

Instructional Approach

Anula Primary's instructional and pedagogical approach is founded on research and evidence-based practices. This ensures consistency in teaching practices, enabling differentiated learning through deliberate collaboration and data-driven decision-making.

Explicit Instruction

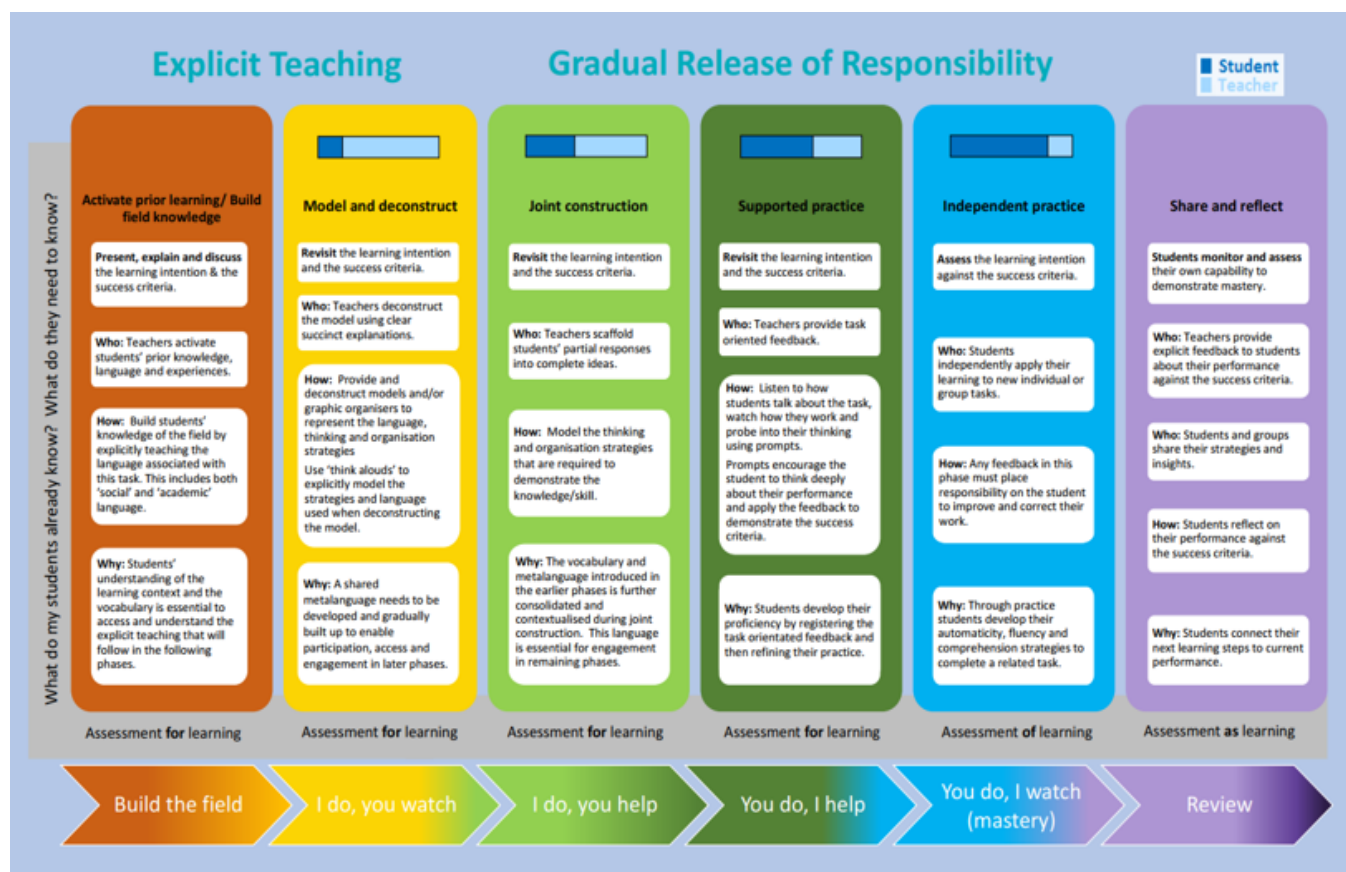
Explicit instruction is a structured and systematic teaching method grounded in the science of learning. It is designed to help students master new skills and concepts by breaking down complex ideas into smaller, manageable steps with clear and concise explanations. This approach incorporates scaffolding, where students are guided through the learning process with explicit explanations, demonstrations and supported practice.

Key features of explicit instruction include:

- Breaking down complex skills and concepts into smaller, manageable steps.
- Providing clear and concise explanations.
- Setting clear **learning intentions** to define the purpose of the lesson and what students will learn.
- Developing **success criteria** so students know what achieving the learning goals looks like.
- Checking for understanding and giving purposeful feedback.
- Ensuring active and successful participation by all students.

Gradual Release of Responsibility

A key component of explicit instruction is the **Gradual Release of Responsibility (GRR) model**, which transitions students from teacher-led instruction to independent learning.



The GRR model unfolds in four phases:

- **I Do:** The teacher explicitly models the skill or concept, providing clear explanations and demonstrations.
- **We Do:** The teacher and students collaborate, with the teacher offering guidance and prompts as students practise.
- **You Do (Together):** Students work in pairs or groups, applying their understanding with peer support.
- **You Do (Independently):** Students demonstrate their mastery through independent practise.

This gradual transition ensures that students develop the confidence and skills needed to succeed independently while maintaining active engagement and participation. Through its emphasis on clarity, scaffolding, **learning intentions** and **success criteria**, explicit instruction—enhanced by the GRR model supports effective learning and ensures students achieve mastery.

High Impact Teaching Strategies

At Anula, we use the Teach Well instructional approach to guide our implementation of High-Impact Teaching Strategies (HITS). High-Impact Teaching Strategies (HITS) are evidence-based practices that maximise student learning outcomes and are integral to our instructional approach. Explicit instruction incorporates key HITS, such as setting clear goals (learning intentions and success criteria), structuring lessons systematically and providing feedback to guide improvement. The Gradual Release of Responsibility (GRR) model aligns with HITS by scaffolding learning, encouraging collaborative learning through guided practice and supporting independent mastery. Strategies such as daily reviews, worked examples, purposeful questioning using non-volunteer strategies, mini whiteboards, and frequent checks for understanding are embedded in explicit instruction to ensure high levels of engagement, differentiation and progress for all students. These practices, supported by research, ensure teaching is purposeful and impactful, fostering deep and sustained learning.

Further Learning:

[High Impact Teaching Strategies \(HITS\)](#)

Scope and Sequence for Numeracy

Anula Primary follows the OCHRE Numeracy Scope and Sequence (Foundation – Year 6). Ochre Education's F - 6 Maths curriculum takes a whole-class approach to mathematics instruction. Whole-class instruction also provides the additional benefit of higher levels of teacher-led instructional time. We advocate the teaching and learning of ambitious, grade-level content that is thoughtfully sequenced to continually build on itself across the year and over several years, preparing students for secondary mathematics and for using mathematics in their everyday lives.

[OCHRE Education - Maths](#)

[Scope and sequence v2 Foundation - Year 2 Maths - Australian Curriculum](#)

[Scope and sequence v2 - Years 3 - 6 Maths - Australian Curriculum](#)

Further Learning:

[OCHRE Primary Mathematics Teaching Guide, 2026](#)

Planning Expectations

[The NT Curriculum, assessment, reporting and certification birth to Year 12 policy \(CARC\)](#), sets out the mandatory requirements for all NT Government schools in the delivery of curriculum, assessment and reporting. The prescribed standard curriculum program for NT Government schools is the Australian Curriculum v9.0 and the Early Years Framework.

At Anula we use the [Numeracy Term Overviews](#) to guide planning each term. Numeracy lessons must be provided in detail within teachers Daily Slides/Day Book each week.

Daily Reviews

Daily Reviews are a short, consistent instructional routine used across the school to support retrieval, reinforcement and application of previously taught learning. Daily Reviews are not used to introduce new content. Daily Reviews support explicit instruction by strengthening retention and transfer of learning over time. Daily Reviews are sourced from the OCHRE resource and are aligned with the Scope and Sequence and lesson plans. Example [Daily Review](#).

Assessment

Anula's assessments are aligned to the [Northern Territory Assessment, Reporting and Data Schedule](#). We also have selected assessments that we use as a school. All assessments are outlined in our [Year Level Assessment Timelines](#).

Numeracy Instructional Practice in Action

Anula teachers are expected to implement explicit Numeracy lessons 5 times a week. The table on the next page details the purpose and structure for an explicit numeracy lesson which follows the Explicit Instructional model of 'I Do, You Do, We Do'.



Anula Primary School

Mathematics Instructional Model



DAILY REVIEW

(10 mins max.)



ACTIVATE PRIOR LEARNING

(3 mins)



I DO EXPLICIT INSTRUCTION

(10 - 15mins)



WE DO GUIDED PRACTICE

(10 -15 mins)



YOU DO INDEPENDENT PRACTICE

(20 mins)



REFLECTION

(3- 5 mins)





	PURPOSE	TEACHER	STUDENT	KEY RULE
DAILY REVIEW (10 mins max.) 	A short review of prior learning, led by the teacher at the beginning of each lesson, focusing on retrieval, accuracy and urgency.	Leads the Daily Review, regularly checks for understanding, scaffolds content to reduce cognitive load, creates a full participation environment.	Engages with Daily Review process through Full Participation Tactics: Whiteboards, Pair Share, Non-Volunteers, Choral Response etc.	Revisit and review learning with urgency, accuracy and purpose.
ACTIVATE PRIOR LEARNING (3 mins) 	To ensure students have content knowledge needed for new learning and acts as a final readiness check for planned lesson.	Delivers APL, using professional judgement to stop and reteach or proceed with lesson.	Engages with APL through Full Participation Tactics: Non-Volunteers, Choral Response etc.	Target prior knowledge needed to access lesson, use professional judgement to reteach or proceed.
I DO EXPLICIT INSTRUCTION (10 – 15mins) 	Clear concise modelling of new mathematical concept.	States the Learning Intention and models working through the steps of new concept using think aloud strategy and visuals such as, writing on whiteboard, paper or screen and using concrete materials.	Participates when prompted, watches, listens and follows steps to check worked answer.	Use clear language and steps , check for understanding, teach one new concept at a time.
WE DO GUIDED PRACTICE (10 – 15 mins) 	To model and practise steps together with support.	Models further examples of the same concept with student participation, checks for understanding, corrects misconceptions, reteaches if needed.	Applies new knowledge to complete the task with support, ask questions to clarify thinking, explains steps when asked.	Check for understanding , reteach if needed, high success rate before moving on.
YOU DO INDEPENDENT PRACTICE (20 mins) 	For students to apply new learning autonomously with teacher support only as needed.	Sets tasks , provides feedback and support when needed, provides differentiated tasks to support or extend.	Applies new learning to complete task, seeks support if needed.	Provide differentiated tasks, same goal – different levels of support.
REFLECTION (3– 5 mins) 	To revisit learning intentions and success criteria of lesson and confirm learning.	Revisits Learning Intention and Success Criteria, asks questions, addresses any errors, checks for understanding, delivers exit ticket questions.	Engages with reflection through Full Participation Tactics: Pair Share, Non-Volunteers, Choral Response etc.	Use reflection time to CFU and to assess the need for a reteach of the taught concept.