Teaching Toolkit at Harrogate High School



Lesson Phases

KNOWLEDGE RECALL

An opportunity to assess pupils' ability to recall and retain information from previous learning.

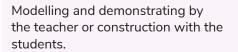


LEARNING PURPOSE

Contextualises learning within the 'big picture' and outlines what is expected of learning in this lesson.

EXPERT INPUT

Instruction and imparting of knowledge. Discussion questioning and feedback.



INDEPENDENT PRACTICE

Students apply the knowledge/ practice the skill that has been prepared for in the previous phases.



The teacher uses this opportunity to circulate and check the understanding of students and check for misconceptions so they can be challenged and corrected.

Live marking is a prominent part of this phase.

LEARNING REVIEW

Linking back to the Learning Purpose and Key Question. This is used to inform the next lesson and future planning.



Whiteboards/exit tickets and application questions are often used.

Collaborative Structures

Engage pupils in meaningful discussion and promote effective collaboration in lessons, during the expert input phase.





Core Routines

Entry Routine

A clear sequence of actions and instructions for how to begin in a calm and structured way. This includes a warm greeting at the threshold with pupils entering the classroom and completing the knowledge recall questions in silence.

3-2-1

A simple routine to signal the need for silence.

No Opt Out

A phrase used by staff to remind pupils of the need to contribute fully to their learning.

Transitions

When moving from one phase to the next in a lesson teachers will clearly and explicitly explain what is required of pupils.

Exit Routine

A clear sequence of actions and instructions for how to end in a calm and structured way.



