

Appendix A

A Typical Lesson Structure:

What does a typical lesson look like?

At Heron Way Primary School we believe that a learning session should comprise of the following elements;

- Planning – Before the lesson
- Introduction to the lesson
- Main teaching
- Group teaching and independent activities
- End of the lesson; plenaries and/or mini plenaries within the lesson
- Use of assessment and evaluation – before, during and after the lesson.

1 Planning - Before the lesson teachers will:

- Follow the Heron Way Primary School Planning Cycle
- Use formal and on-going assessments in order to determine where the children are in their learning and their next steps
- Establish a clear learning outcome 'I am learning to/about' in 'child friendly' language arising from this assessment, the steps to success that will enable the children to achieve the learning and opportunities for both children and the teacher to assess progress against these
- Contextualise the learning either by making it relevant to the lives and/or interests of the children, and where appropriate making cross curricular links
- Plan an appropriate structure of activities (differentiated where necessary) that will enable the children to engage in their learning and acquire the necessary knowledge and skills
- Plan the use of other adults - ensuring maximum learning opportunities and catering for all learning styles

2 Session Starters: What's the knowledge and skills?

- Recapping on prior learning, allowing time for the children to look at their feedback from the previous lesson and recap the knowledge and skills already acquired
- Sharing the learning journey ahead with the children and referring to this throughout the session. We believe it is crucial that children understand the knowledge and skills they will be developing and exploring how it can be applied
- Modelling is an integral part of all learning. The steps to success are modelled for the children so they have a clear understanding of the pathway to effective knowledge and skill acquisition
- Introducing **subject specific language** which is modelled by the teacher during the session with an expectation that the children will use the vocabulary in their verbal and written responses
- Putting the learning into context; explaining to the children why they are learning what they are learning
- Using appropriate resources, including technology, manipulatives and other adults, in order to support children's learning
- Balance the teacher and child talk - engage all
- Always assess - ongoing by staff and children
- Learning behaviours and relationships are strengthened through celebrating the inquiry you ignite

3 Help them acquire the knowledge and skills

- Model the expectation
- Using resources to support and ensure engagement
- Question, question and more questions - children asking many questions related to the knowledge and skills within the session
- Good pace to the lesson; this is not always about speed - change the approach, change the activity - flip the session upside down
- Secure subject knowledge demonstrated by the class teacher
- High expectations of children both in terms of their work and their learning and behaviours
- Praise for all - what's your class celebration of success
- A wide range of assessment strategies which are used by both the children and the teacher
- Evidence of positive relationships between children, their teacher and the other adults in the room
- Pit Stop sessions to check the learning

- Children receiving positive and diagnostic feedback about their effort and their learning

4 Focus your help

- Differentiated activities (where appropriate) through prescribed outcome, support, resources, etc which match the learning and steps to success
- Opportunities provided for the children to talk about learning, experimenting with concepts, asking questions and deepening their understanding
- The teacher has a focus group; moving learning forwards and using prior assessment to address misconceptions
- Other adults used to support groups/individuals/whole class

5 Sum it up

- What have we achieved - children show and demonstrate the knowledge and skills acquired
- Teachers and children making assessments which will inform future learning
- The use of a range of assessment strategies; allowing children time to reflect on their learning, checking to see if they have achieved what was set out to achieve
- Feedback - what has been successful? What next to further strengthen and deepen our understanding?
- Consolidate and summarise in just a few words - what will tomorrow bring?

6 What next?

- Evaluating whether all the children or groups of children achieved the learning and met the lesson's steps to success, and whether the children's learning moved on and if it didn't, why not?
- Reflecting on what went well
- Reflecting what next - revisit before introducing further knowledge and skills? Before tomorrow? Ready to move on? Who isn't? Will I need to create a new focus group in order to support or perhaps extend and deepen?
- Diagnostically marking or completing the marking journal in line with the marking and feedback policy
- I am completely clear on what I need to do next!