



Stop Saying Do You Understand?

by **Doug Lemov**



“Pupils are working more independently.
It’s a life changer”

What I Wanted to Improve

Pupils following instructions first time and listening when asked.

What Would Success Look Like?

1. Students becoming more independent and problem solving
2. Students are quicker to begin tasks
3. Less teacher talk time

How Did I Approach It?

- Introduced it straight away as a whole class.
- Would give an instruction and then ask the class to close their eyes and rate how confidently they felt they understood the instructions. 1 finger would be not confident all the way to 4 fingers being very confident.
- After they opened their eyes I asked a pupil who rated a 1 to explain the task again, and then a pupil who rated a 4 to explain the task.
- Afterwards, I could get all the pupils who said a 1 to come to the front to explain the task again.

My Context

**Primary School,
Ashton-Under-Lyne**

Ofsted Rating **2**

Free School Meals **27.8%**
(National Average 24.9%)

Pupils **388**

Ages **3-11**

Gender **Mixed**

School Type

Academy - Converter Mainstream

Resources and Cost Required

No cost, minimum effort. TA needed as consistency is key.

Results and Conclusions

Success criteria	What changed?	Why?
<p>Students becoming more independent and problem solving</p> <p>Students are quicker to begin tasks</p> <p>Less teacher talk time</p>	<p>More able to work independently/ listening more clearly and focusing because they will have to explain the task back. Working more independently. Life changer.</p> <p>At first they weren't as quick as had to stop, do confidence rating, explained tasks to kids who put up 1, etc. Adjustment. Very quickly realised should be asking students who put up 4 to explain. Has become quicker. Slow at first, but in a positive way. Meant everyone was doing what they should be doing, not what they thought they should be doing.</p> <p>Beginning it increased the talk time as it had to be explained. But now it is just "confidence" "hands up". Has reduced having to go around and explaining the task to 15 different kids in 15 different ways. Has reduced the time I spend explaining tasks.</p>	<ul style="list-style-type: none"> • Helped children to separate events • Helped them to relate to subject/ verb that subject has already 'done' something, so now if he's doing something else it needs to be a new sentence (tie it to this repeatedly so they can grasp the grammatical reason)

Overall Rating and Recommendation



Would definitely recommend

Super useful. It has changed the classroom environment and changed the classroom environment. Even the lowest ability groups are starting straight away.