

Lesson Preparation

Have you planned with the page profiles to hand?

Make sure you are using the 'Lesson Template' for each lesson.

What is the pre-requisite prior learning?

What is the core knowledge and skills that we want students to know (Know & Show chart)?

What are the common misconceptions?

What hinge questions will assess learning?

Which technique to CFU? When will you CFU?

How will you reinforce the learning routines in your lesson?

Retrieval

Do Now Activity (DNA)
Begin lesson with a short review. Content from recent lessons or identified pre-requisite knowledge for the upcoming lesson.

The Do Now (DNA) is a hook into the lesson. How can you excite students into learning?

Weekly and monthly reviews of learning over time.

Learning gaps are to be **FILLED** not **LEFT**. Use a DNA to support children with no prior knowledge.

Explicit instruction

Provide the key content / keynotes.

Present new material in small steps.

Provide models.

How will you ensure that **ALL** learning needs are catered for when 'presenting new information'?

Practice

I do We do You do:
Guided student practice.

Independent practice:
Red Zone.

Students will lack confidence to 'give it a go'. How can you bridge the gaps?

Obtain a high success rate.

Chunk the opportunities to work alone.

Check for Understanding

How can you assure students have fully understood and can apply their knowledge to skill? **KNOW** before **SHOW/DO**

Cold Call

A B C Questions

Turn and Talk

Intentional Monitoring – Live marking and / or verbal feedback.

Show Call

Jot First Thoughts

High Participation & Thinking Ratio

Have you considered cognitive load?

Can students articulate where they are working at in a sequenced curriculum? *Why this, why now? Or 'then, now, next'*