

Gordon PS

Whole School Instructional Model

All sessions and classes at Gordon Primary School follow the structure of our whole-school instructional model.

Our instructional model ensures students can identify the skills, knowledge and understandings we intend for them to acquire.

It breaks tasks down into measurable, sequential success criteria, ensures formative self/peer/teacher assessment takes place in every session and effectively minimises differences between classes and teachers ensuring all students have equal access to our educational programs.

<u>Gordon Primary School instructional Model</u>			
<p><u>Proficiency Scales (WALT & WILT in the Junior School)</u></p> <ul style="list-style-type: none"> • Students have a clear understanding of what they are learning • Sequential based on the Victorian curriculum • Individually planned after PLT discussion 	<p><u>Explicit Teaching</u></p> <ul style="list-style-type: none"> • Modelled / Shared / Interactive teaching • Explicit skill, knowledge or understanding taught by the teacher • Clear focus for all teacher directed instruction • Questioning, Hypothesizing and predicting • Refer to proficiency scale (WALT and WILT) 	<p><u>Purposeful Practice</u></p> <ul style="list-style-type: none"> • Application of learning • Differentiation • Independent, paired or small group task that will consolidate the skill • Follow on from explicit teaching • Task matched to proficiency scale (WALT and WILT) 	<p><u>Reflection of Learning</u></p> <ul style="list-style-type: none"> • Questioning • Self and peer assessment • Connections to future learning • Refer to proficiency scale (WALT & WILT)
<p><u>Assessment and Feedback (throughout whole lesson)</u></p> <ul style="list-style-type: none"> • Formative and summative assessment related to proficiency scales (WLT & WILT) • Peer, self and student assessments • Ongoing throughout all stages of the Gordon Primary School structure • Drives future planning 			