

Newlands Instructional Model

Symbol	Language	Description
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The Retrieval
La Activación

This is a quick paced, 10 minute review to get brains switched on and ready to learn. During this time, students actively recall and revisit what they've already learned. Using structured routines and spaced retrieval, they review key concepts, activate prior knowledge, and build fluency which helps them connect past learning to new ideas and strengthen long-term memory. Teachers provide students with many opportunities to respond both verbally and written.



The Goals
Los objetivos

Teachers communicate the goals so students know what they're learning and what success looks like. Teachers use simple, student-friendly "I can" statements so everyone understands the skill or strategy they're working on and what they're aiming to achieve.

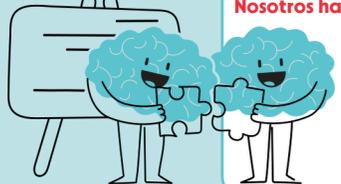
The Learning
El Aprendizaje

The next four stages follow a gradual release of responsibility, where learning shifts from being teacher-led towards students applying learnt knowledge to tasks with minimal teacher guidance. At first, the teacher provides strong guidance and support, then gradually reduces scaffolds as students grow in confidence and independence. Throughout the process, teachers continually check for understanding, inviting students to "show what they know" and share their learning before moving on to the next stage. Teachers provide students with many opportunities to respond both verbally and written.



I Do
Yo hago

In this stage of The Learning, the teacher introduces, extends and consolidates concepts and skills. The teacher explicitly models what success looks and sounds like whilst using strategies such as think alouds and examples with non-examples.



We Do
Nosotros hacemos

In this stage of The Learning, students begin to practice the new skill with guidance and feedback at the same time. The teacher provides targeted assistance, checks for understandings and clarifies misconceptions. Before moving into the next phase of learning, students must demonstrate increasing accuracy, confidence and understanding in applying the skill or concept. Students begin to take on more responsibility as the level of teacher support begins to reduce.



You Do
Tú haces

In this stage of The Learning, students demonstrate their developing understanding of The Goals. The level of support provided by the teacher is further reduced, with students drawing on support from learning materials or their peers. After ongoing responsive teaching, the teacher introduces a hinge question to check for understanding. This serves as a decision point where students will either:

- a) Return to the 'We Do' phase for guided practice with the teacher.
- or b) Move on to The Consolidation, applying their learning with increasing accuracy and autonomy.



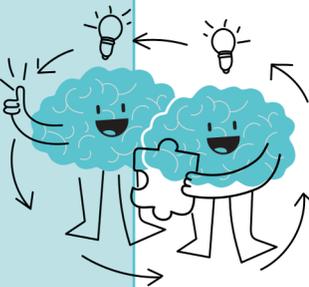
The Consolidation
La consolidación

In this stage of The Learning, students engage in independent, paired or group practice of The Goals. Some students may engage in more targeted learning that still aligns with the lessons goals. The level of support from the teacher is decreased again, with the teacher focused on responsive teaching. Responsive teaching within this phase may include:

- Guiding students through a Redo
- Roaming and providing support to individual students
- Timely and constructive feedback

Redo
Otra vez

In the Redo, the teacher identifies students who need extra support or extension. The teacher guides them through the gradual release of responsibility.



Students share their learning and show what they understand. Throughout the lesson, the teacher checks for understanding and celebrates progress. This connects back to the outcomes, showing that students have achieved their "I can" statement. It might look like one student sharing with the class, or students talking in pairs or small groups.

Show me what you know
Muéstrame

