



GATEACRE SCHOOL

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GATEACRE SCHOOL  
NEWSLETTER

A FORTNIGHTLY PUBLICATION FOR  
PARENTS AND CARERS OF STUDENTS  
AT GATEACRE SCHOOL

## TEACHING AND LEARNING AT GATEACRE SCHOOL: HOW YOUR CHILD LEARNS

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Our primary goal at Gateacre is to help every student know more and remember it for longer. Our entire teaching approach is based on the latest educational research and is shared with all students and teachers through our framework: **The Gateacre School Principles of Practice.**

### Our Core Teaching Method

To make new knowledge stick, our teachers present and explain ideas in small, manageable steps. We use a powerful teaching model called **Guided Practice**, which involves three distinct phases:

- **I Do / We Do / You Do:** This model is designed to build confidence by moving students slowly from observation to independence.

During every lesson, teachers actively check that students understand the material. You might hear your child talk about using mini whiteboards or discussing ideas with their partner - this is how we quickly spot and close any knowledge gaps before moving on.

# THE 5-STEP LESSON STRUCTURE

Every lesson follows a consistent structure to ensure maximum learning time and memory consolidation. This routine helps students get into the learning zone immediately:

- 1. The 'Do Now' (Recalling Past Learning):** Every lesson begins with a short activity where students actively recall recently taught information. This practice is crucial - it's like flexing a muscle to push knowledge from short-term memory into long-term memory, ensuring they build on strong foundations.
- 2. 'I Do' (The Teacher Explains):** The teacher introduces new knowledge, models examples, and explains the steps to success clearly and thoroughly.
- 3. 'We Do' (Practising Together):** Students actively practise the new skill - often using mini whiteboards or paired discussion. The teacher monitors closely to ensure everyone is on the right track and ready for independent work.
- 4. 'You Do' (Independent Practice):** This is the chance for students to apply their knowledge independently. Teachers circulate the room to provide personalised feedback and support where needed.
- 5. Exit Ticket (Checking Progress):** In the final moments of the lesson, students complete a short task to demonstrate their understanding of the day's learning goals. This is vital for the teacher to measure progress and plan the next steps.

This edition outlines the core elements of our school's Teaching and Learning vision. At the heart of this vision is adaptive teaching, ensuring every pupil is known, valued, and supported to achieve highly. These principles guide staff in planning and delivering lessons that respond to pupils' needs, build their confidence, and secure strong outcomes through the highest of expectations. Each element reflects our commitment to high-quality, inclusive practice that enables all pupils to thrive.

Item	Details
1. <b>Know the Child</b>	Adapting support with unconditional positive regard ensuring each child's pupil profile is considered when planning lessons.
2. <b>Plan Creatively</b>	Be flexible and purposeful when grouping in the classroom so pupils have access to peer and staff support.
3. <b>Clear and Consistent Language</b>	Use subject-specific language, and consistently implement universal school language so pupils know and understand what's being asked of them.
4. <b>Scaffold</b>	Ensure all pupils succeed in their learning irrespective of their starting point through deliberate support built into the planning.
5. <b>Know More &amp; Remember More</b>	Ensure as gaps emerge in pupil knowledge, we close them in a timely manner, so pupils develop fluency in all subjects.

In the new term, we will be sharing the specific strategies that sit within each of these five core elements, known as our *Principles of Practice*. Our professional development model is designed to ensure that all staff at Gateacre School are equipped to deliver this vision, enabling every pupil to make exceptional progress - regardless of their starting point, SEND needs, or any gaps in knowledge.