

# Guided practice

When teaching new material to pupils, their initial practise should be guided to ensure pupils obtain a high success rate. This guided practice is essential as it provides opportunities for pupils to consolidate their learning, helping them to retrieve material from their long-term memory, whilst simultaneously providing an insight into their level of understanding and highlighting any misconceptions they may have.

Rosenshine (2012) found that more successful teachers spent longer guiding pupils' practise through explanations and modelling than less effective teachers. In this time, they asked many questions to allow pupils to retrieve and rehearse material and check pupils' understanding before moving onto subsequent steps. Less effective teachers spent less time on guided practice and asked pupils to move on to independent work sooner. During the independent work, the pupils who received more guided practice before completing the independent tasks, were better prepared and achieved higher success in their work than those who received less guided practice. Insufficient early practice or guidance often leads to more problems arising during independent work and can have a negative impact on pupil motivation.

## What does this mean for you?

Before pupils move onto guided practice, they need an appropriate level of knowledge which should be developed during explanations and modelling, prior to guided practice.

During guided practice, it is likely you will still include elements of modelling and explanation to clarify understanding and build upon pupils' learning. Therefore, explanations and modelling cannot be separated from guided practice as they are heavily intertwined.

Pupils' level of understanding during guided practice should be continually reviewed through questioning (explored in the last session of this module). This will inform you of how to progress the lesson. If pupils demonstrate a low success rate during guided practice, then you may need to return to the explanations and models you exposed them to when first introducing the material and provide more examples to build up their understanding and address gaps in learning.

Equally, if pupils are very confident during guided practice, you may need to reduce the level of support or guidance you are providing.

It is vital that you plan to include enough guided practice before moving on to independent work. A common mistake is to provide a short episode of guided practice and assume pupils are ready to begin independent practice when they aren't. To help prevent this, you should continually check for understanding so you can provide corrective or affirmative feedback or re-teach material where gaps remain to ensure pupils are fully prepared for independent practice. Checking for understanding will be explored in the last session of this module.

## Forms of guided practice

After pupils have been exposed to high-quality explanations and models, they can begin to be involved in the knowledge recall or procedural process. This is where pupils begin to take ownership over parts of the task with the support of the teacher as a scaffold or guide.

In maths, this might be a teacher working out an equation and asking for pupils to suggest the next step or possible answers. In science, a teacher might compose a conclusion and ask pupils to share the correct

terminology or next idea of what to write. In art, a teacher might paint a picture and ask pupils which colours to use and why. In Early Years, a teacher might be modelling the formation of a letter and asking the pupils to join in by drawing it in the air. In PE a teacher might model, with narration, how to attack in a three versus two, and asking for pupil suggestions of what to do next and why.

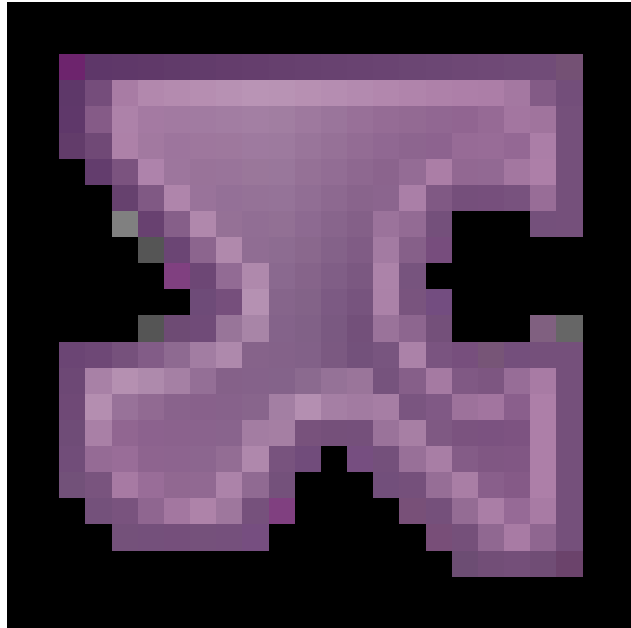
During this time, it is important that you give feedback on pupils' answers or ideas and address any misconceptions that arise.

## Guided practice in action

Watch one of the videos below to see how a teacher uses guided practice to build pupils' independence and answer the following questions in the notes tab (or your own notebook):

- How do they scaffold pupils' responses?
- How do they ensure all pupils are thinking, even if only to share their ideas with the class?

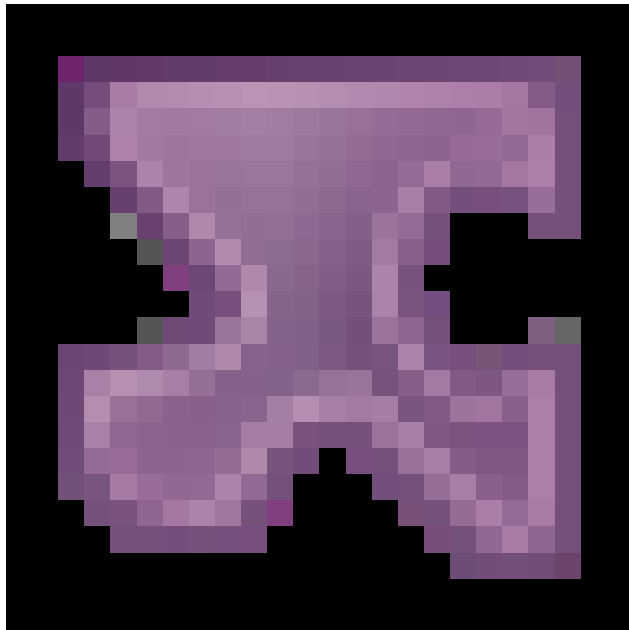
## Early years



Direct Link: [Forms of guided practice - Early Years](#)

Direct Link to an audio described version of this video: [Forms of guided practice - Early Years](#)

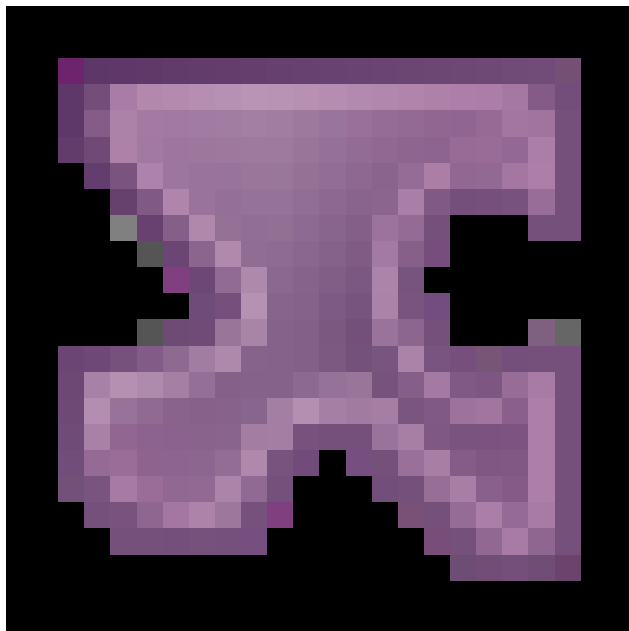
## Primary



Direct Link: [Forms of guided practice - Primary](#)

Direct Link to an audio described version of this video: [Forms of guided practice - Primary](#)

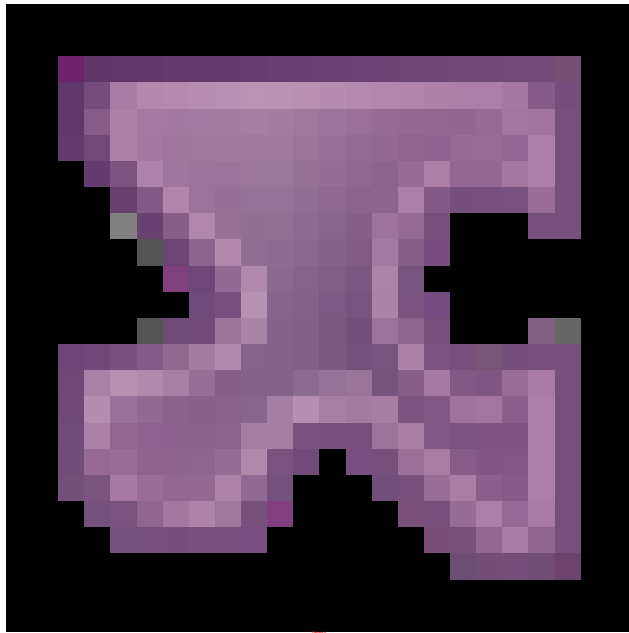
## **Secondary**



Direct Link: [Forms of guided practice - Secondary](#)

Direct Link to an audio described version of this video: [Forms of guided practice - Secondary](#)

# Specialist



Direct Link: [Forms of guided practice - Specialist](#)

Direct Link to an audio described version of this video: [Forms of guided practice - Specialist](#)

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