

Chace's stages of practice:

Here at Chace we have developed our own stages of practice that should be considered and implemented when planning all lessons.

All lessons *should* include :

- **D**o now task
- **I**nstruction
- **M**odelling
- **G**uided practice
- **I**ndependent practice
- **C**hecking for understanding throughout

Stage of Practice	What does it look like?
Do Now	An activity done in silence at the start of every lesson. It will involve <i>all</i> students, make checking easy and accurate, identify errors, allow students to explore their memory, be time efficient, and be workload efficient.
Instruction	Present material using small steps. We avoid guessing and “working things out” especially for our novice learners as this leads to misconceptions.
Modelling	Models help link abstract ideas to concrete examples and leave the students with a clear picture of the end result.
Guided Practice	I do/ We do/ You do. The “We do” part allows the teacher to work through new skills with the class - to support modelling. It also builds metacognition as the teacher verbalises the processes the students will need to follow later in independent practice.
Independent Practice	Independent practice is the time when students work through tasks on their own, relying on memory. Following Rosenshine’s principles there should be an 80% success rate at this stage.
Checking for Understanding	Checking for understanding happens during ALL stages of the lesson. Teachers use a variety of strategies to assess the learning of ALL and address misconceptions.