lessons to meet the needs of all pupils

E - EVALUATING LEARNING

Evaluating pupils' learning of the A through effective/timely pupil feedback and teacher circulation of the room encouraging self-regulating learning, adapting teaching as appropriate

Learners can understand any new relevant vocabulary which is needed to understand the A (including tier 3 vocabulary) using techniques such as etymology and morphology

N - NEW VOCABULARY

L - LOTS OF INDEPENDENT WRITTEN PRACTISE

Learners will independently write an answer about the 'A' which challenges them to explain what they have learned and why it is important

THE PAINSLEY TEACHING & LEARNING POLICY

The PAINSLEY model is based on Barak Rosenshine's Principles of Instruction. It is a model for outstanding teaching and learning'