**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 |
| **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. |
| **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. |
| **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. |
| **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. |
| **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 |
| **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 |