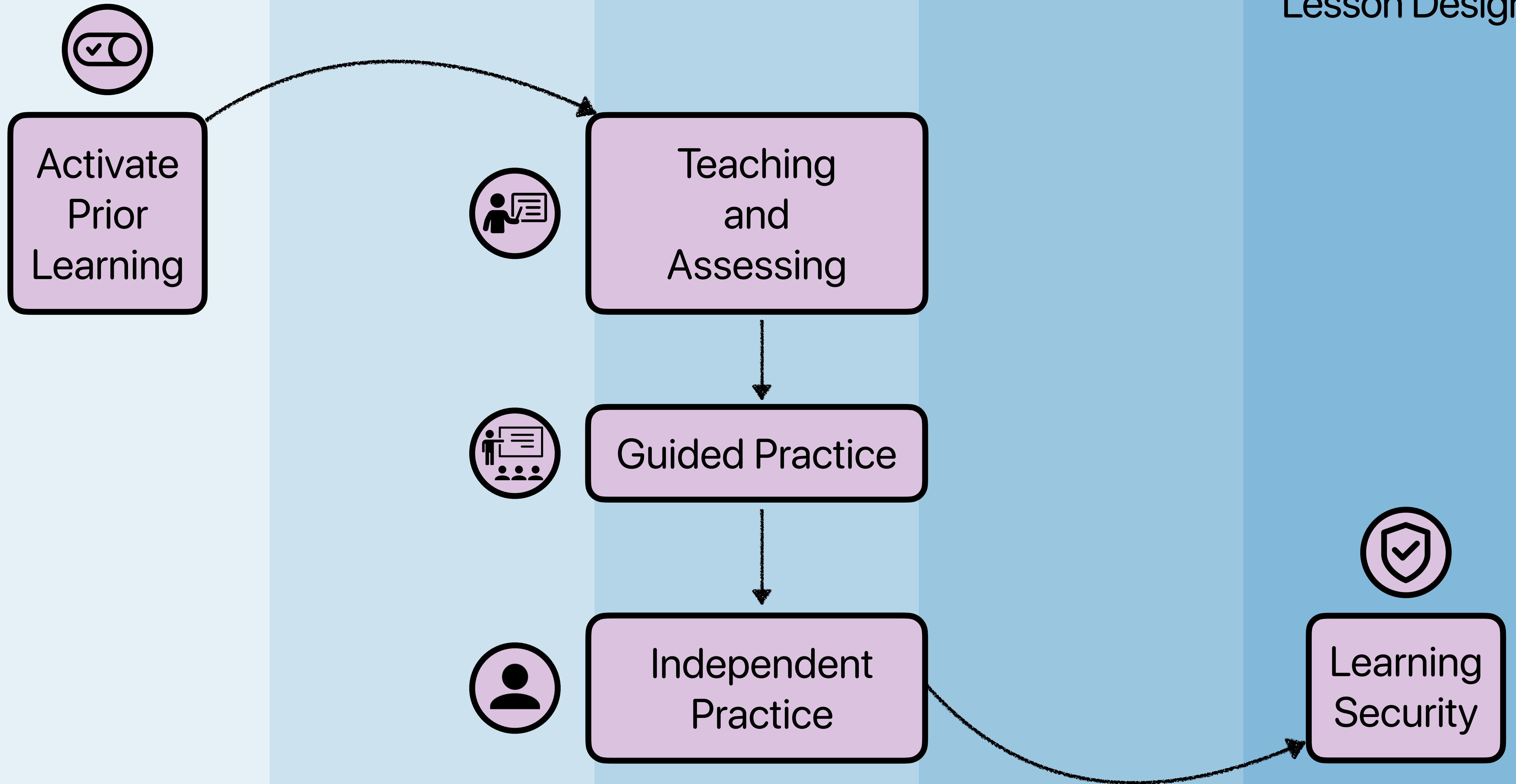
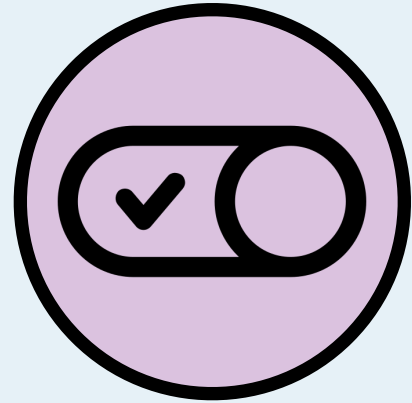


Lesson Design



WALKTHRU_s

Elaborative Interrogation



Activate Prior Learning

The start of the lesson acts as a catalyst to activate prior knowledge. This will facilitate thinking and allow a focus in on learning intent in a sequence of lessons. So, what are today's building blocks?

WALKTHRU_s

Show-me Boards
Cold Calling
Think, Pair, Share



Teaching and Assessing

Within the direct teaching, teachers use a variety of questioning techniques to continually assess how well children have understood today's learning (building blocks). This process is interactive and responsive to all children. All children are engaging with the learning. Small steps are built.

WALKTHRU_s

Guided Practice
Live Modelling
Scaffolding



Guided Practice

Which children have been identified as needing additional teaching/further reinforcement in order to access the independent learning? Is further scaffolding (breaking down into smaller chunks) needed? What does this look like?

WALKTHRU_s

Independent Practice
Feedback That Moves Forwards
Process Questions



Independent Practice

Does the learning in the task link with what has been taught and practiced? Is it set out in suitable small steps? Does it build on what children know? Is it low entry / high ceiling? Are the appropriate scaffolds in place for children with SEND? (Ensuring that scaffolds only support those/what is needed, so aren't limiting.) Is it a constituent part of the unit of learning i.e. an integral part of a sequence of lessons?

Lesson Design

WALKTHRU_s

Quizzing
Peer-Supported Retrieval



Learning Security

What do we know which will help here?
What do I need to do? Why?
What will help me?
Questioning and sentence stems.