

## Lesson Structure 2025-2026

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.

<u>Activity</u>	<u>Key components</u>	<u>Resource Ideas</u>
<b>Do Now</b>	<ul style="list-style-type: none"> <li>✓ Teachers meet and greet at the door and lessons begin with Do Now task completed independently</li> <li>✓ Ensure your 'Do Now' tasks demonstrate the following – Preview, Review, Improve or Drill</li> </ul>	<ul style="list-style-type: none"> <li>✓ Retrieval (e.g. Connect Four)</li> <li>✓ Assess prior knowledge</li> <li>✓ Vocabulary task</li> <li>✓ A quotation to evaluate.</li> <li>✓ Chronology task</li> </ul>
<b>Lesson Outcomes</b>	<ul style="list-style-type: none"> <li>✓ Ensure learning outcomes are specific, measurable and linked to prior knowledge.</li> <li>✓ Explain how learning outcomes link to Catholic social teaching principles.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Include two or three learning outcomes per lesson.</li> <li>✓ Are driven by learning, not activities.</li> </ul>
<b>Activate</b>	<ul style="list-style-type: none"> <li>✓ Ensure you prioritise the essential knowledge and skills.</li> <li>✓ Adapt your activate tasks.</li> <li>✓ Ensure students learn new content/skills in engaging and interesting ways.</li> <li>✓ Ensure your instructions and explanations are clear, simple and in small steps.</li> <li>✓ Ensure you continually circulate.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Explicit instructions</li> <li>✓ Reading tasks</li> <li>✓ Comprehension tasks</li> <li>✓ Collaborative work</li> <li>✓ Media Clips.</li> <li>✓ Class discussions.</li> </ul>
<b>Progress Check</b>	<ul style="list-style-type: none"> <li>✓ Ensure that an inclusive progress check is completed at least once during the lesson.</li> <li>✓ Ensure you assess students' understanding of content/skills delivered during the 'Activate' task.</li> <li>✓ Offer timely support and clarify misconceptions.</li> <li>✓ Use this as an opportunity to interleave.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Mini whiteboards.</li> <li>✓ True or False activities.</li> <li>✓ Multiple choice questions.</li> <li>✓ Cold calling.</li> </ul>
<b>Model</b>	<ul style="list-style-type: none"> <li>✓ Ensure that modelling is completed at least once during the lesson.</li> <li>✓ Scaffold your modelling activity.</li> <li>✓ Share your thought process.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I do, you do, we do.</li> <li>✓ Use visualisers.</li> <li>✓ Use examples of students' work.</li> <li>✓ WAGOLL/WABOLL.</li> <li>✓ Metacognitive modelling</li> <li>✓ Assess an example and improve it.</li> </ul>
<b>Resilience</b>	<ul style="list-style-type: none"> <li>✓ Ensure pupils have adequate time for independent practice.</li> <li>✓ Adapt the resilience task to support and stretch students.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Extended writing (including exam questions)</li> <li>✓ Debates/Presentation</li> <li>✓ Create / Build / Cook / Perform</li> </ul>
<b>Plenary</b>	<ul style="list-style-type: none"> <li>✓ Assess students' progress towards achieving the learning outcomes.</li> <li>✓ Use this assessment to inform your future planning.</li> <li>✓ Encourage students to be self-regulated and reflective.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Practice application of key vocabulary</li> <li>✓ Exit tickets</li> <li>✓ Cold calling</li> <li>✓ Mini whiteboards</li> </ul>