



Lesson Pedagogy

BEFORE THE LESSON SEQUENCE:

- ♦ Medium Term Plan - what learning needs to take place in order to meet National Curriculum objectives and to fill gaps due to the impact of Covid19 lockdowns? NC objectives for that year group should be at the forefront of the mind when the MTP is completed.
- ♦ Vocabulary - what is the key vocabulary? What needs to be pre-taught and to whom?
- ♦ Identify target children. As a result of pupil progress meetings, who needs to be targeted and how? What are the gaps and how will they be filled?
- ♦ What's the end outcome? If the teaching and learning has been effective, what will we see?

DURING THE LESSON:

- ♦ OMS, Recap previous learning (Inc. from previous years), Address misconceptions from extension questions from marking sheet.
- ♦ Introduce LO/Success Criteria/Pre-teach key vocab. (Use of strategies such as talk partners, modelled sentences etc.);
- ♦ Exposition:
 - ⇒ Pace needs to be quick. Engage children through use of talk partners, mini-activities etc.
 - ⇒ Open questions targeted to all children (e.g. through use of lollipop sticks etc.)
 - ⇒ TA to teach group through use of mini plenaries, engaging children through use of activities at their level/stage of learning
 - ⇒ Children need to be working harder than the adults.
- ♦ Work:
 - ⇒ Differentiated
 - ⇒ Linked to LO and SC
 - ⇒ Should be an expectation of independence rather than reliance on T/TA to do the work for them. Resources provided should support the children in achieving the LO/SC independently
 - ⇒ Calm, quiet atmosphere to promote purposeful learning
 - ⇒ Teacher/TA to monitor the room or group
 - ⇒ Children to monitor own progress
- ♦ Plenary
 - ⇒ Reflections on the LO
 - ⇒ Apply/review/assess what's been done
 - ⇒ Teacher assess
 - ⇒ Self assess
 - ⇒ Peer assess (where appropriate).

Mini-plenary - do the children understand? If not, review misconceptions before having another go.

AFTER THE LESSON:

- ♦ SPAG/handwriting errors are picked up and gaps are identified to inform future work
- ♦ Work is marked against the LO/previous targets set (e.g. cold-hot write, weekly/termly/half-termly targets)
- ♦ Gaps or misconceptions from marking sheet are used to inform the next lesson.
 - ⇒ Does there need to be an edit on the MTP?
- ♦ Reflect on what went well and what didn't. How might you change future lessons?
 - ⇒ If the lesson didn't go as well as hoped, consider consulting subject leaders or SLT for advice.

GENERAL TIPS:

- ♦ SEN and EALBs should not necessarily always be grouped together
- ♦ Targets - how will you address these in your lessons?
- ♦ Extension questions and misconceptions from marking sheet - has it had an impact? Has the child addressed this in their next piece of work? Has the child addressed an extension question correctly?
- ♦ TAs should monitor progress of the children they are working with and feedback to the teacher.

CLASSROOM ENVIRONMENT:

- ♦ Displays are linked to current learning.
- ♦ Display policy adhered to.