



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.



Modelling and demonstrating by the teacher or construction with the students.

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.

OPINION CONTINUUM

The teacher poses a question or gives a statement.

DISCUSS
Discuss in pairs or teams what the different answers or points of view are.

DECIDE AND JUSTIFY
Decide your place (position) on the continuum. Have a concrete reason or example.

FEEDBACK
Feedback answers as a class.

SHARE AND SCRIBE

The teacher poses a question.

THINK TIME
Think about multiple answers.

SHARE AND SCRIBE
Take it in turns to share the answers. Write down all responses.

DISCUSS
Decide on which answer your team will feedback.

FEEDBACK
Feedback answers as a class.

PAIRED READING

PARTNER 1
Read the first paragraph/named part/section of the text.

PARTNER 2
Follow along with the text and actively listen.

PARTNER 2
Read the second paragraph/named part/section of the text.

PARTNER 1
Follow along with the text and actively listen.

Repeat until the reading is complete. Make sure to pick up on any mistakes.

THINK - PAIR - SHARE

The teacher poses a question.

THINK
In silence think about the response.

PAIR
With a partner share the responses in turn.

SHARE
Reconvene with the class. Feedback answers.

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.

STRIVE FOR 5

- Every lesson has a title and date which are updated with a ruler.
- All sheets are stuck flat in the right place.
- No graffiti or scribbling **anywhere** in books.
- Work is completed in blue or black pen; drawings and tables completed in pencil.
- Care and attention is given to spelling and punctuation.

Ready 4 Learning

Are you R4L?

- 1 x pen (black or blue)
- 1 x pencil
- 1 x rubber
- 1 x ruler
- 1 x calculator
- DEAR Reading book (Year 7 & 8 only)

R4L Learning First...