**Lesson Structure 2024-2025**

**Our lesson structure is based on research surrounding the principles of outstanding teaching (e.g. Rosenshine’s Principles). It is not prescriptive and you will see elements of the structure across a number of lessons. Subjects are autonomous and use the structure to suit their subject discipline.**

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| **Activity** | **Key components** | **Resource Ideas** |
| **Do Now** | * Teachers meet and greet at the door and lessons begin with Do Now task completed independently
* Ensure your ‘Do Now’ tasks demonstrate the following – Preview, Review, Improve or Drill
 | * Retrieval (e.g. Connect Four)
* Assess prior knowledge
* Vocabulary task
* A quotation to evaluate.
* Chronology task
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| **Lesson Outcomes** | * Ensure learning outcomes are specific, measurable and linked to prior knowledge.
* Explain how learning outcomes link to Catholic social teaching principles.
 | * Include two or three learning outcomes per lesson.
* Are driven by learning, not activities.
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| **Activate** | * Ensure you prioritise the essential knowledge and skills.
* Adapt your activate tasks.
* Ensure students learn new content/skills in engaging and interesting ways.
* Ensure your instructions and explanations are clear, simple and in small steps.
* Ensure you continually circulate.
 | * Explicit instructions
* Reading tasks
* Comprehension tasks
* Collaborative work
* Media Clips.
* Class discussions.
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| **Progress Check** | * Ensure that an inclusive progress check is completed at least once during the lesson.
* Ensure you assess students’ understanding of content/skills delivered during the ‘Activate’ task.
* Offer timely support and clarify misconceptions.
* Use this as an opportunity to interleave.
 | * Mini whiteboards.
* True or False activities.
* Multiple choice questions.
* Cold calling.
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| **Model** | * Ensure that modelling is completed at least once during the lesson.
* Scaffold your modelling activity.
* Share your thought process.
 | * I do, you do, we do.
* Use visualisers.
* Use examples of students’ work.
* WAGOLL/WABOLL.
* Metacognitive modelling
* Assess an example and improve it.
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| **Resilience** | * Ensure pupils have adequate time for independent practice.
* Adapt the resilience task to support and stretch students.
 | * Extended writing (including exam questions)
* Debates/Presentation
* Create / Build / Cook / Perform
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| **Plenary** | * Assess students’ progress towards achieving the learning outcomes.
* Use this assessment to inform your future planning.
* Encourage students to be self-regulated and reflective.
 | * Practice application of key vocabulary
* Exit tickets
* Cold calling
* Mini whiteboards
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