Safe Mistakes

Learners are more likely to take part when getting something wrong feels safe.

Keep participation open

- Give thinking time before expecting an answer.
- Thank the contribution, even when the answer needs more work.
- Use mistakes to see what needs explaining again.
- Invite learners to build on an answer rather than replace it.
- Model changing your mind, correcting yourself and trying again.
- Be careful with humour, tone and public correction.

LANGUAGE THAT HELPS

“Talk me through what you were thinking.”
“Who can build on that?”
“Have another go.”
“Let’s look at that together.”

Strong Starts

A predictable start helps learners settle, reconnect with learning and know what to do next.

01 **MEET**

Acknowledge learners as they arrive. Make the transition into the room clear.

02 **RETRIEVE**

Begin with something familiar so learners can reconnect with prior learning.

03 **CONNECT**

Show how what they already know links to what comes next.

Make it easier to begin

- Have resources ready.
- Make the first task easy to find and understand.
- Keep the opening instructions short.
- Check that learners have started.
- Support early when someone is struggling to begin.

Strong “We Do”

The supported space between seeing something modelled and being expected to do it independently.

Use the visualiser to make thinking visible

- Build an example together under the visualiser.
- Narrate the decisions as the work develops.
- Show how the thinking becomes work on the page and in books.
- Compare approaches and highlight strong examples from the class.
- Pause for learners to try one step before coming back together.

BEFORE YOU STEP BACK

Can learners see what successful work looks like?
Do they know how to translate the thinking into their own work?
Who still needs the model or another scaffold in front of them?