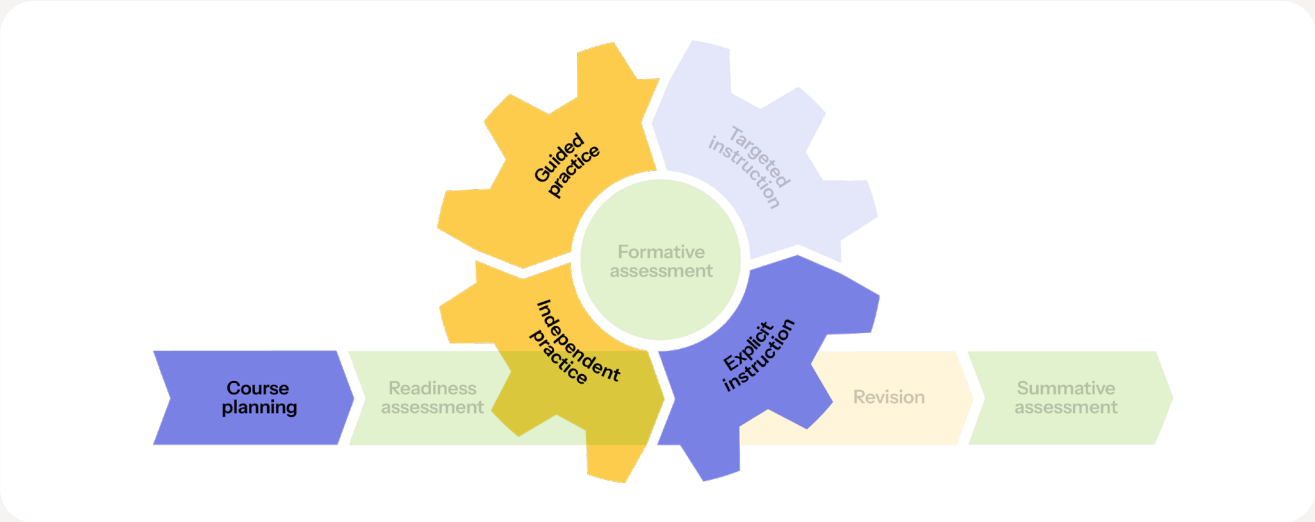
EP for Explicit Teaching

The way you already teach, supported at every step

Explicit teaching is a clear, direct and systematic way to teach: learning intentions and worked examples up front, scaffolded practice with regular checks for understanding, and responsibility gradually released from teacher to student (Rosenshine, 2012; Archer & Hughes, 2011). But delivering it well, lesson after lesson, is demanding; checking that every student is keeping up, not just the confident few. If your school's instructional model is built on these principles, Education Perfect was made to support it - EP lessons are designed to follow the same sequence your teachers do.



The EP Learning Cycle mirrors the explicit teaching sequence: planning, explicit instruction, then guided and independent practice, with feedback to students and insights for teachers.

Course planning. EP courses can be arranged to align with your scope and sequence, and lessons and assessments can be customised - or built from scratch - to support existing teaching plans. Learning intentions and success criteria are surfaced from the start, so students always know what's expected and how progress will be measured.

"I do" Explicit instruction. EP lessons open with clear success criteria, direct explanations and worked examples, and content is chunked to manage cognitive load. Teachers can lead from the front using presentation mode, or let the lesson carry the explanation while they work the room.

"We do" Guided practice. Students progress through regular checks for understanding, paired with timely, specific and actionable formative feedback. Misconceptions are corrected the moment they form, not days later. Teachers can see understanding build in real time and step in exactly when they're needed.

"You do" Independent practice. Questions build in cognitive demand as students show they're ready, keeping each student working at the edge of their capability. Teachers view mastery progression across the class - who's ready to move on, who needs further support - with the marking handled automatically.

> "Using Education Perfect has made a huge difference to my students. The ability to work independently and monitor their own progress is fantastic. The work is well structured and supports students in concept development and consolidation of their learning focuses."
>
> Plenty Valley Christian College, Doreen

> "I particularly like the Peer Review option: it allows me to coach students as to how to review, and students can see different levels of quality. I get students to rewrite their answers after having read the model answer, using the key words."
>
> Corinda State High School, Brisbane

47% Improvement in extended responses when students use EP's Learning Loop*

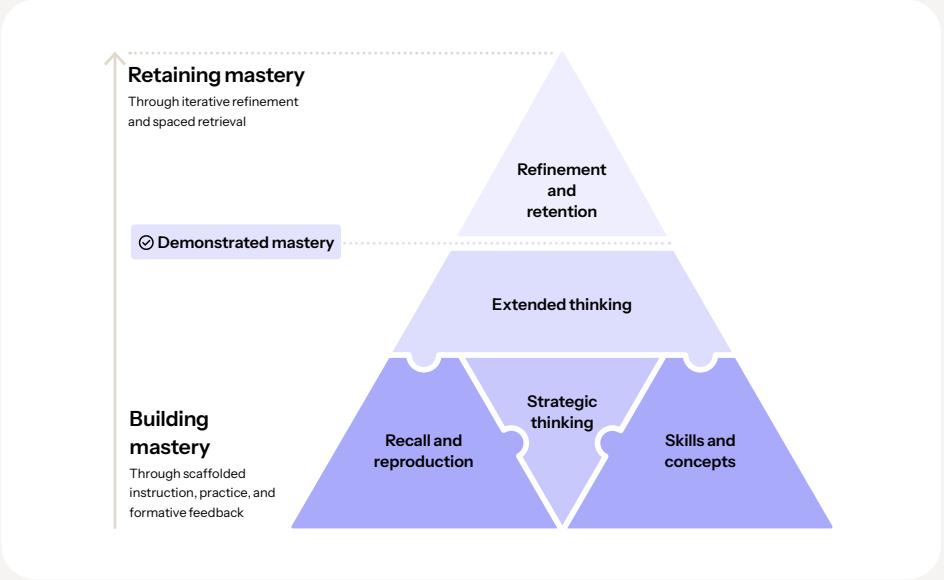
Your instructional model doesn't need to change for EP. EP supports you to deliver it, every day.

*Data derived from an internal EP analysis of ~250,000 answers from 19,500 students over a 10 week period.

EP for Retrieval Practice

Make learning stick, long after the lesson

Retrieval practice means actively recalling what's been learned, rather than simply re-reading, and repeated retrieval is what strengthens long-term retention (Karpicke & Roediger, 2008; Bjork & Bjork, 2011). It works because performance in the moment isn't the same as durable learning: without retrieval, much of what's taught quietly fades. If your school has made retrieval a deliberate part of practice, Education Perfect is designed to power it: frequent, low-stakes, spaced over time, and building from simple recall toward extended thinking, with immediate feedback at every step.



The EP Mastery Model takes learning from recall toward extended thinking - and retrieval is what makes it last: frequent practice consolidates each level, and spaced retrieval keeps it from fading and strengthens it over time.

Build fluent recall. Retrieval starts with bringing core concepts and skills to mind - often, and at low stakes. On EP, quick questions mark themselves instantly, so a wrong answer is a moment to learn, not a mark in a book. Points and friendly competition keep the stakes low and the frequency high.

Increase the complexity. As recall becomes fluent, retrieval moves up in complexity; from reproducing facts to applying skills, connecting concepts, and reasoning strategically. EP's questions progress through these levels as students are ready, targeting each student's gaps, not the class average.

Free up working memory. Retrieval is what makes the climb possible. When facts and skills can be recalled with little effort, working memory is freed for reasoning, problem-solving, and applying knowledge in new contexts. EP is structured to secure retrieval of the foundations, allowing students to progress to more cognitively demanding work.

Space retrieval for retention. Most of what's taught fades without retrieval practice. EP keeps learning in circulation; resurfacing earlier material for review so knowledge is refreshed before it's lost, reducing the need to re-teach. That's the difference between learning that merely performs on the day and learning that is actually retained.

> "My students genuinely enjoy using EP as a revision tool. The interactive questions, instant feedback and ability to track their own progress have really boosted engagement, even for some of my less confident learners. It's also been great for me in identifying gaps and targeting revision more effectively."
>
> John Paul College, Kalgoorlie

> "They love being challenged during revision sessions. It makes practice feel less like 'work' and more like a challenge they want to succeed in."
>
> Kolbe Catholic College, Melbourne

5.2% Lift in NAPLAN scores with regular EP use*

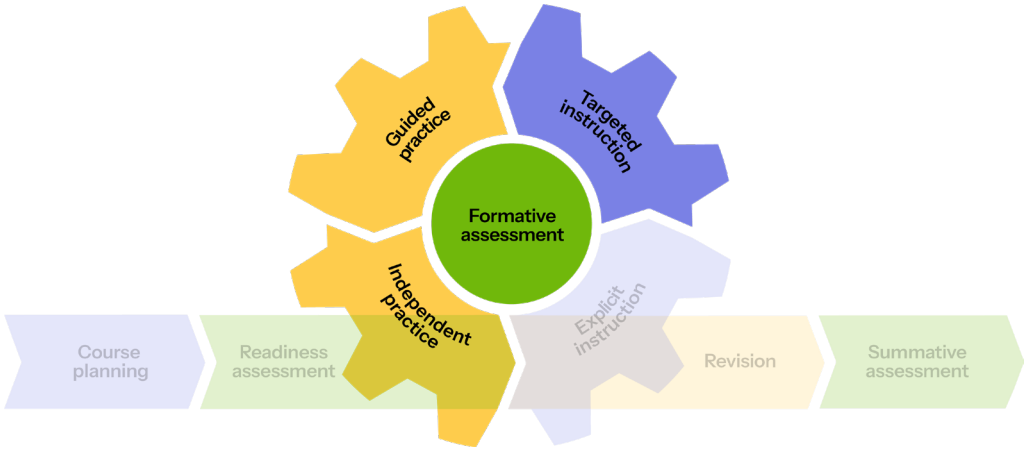
Your instructional model doesn't need to change for EP. EP supports you to deliver it, every day.

*Data derived from an internal EP analysis of 2025 Australian Year 9 NAPLAN literacy and numeracy results against EP usage statistics.

EP for Formative Assessment

Check what's landed, and act on that insight

Formative assessment gives teachers a clear, current picture of what students do and don't yet understand, so teaching can respond to where they actually are (Black & Wiliam, 1998; Bambrick-Santoyo, 2019). The trick is gathering that evidence often enough, and fast enough, to act on it while it still counts. If your school runs on regular formative assessment, Education Perfect is built for it: set a quick, low-stakes check whenever you want a read on the class, get it marked instantly, and see exactly who understands, who doesn't, and where to take your teaching next.



Formative assessment sits at the heart of the EP Learning Cycle. Each check makes student understanding visible, so you can act on what students actually know: reteach, regroup or extend.

Assess for understanding. Set a quick, low-stakes check whenever you want a read on the class: generate a formative quiz from any combination of your lessons, or build one with EP Create. Use it as an entry ticket, a mid-lesson check or an exit pass: it takes minutes to set, and students answer at their own pace. A deliberate check, as often as you need one.

Analyse for insights. EP marks it instantly and turns the results into a clear picture: who's got it, who hasn't, and where the misconceptions sit - across the whole class and for every individual. Dashboards surface the patterns at a glance, so you can spot a class-wide gap or a single struggling student without wading through a pile of marking. The data sharpens your own read on where each student is really at.

Act to close gaps. Then teach to what you've seen; reteach the class, support a small group, or set targeted work for the students who need it and extension for those ready to move on. EP turns the results into each student's next steps, so your response is shaped by what they actually know. And with the marking, insights and follow-up tasks all in one place, acting on the data becomes a routine part of teaching, not another job for after hours.

> "I love how easy it is to keep an eye on how students are progressing and identify the students who struggle. EP makes it easy to identify the areas that students are struggling with and then plan future lessons around the data collected. It also allows me to celebrate the successes when mapping their progress over time."
>
> Clairvaux MacKillop College, Brisbane

> "I have used EP assessments for pre- and post-assessment in class to differentiate students' progress. The tool to generate reports highlights the growth of each student, along with whole-class progress and allows me to target specific areas for revision work for each student."
>
> Kew High School, Melbourne

2x Learning growth when teachers assign students individualised next-step recommendations*

Your instructional model doesn't need to change for EP. EP supports you to deliver it, every day.

*Data derived from an internal EP analysis of over 46,000 pre- and post-assessment pairs.