

Before you delve into the details of guided and independent practice, it is important to consider why you should ensure pupils are successful during practice.

As Claire Stoneman mentioned, one of Rosenshine's (2012) principles is to ensure pupils obtain a high success rate during practice which means that, during practice, it is important that pupils get most of their answers correct. This is pertinent in both guided and independent work for two reasons:

- **Motivation** – the experience of being successful at something can boost motivation
- **Learning errors** – if pupils make too many errors, they are practising making those errors and are more likely to embed misconceptions

What is the optimal success rate?

The research that Rosenshine refers to found the optimal success rate during the early stages of practice was around 80%. This ensures pupils are getting many answers right whilst still being challenged, demonstrating they have learning goals ahead of their current ability. Achieving 80% success rate for every pupil in every lesson would be challenging so this can be used as a rough guide.

When pupils are completing independent practice, success rates need to be as high as possible to avoid pupils learning errors. This is especially important if you are using homework as independent practice, as pupils are not likely to receive feedback whilst completing their work. As a result, it would be more likely they will incorrectly learn material should they have misconceptions.

Continually evaluate pupil success

You must continually evaluate the success of your pupils so you can adapt your teaching and the level of challenge accordingly. This can be done in many ways, for example, through questioning or through circulating the classroom whilst pupils are working.

What if pupil success is much lower than 80%?

Then you may need to go back and re-teach or re-explain the concept, followed by more guided practice before moving pupils onto independent practice.

What if pupil success is much higher than 80%?

Then you may need to give them more of a challenge by deepening their knowledge further. You may begin by gradually reducing the level of scaffold by increasing the levels of depth of knowledge required for the task. One way to do this is through questioning, which will be explored in the final session of this module.

Over to you!

Think about a time you had a low success rate from one or many pupils either during guided or independent practice and answer the following questions in the [notes tab](#) (or your own notebook):

- What do you think caused the low success rate?

- When you noticed many pupils were making mistakes, what did you do?