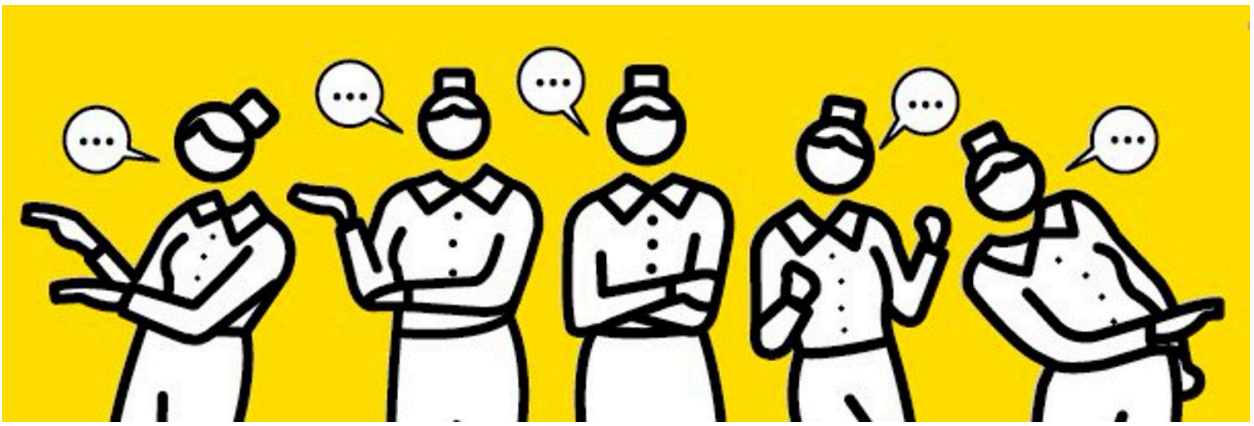
Core WalkThrus Workbook

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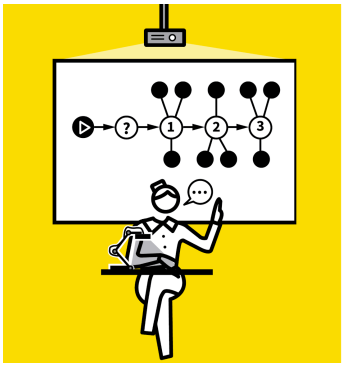


Name	Faculty/Team	Date

Each of the 10 Core WalkThrus has its own section but you can view or download the full slides here. Ten Core WalkThrus

Full guidance for the workbooks is provided on the next page.

For maximum benefit, you will need a copy of WalkThrus to hand.





Contents	
What does the Research Say?	The ADAPT Process
Which WalkThrus?	Observation Progress Tracker
Core WalkThrus	
Positive Relationships	Cold Calling
Establish Your Expectations	Check for Understanding
Sequence Concepts in Small Steps	Quizzing
Live Modelling	Weekly and Monthly Review
Scaffolding	Guided Practice

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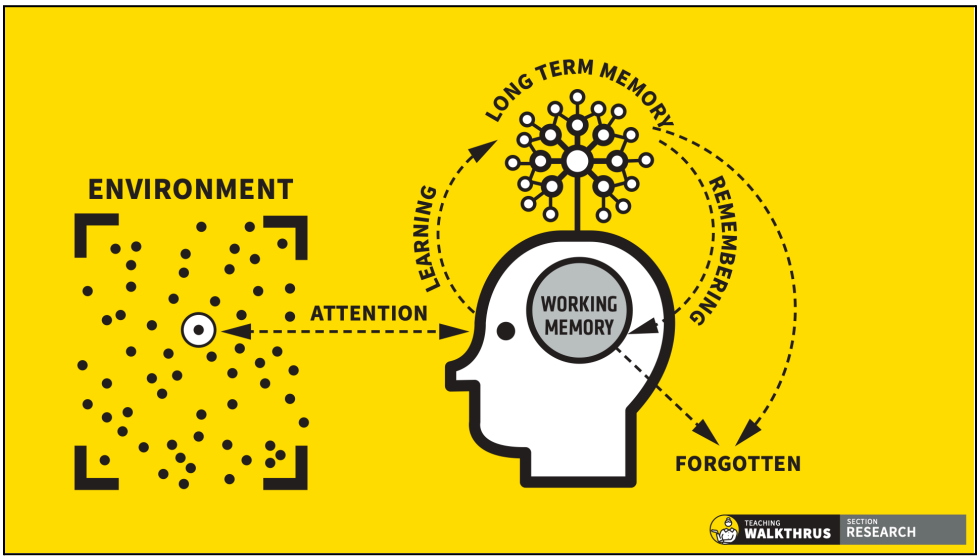
Suggested process for using the workbook

Save your own copy. Click File → Make a copy → Edit file name → OK.
You can also download a Word copy: File → Download. *(The links will work but slides and videos will only play in a new browser window. Some formatting will need adjustment)*
To share your file with others, click the Share button top right and add the people you want to share your record with.

1. Familiarise and Review	Familiarise yourself with the materials: workbook; WalkThrus book/ebook; slides; videos. *To view slides and play videos, click the links and then Open Preview. Play videos in the slide or expand to full screen.* Review the underlying learning model, looking at the 'What does the research say?' section in the workbook and the Why? section in WalkThrus.
2. Focus on student learning problems.	Reflect on the challenges your students face and complete the Which WalkThrus? section by applying the thinking in the Solve the Learning Problems WalkThru
3. Prioritise and ADAPT	Scan the range of WalkThrus in the Core 10 covered in this workbook. Consider which WalkThrus will be your priorities in terms of reviewing the material and focusing your practice. Explore the ADAPT process to make sure you understand what each element entails.
4. Engage and reflect.	For each WalkThru you are focusing on, engage with all the materials: ● Read through the section in the book. ● Watch the video presentation ● Run through the slides ● Complete the reflection activities and questions.
5. Practise and plan.	Finally, as you begin to implement the ideas in your practice, engaging in Observations (page 156) or Unseen Observations (page 158), keep a record of the process using the Observation Progress Tracker table at the back, adding rows as needed. ● Note your reflections on a previous observation or lesson ● Plan your next steps for the next lesson or round of observation. ● Main that plan → teach → review cycle

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What does the research say?



Take time to read the Why? section in WalkThrus focusing on the research pages. Work through the powerpoint presentations of those WalkThrus : Integrating Theory & Practice

Watch this additional video for further background information. Background to Rosenshine
This is taken from Tom Sherrington's video masterclasses explaining Rosenshine's Principles

What are the main implications of this learning model in terms of actions you will need to take to secure effective learning?

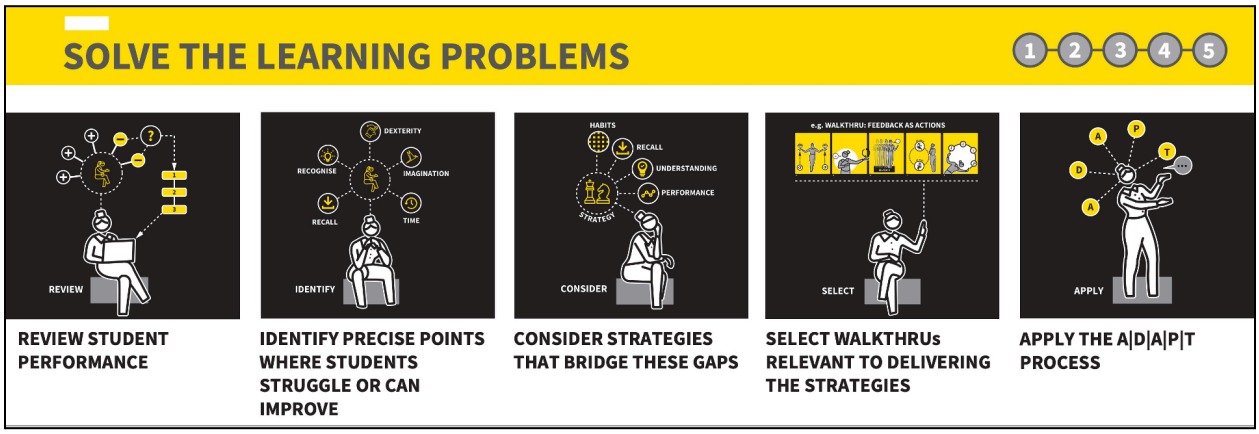
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Read the **WalkThrus Why?** section and check your understanding of the key ideas:

Willingham p24: What are the five key ideas taken from Why Don't Students Like School?
What are the implications of Willingham's idea that 'memory is the residue of thought?' Record some examples of changes you might make.
Shimamura p 26: What are the four ways Shimamura suggests teachers get students to generate recall? What are the three Cs and how might they relate to your practice?
Wiliam et al: p28: What does Wiliam say about the kind of 'feedback that moves learners forward?
Berger p30: Watch Austin's Butterfly if you haven't already seen it. Austin's Butterfly What are Berger's rules for critique? How do we ensure Austin has learned from this process in the longer term?

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Which WalkThrus?



Read pages 162-3 in WalkThrus.

Reflection Questions.	Responses.
There will be places in the curriculum where your students struggle. Think of examples of especially challenging topics and skills	
Where are student outcomes less strong that you'd like? Think of examples. Where they underperform, what are the common reasons?	
What could you be working on in your practice that would support them even more?	
Which key strategies as defined by WalkThrus would support that element of your practice?	

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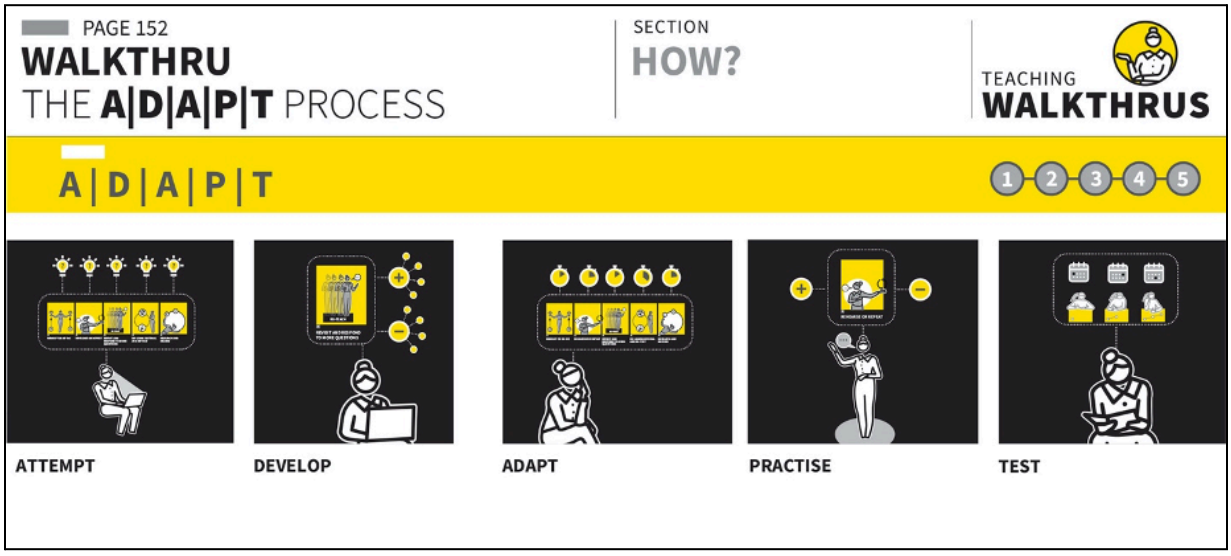
Use this table to plan where you might begin - listing 2-3 WalkThrus to focus on.
Then think of another 2-3 you might focus on next.

Core 10 WalkThrus	First Priorities/ Date	Next Priorities/Date
Positive Relationships		
Establish Your Expectations		
Sequence Concepts in Small Steps		
Live Modelling		
Scaffolding		
Cold Calling		
Check for Understanding		
Quizzing		
Weekly and Monthly Review		
Guided Practice		

Additional CPD: What else might you need to focus on not covered by WalkThrus?

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The ADAPT Process

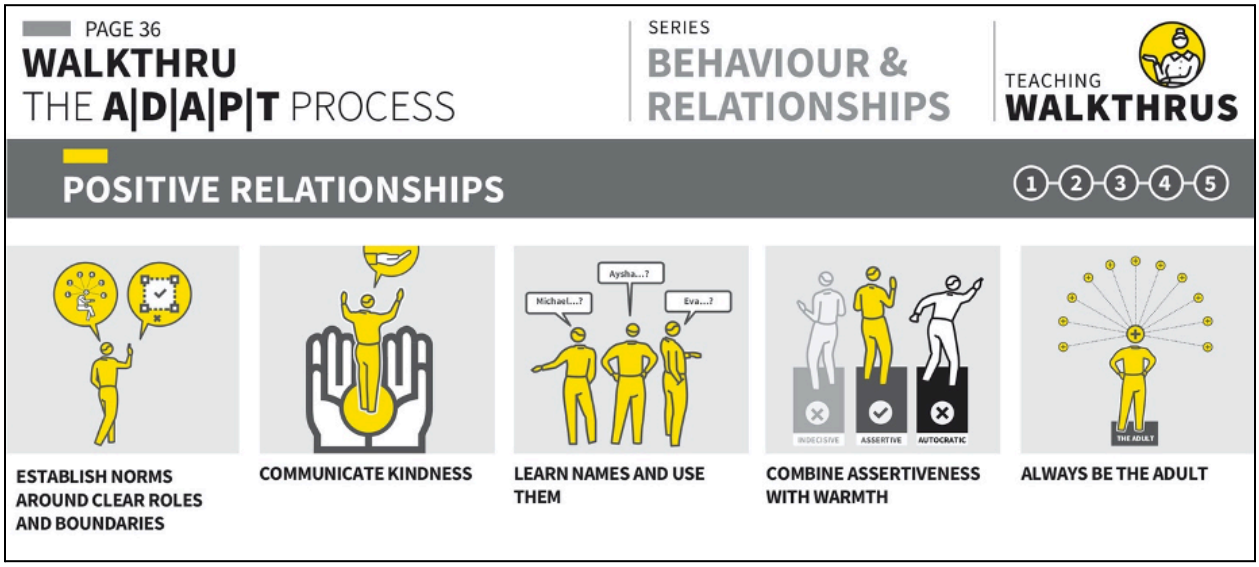


Read page 152 in the WalkThrus book. You could also review the first few How Slides which begin with the ADAPT process.
Make sure you know what each element means.
Record your understanding here giving examples from your practice.

Element	Meaning
Attempt	
Develop	
Adapt	
Practise	
Test	

Double click then Return to Home Page.

Positive Relationships



Slides: Positive Relationships	Video: Positive Relationships

Why is it important for relationships to be focused on the purpose of learning? Do you think your students would say you were kind?
How well do you know your students' names? What methods do you use to learn them?
How effectively do you combine warmth and strictness? What challenges do you experience in your practice and how might you address them?

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Establish Your Expectations

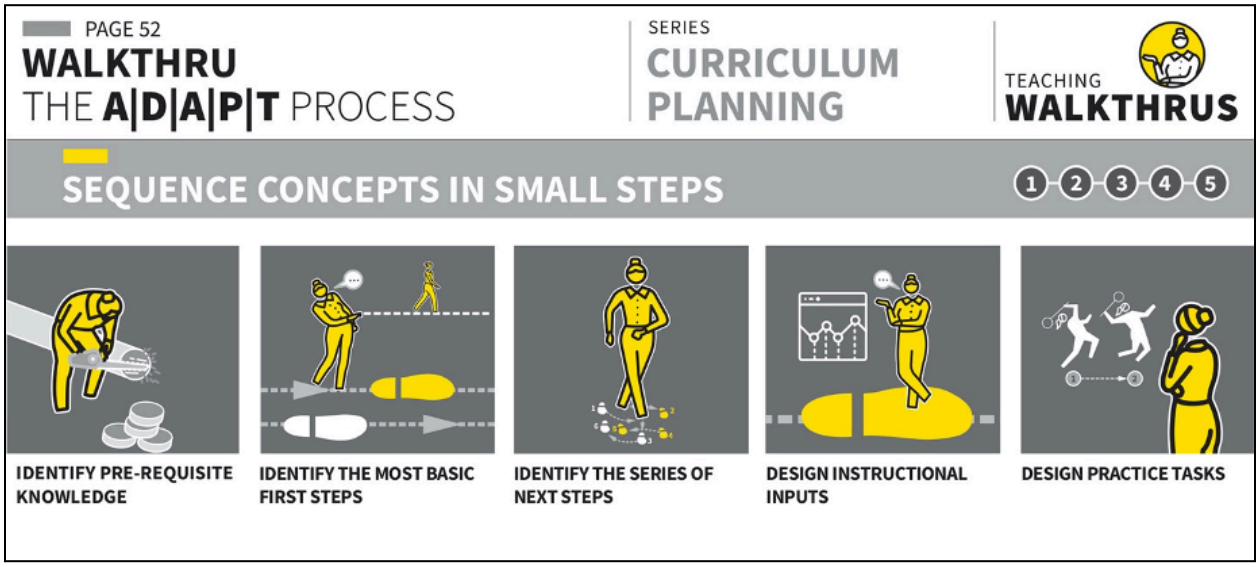


Slides: Establish Your Expectations	Video: Establish Your Expectations

Make a list of the main expectations you have for your students in most lessons:
In general do your students meet your expectations? If not, what do you do about that?
What does Bill Rogers mean by ‘You establish what you establish?’

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Sequence Concepts in Small Steps

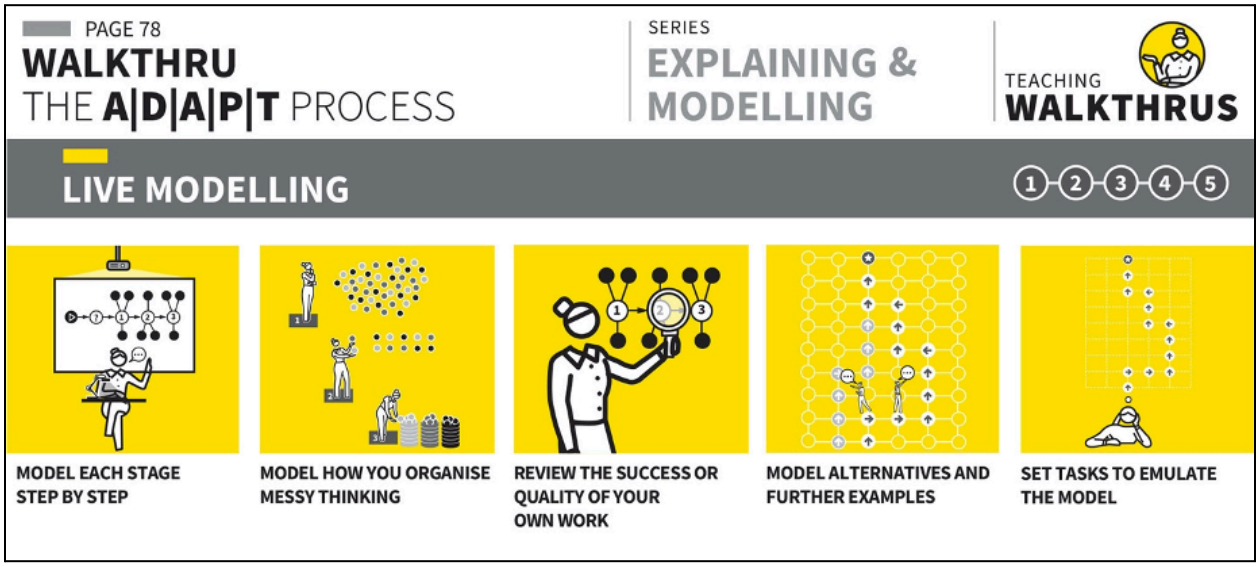


Slides Sequence Concepts in Small Steps	Video: Sequence Concepts in Small Steps

Think of a topic you are going to teach soon. What assumptions are you making about the knowledge they must already have in order to engage with the new learning?
Run through an example of a sequence in your area: What is the first thing you are going to need to explain? What comes next? And then what? Sketch it out.
What are the practice tasks you can provide your students to support learning in this area?

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Live Modelling

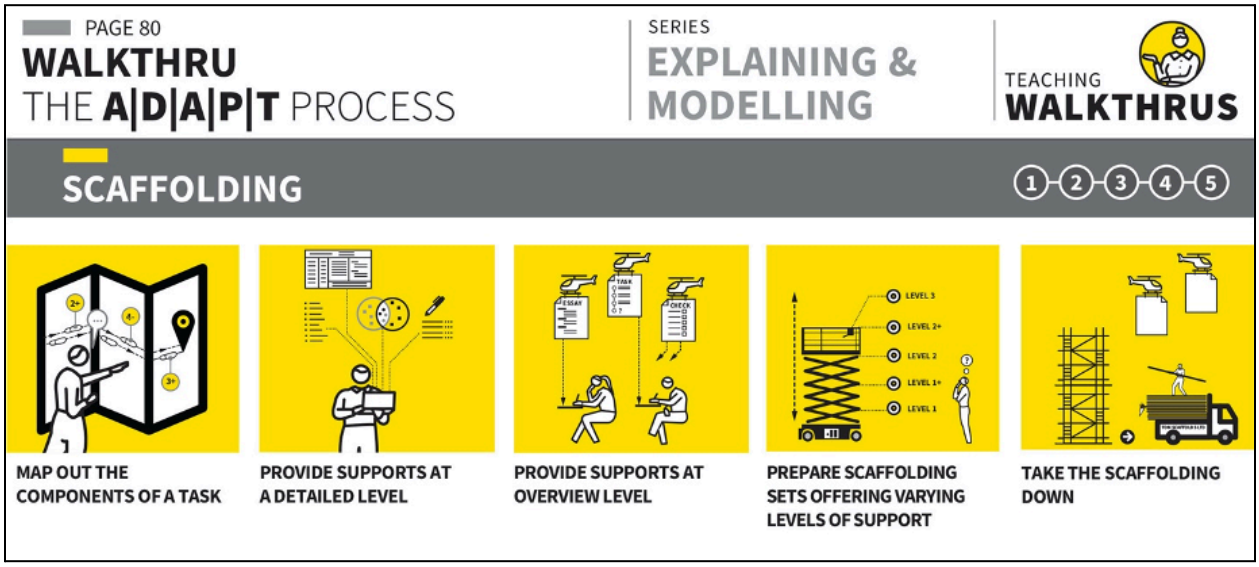


Slides: Live Modelling	Video: Live Modelling

How often do you model the full task that you are asking students to complete? Do you do this multiple times with the same type of task?
Do you ask students to listen, checking for understanding, rather than asking them to copy things down as you model? How do you know they've followed your thinking?
What problems do you encounter with students completing the tasks you've set independently after you've attempted to model them?

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Scaffolding

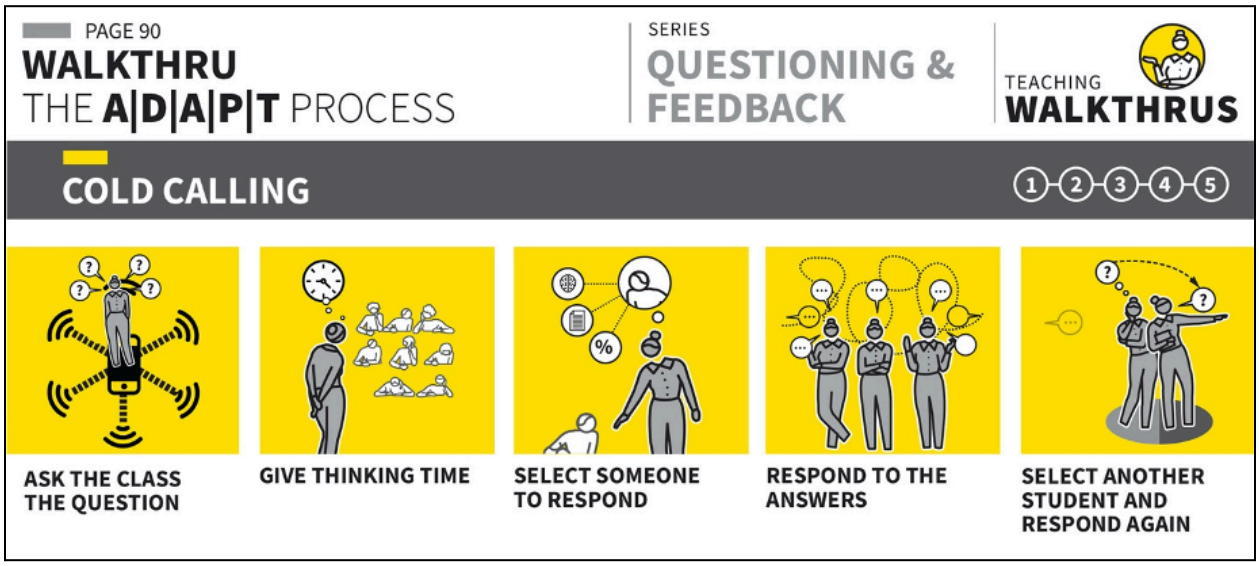


Slides: Scaffolding	Video: Scaffolding

What are the main forms of scaffolding in your subject?
How can you vary the degree of scaffolding to support students with varying degrees of confidence?
What does ‘I do it; we do it; you do it’ look like in your subject? Is it routine for you to make sure students eventually undertake tasks independently without scaffolds ?

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Cold Calling

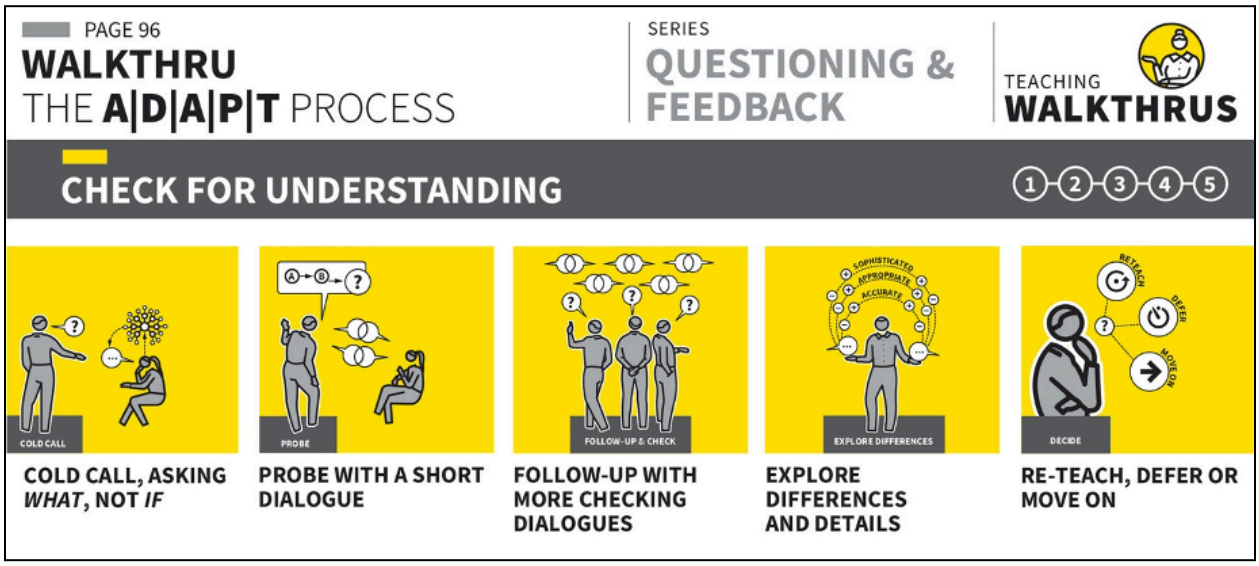


Slides: Cold Calling	Video: Cold Calling

Why is it a problem for hands up or calling out to dominate question and answer sessions?
Would it be possible to be silent in your lessons, never answering questions by opting out or do you ensure all students are with you, ready to participate at any moment?
Tom Sherrington suggests that even when teachers know Cold Calling makes sense, they revert to the less effective process of accepting calling out. Why does this happen?

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Check for Understanding

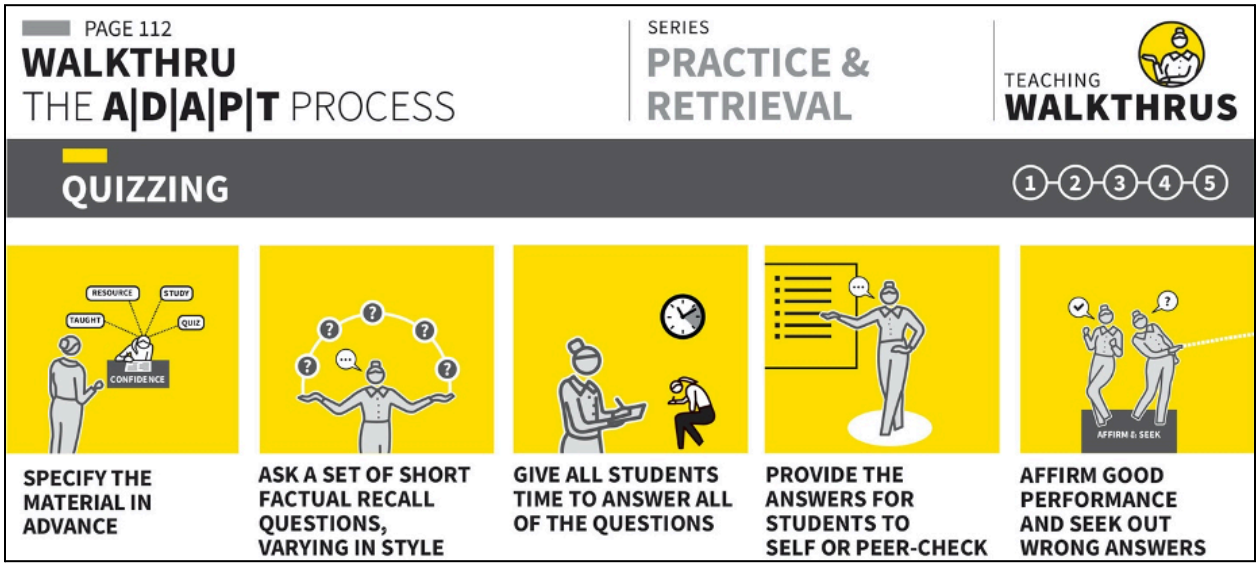


Slides: Check for Understanding	Video: Check for Understanding

Rosenshine highlights the problem with asking ‘Have you understood?’ or ‘Is everyone ok?’. Why is this problematic? Is this something that you know you do?
Is asking one student sufficient to inform your sense of how the learning is going in your class? What holds people back from asking multiple students for their responses?
What would ‘re-teach, defer or move on’ look like in your lessons?

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Quizzing

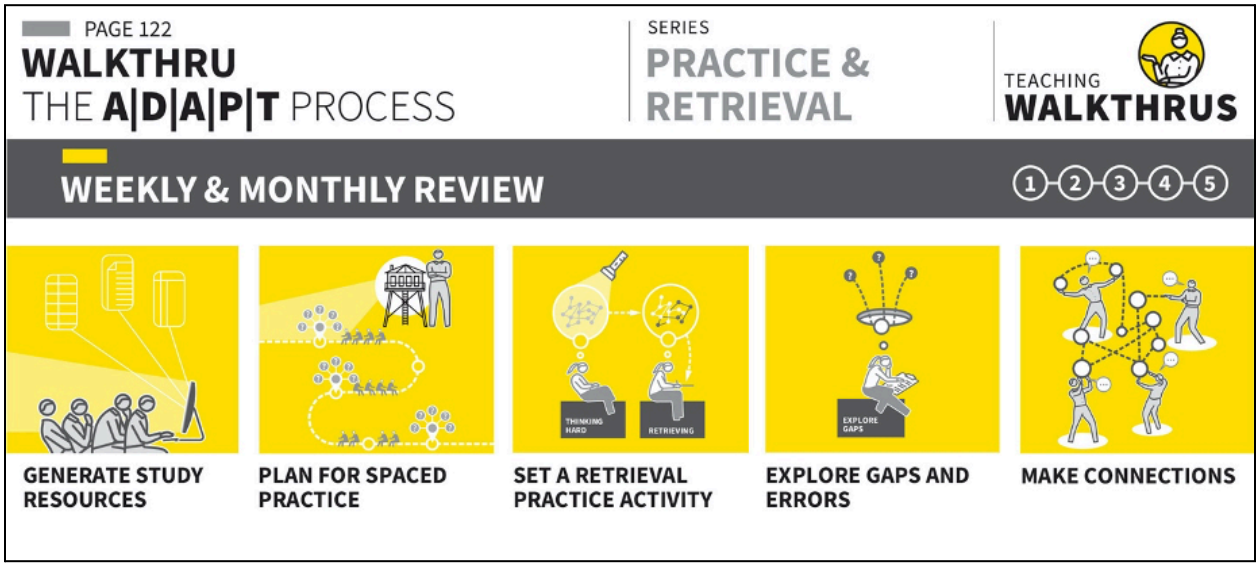


Slides Quizzing	Video: Quizzing

What type of quizzing do you typically do in your subject? Do you vary the question style?
What's your routine for asking all the students all the questions and then checking the answers? Is this time efficient?
Do you look for error and uncertainty, making it feel safe for students to discuss their difficulties. Why is it helpful to ask a student with, say, 8/10, what they got wrong?

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Weekly and Monthly Review

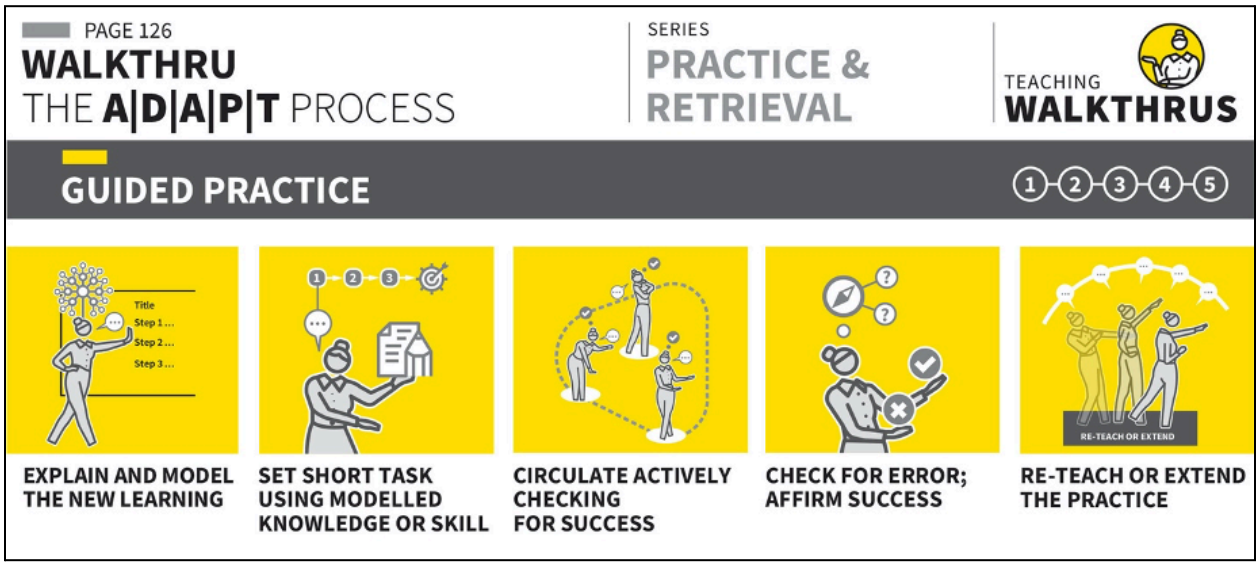


Slides: Weekly and Monthly Review	Video: Weekly and Monthly Review

If a student in your class wants to study and is motivated to succeed, what resources will they have available to them to support them?
Do you have a systematic approach to reviewing prior learning from a week ago or a month ago?
To what extent do you deliberately fold in previous topics into the current topic so that there is a spaced practice effect built-in?

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Guided Practice

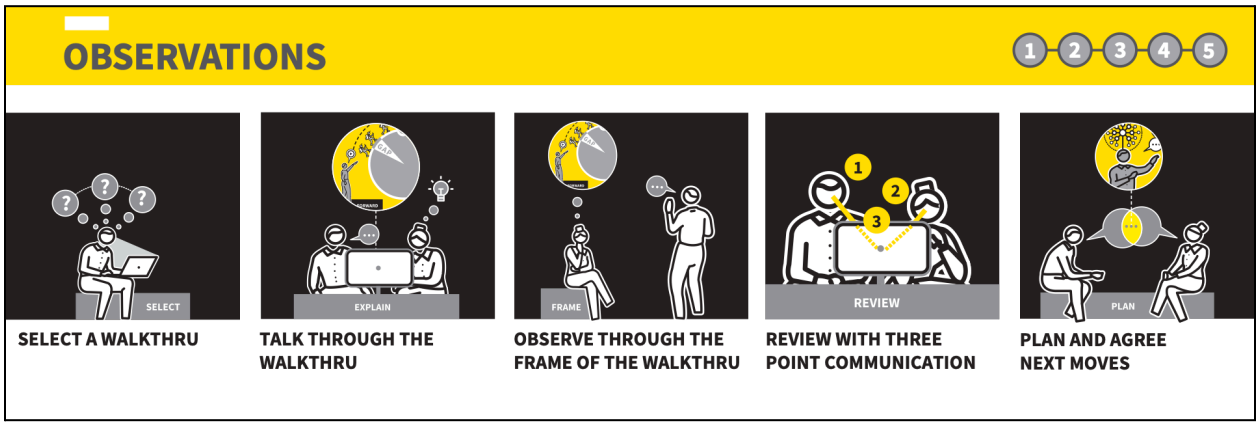


Slides: Guided Practice	Video: Guided Practice

What does Rosenshine say about the optimal success rate? What are the key differences between guided practice and independent practice?
How much closely supervised guided practice do you support in your lessons? How do you ensure you notice if a student is struggling or making repeated errors in the early stages?
What resources do you have available to support students who are clearly ready for more extended practice or who need additional support to achieve a high success rate?

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Observation Progress Tracker



Read pages 156-159 in WalkThrus.
Use Observations and Unseen Observations or Video Self-Observation to inform your self-evaluation. Maintain a focus on the elements of the WalkThrus you've elected to develop.

- Note your reflections on a previous observation or lesson
- Plan your next steps for the next lesson or round of observation.
- Main a recurring plan → teach → review cycle
- After an initial planning session it's sensible to review and plan in one session.

Dates	Discussion, Feedback, Reflections and Agreed Next Steps
	Plan
	Review
	Plan
	Review

Double click then Return to Home Page.

	Plan
	Review
	Plan
	Review
	Plan
	Review

Add additional rows as needed. (Right click; Insert row below)

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