

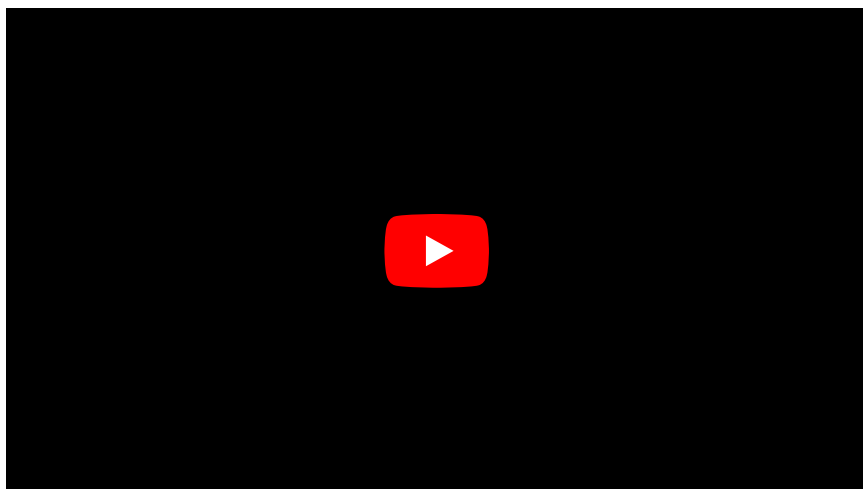
# Worked and partially completed examples in action

In this section you can hear from teachers explaining why they have found worked and partially complete examples useful for focusing pupil thinking and sharing their expert knowledge. You can also see examples of teachers using worked examples in action in their classroom.

## Listen to expert teachers

### Worked example

Hear from English teacher Joseph Craven as he talks through how he incorporated a worked example into an end of unit lesson to support pupils to effectively answer an exam question.



Direct Link: [Using worked examples - Joseph Craven, Northern Education Trust](#)

Transcript: [Using worked examples - Joseph Craven, Northern Education Trust](#)

### Worked Example

At the beginning of the play, Priestley presents the inspector as an enigmatic, almost wilfully nondescript figure. After all, the description of him wearing a 'plain darkish suit' contrasts sharply with the 'tails and white ties' worn by the Birling men, just as the inspector's habit of speaking 'carefully, weightily' contrasts with Birling's speech-making, despite his claim that he doesn't 'often make speeches at you'. Priestley clearly intends the inspector to be juxtaposed with Birling. The two are both male and of an age, but their behaviour is as significantly different as their appearance - Birling is 'heavy-looking, but it is the inspector's ideas and language that allow him to speak 'weightily'. There is, in addition, nothing specific about the inspector's clothing or appearance, just as there is very little sense of personality or clarity in terms of his symbolic function at the beginning of the play, and the inspector's speech seems direct and purposeful, unlike Birling's long-winded and opinionated rant. Perhaps Priestley intends for the inspector to be defined through his function rather than his ego, something of which Birling seems incapable.

### The break down of the example:

#### Point:

At the beginning of the play, Priestley presents the inspector as an enigmatic, almost wilfully nondescript figure.

#### Evidence:

After all, the description of him wearing a 'plain darkish suit' contrasts sharply with the 'tails and white ties' worn by the Birling men, just as the inspector's habit of speaking 'carefully, weightily' contrasts with Birling's speech-making, despite his claim that he doesn't 'often make speeches at you'.

#### Explanation/analysis:

Priestley clearly intends the inspector to be juxtaposed with Birling. The two are both male and of an age, but their behaviour is as significantly different as their appearance - Birling is 'heavy-looking', but it is the inspector's ideas and language that allow him to speak 'weightily'. There is, in addition, nothing specific about the inspector's clothing or appearance, just as there is very little sense of personality or clarity in terms of his symbolic function at the beginning of the play, and the inspector's speech seems direct and purposeful, unlike Birling's long-winded and opinionated rant.

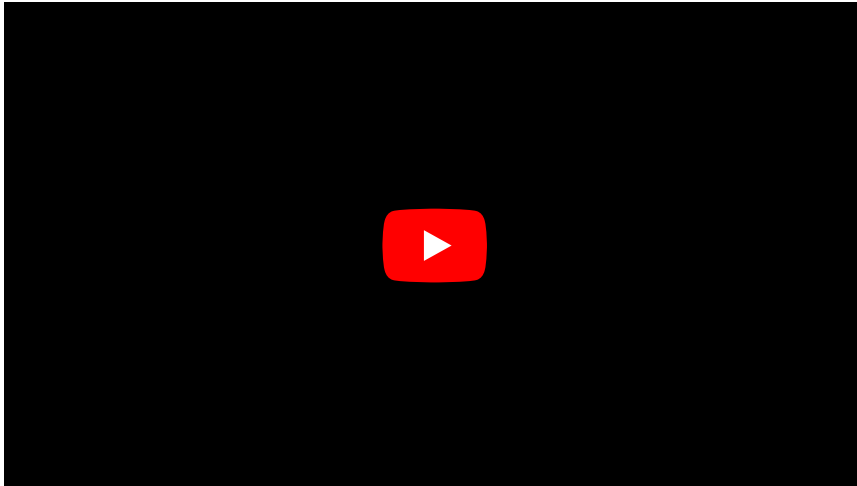
#### Link/development:

Perhaps Priestley intends for the inspector to be defined through his function rather than his ego, something of

which Birling seems incapable.

## Partially completed example

Secondary geography teacher Ashley Philipson explains how she used a partially completed example to support her pupils to explain the formation of coastal erosion in the video below.



Direct Link: [Using partially completed examples - Ashley Philipson, Northern Education Trust](#)

Transcript: [Using partially completed examples - Ashley Philipson, Northern Education Trust](#)

[\(this link opens in a new window/tab\)](#)

## Written example

In the link below, you can see an example of what a partially completed example might look like in a KS2 maths lesson on place value. In the example, the teacher directs pupil thinking and addresses common misconceptions by carefully planning the examples to include and where gaps should be left for pupils to complete.

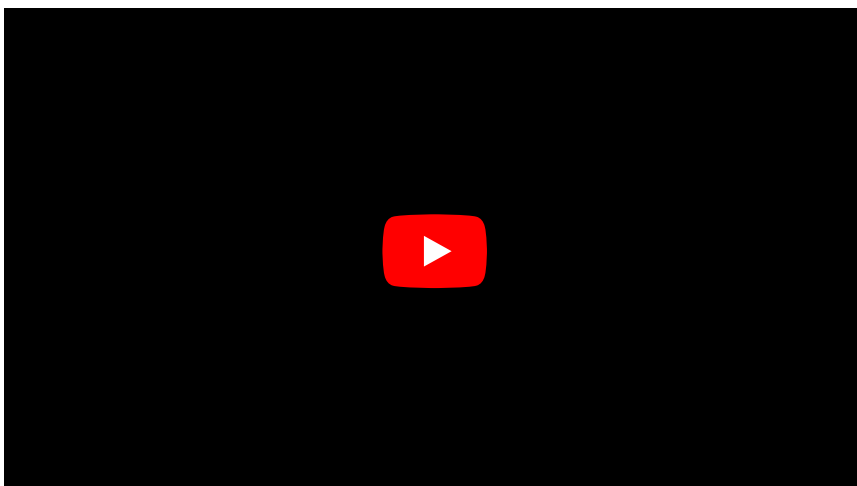
[A partially completed example used in year four maths.](#)

## Worked and partially completed examples being used in the classroom

To see worked and partially completed examples being used in the classroom, watch a video below that is most appropriate to your phase. When watching, consider the following questions and record your response using the [notes tab](#) (or your own notebook):

- What did the teacher want the pupils to learn?
- How did the worked or partially complete example support this?

## Early years



Direct Link: [Worked and partially completed examples - Early Years](#)

Direct Link to an audio described version of this video: [Worked and partially completed examples - Early Years](#)

[\(this link opens in a new window/tab\)](#)

## Primary

In this KS2 lesson, the teacher builds on the pupils' prior knowledge of decimals. In writing the sentence for the pupils, the teacher partially completes the example, directing pupil thinking towards the missing numbers and the relationship between them.



Direct Link: [Worked and partially completed examples - Primary](#)

Direct Link to an audio described version of this video: [Worked and partially completed examples - Primary](#)  
([this link opens in a new window/tab](#))

## Secondary

In this KS4 lesson, the teacher uses a worked example to demonstrate how to fully answer an exam question. He has created the answer himself and is now talking his pupils through it and sharing his expert reasoning.



Direct Link: [Worked and partially completed examples - Secondary](#)

Direct Link to an audio described version of this video: [Worked and partially completed examples - Secondary](#)  
([this link opens in a new window/tab](#))