

Knutton St Mary's Lesson Structure Policy



- **Learning Intention:**

Each and every lesson taught must have a clear and specific learning intention.
(Intentions and activities are not to be confused here)

The tasks and activities set throughout the lesson need to facilitate the children in making progress towards this learning objective.

Books scans should evidence a sequence and progression of skills (school success criteria's to be used to support this)

- **Types of learning**

We recognise that there are 3 types of learning and that children need to be taught and allowed to demonstrate the following:

1. New Learning
2. Deepening understanding (consolidation)
3. Application

- **Teaching Assistants/ Other Adults**

Other adults in the room should be being used effectively. They need to be promoting and influencing learning. They should be flexible in their use- working with different children/ different abilities and for different purposes, e.g. to extend, to support etc.

Lesson Structure

1. Lesson Introduction:

During this part of the lesson children should be:

- Engaged
- Contributing
- Questioning
- Discussing

During this part of this lesson the teacher should be constantly reviewing progress and checking understanding using techniques such as:

- Effective questioning
- Asking for examples both verbally and written (whiteboards)

At this point children need to be grouped for the main activity according to their level of need/ support. Here, the teacher needs to be explicit about progress. They should talk about understanding and progress.

2. Main Activity:

During this part of the lesson the children should be:

- Engaged
- Questioning
- Showing independence

During this part of the lesson the teacher should be checking progress, supporting and extending. During the main activity if appropriate a progress checkpoint should take place. This is a clear, planned opportunity for the teacher to take a maximum of 5 minutes to check that progress is occurring throughout the classroom. Strategies for checking include:

- Give me an example...
- Share work/ ideas/ words/ phrases/ sentences
- Ask those making good progress to explain to the others
- A scan of work to check for high output/ good quality and quantity
- Self and peer assessment against the lesson/ unit success criteria

Or

- Visiting a specific group.

At this point children may need re-grouping for further support or extension. (You do not have to stop everyone)

3. Review of Learning/ Final progress checkpoint:

During this part of the lesson the children should be:

- Reviewing their own learning, referring back to the Learning intention and Success criteria (KS1 – Steps to Success)
- Discussing/describing their own progress
- Supporting others to discuss/describe their progress
- Identifying their next steps...

During this part of the lesson the teacher should be:

- Questioning effectively to elicit self/ peer assessment
- Be explicit in making it clear (through questioning) what each child can now do, as a result of the lesson, that they couldn't do before.

The above lesson structure applies to both all lessons.

Specific to maths:

- Discuss methods/ strategies/ explain how the answer was reached
- What is the most efficient way of calculating?
- When appropriate if the children have got it then :

- Increase the level of challenge (this does not mean for examples, bigger numbers)
- Apply the skill/strategy (use Testbase/pitch and expectations)
- If the children are struggling then :
 - Reduce the challenge/ regroup/ support/

Key Note:

Teachers and children need to be explicit about their learning and their progress. This vocabulary/discussion needs to take place on a daily basis so that it is embedded into classroom practice.

Questions to consider when evaluating the quality of learning.

In your lesson you should be thinking about these things.

To secure at least good T&L then application of the questions below are a necessity in your daily teaching.

1. Are all your pupils actively engaged (not passive) during teacher exposition? Are all pupils responding to questioning and attentive? THIS IS KEY
 - VAST MAJORITY
 - LENGTH OF EXPOSITION
 - STRATEGIES to engage all.
2. Can the vast majority pupils tell you what they are learning about and the purpose of the learning? Are they interested in their work? Visual aids and examples of modelling are essential here.
3. Is the output of work (evidence of learning) sufficient? We need to make sure that tasks are conducive to pupils demonstrating learning swiftly.
4. Can all pupils explain what key vocabulary means? E.g., what is an adverb, factor etc?
5. Is it evident from the work produced by pupils that they are making progress in their learning?

Additional points that must be considered

6. Can pupils explain whether the learning is new or consolidation of previous concepts taught? (Plenary at the end of independent work or during learning are good opportunities to refocus and for pupils to demonstrate what they are learning.) Again, judge pupil responses.
7. Can all pupils explain the purpose of success criteria (Steps to Success) and explain what it means?
8. If misconceptions are evident from interaction with pupils during exposition and independent work, are these addressed and clearly rectified?
9. If you ask for self-assessment eg, thumbs up/down. This must not be a token gesture – find out what needs to be done for those who need more help. Put it in your planning for the next lesson.