**St Gabriel’s Lesson Structure Guidance 2021-2022**

|  |
| --- |
| **St Gabriel’s Non-negotiables:** |
| To establish a climate conducive to learning:   * All teachers must be at doors until the whole class is in. * All lessons to start within 3 minutes of the end of movement time. * ‘Do Now’ tasks must be available for pupils to engage with on entry (whilst staff are monitoring entry). * The register must be taken whilst pupils are completing the ‘Do Now’ task. * ‘Star of the Lesson’ should be awarded to one deserving pupil at the end of each lesson. * All teachers manage an orderly end to lesson and exit from the room. * At the end of L4, teachers escort their classes to their year group’s point in the dinner queue. * At the end of L5, teachers escort their classes safely off-site to the road and remain there until all students have dispersed.   To support the effective planning of teaching and learning / curriculum implementation:   * All teachers must have seating plans with highlighted data/groups (Ability, SEND, PP, EAL, Focus 5). * ‘The Big Picture’ and learning outcomes must be shared with pupils after the ‘Do Now’ task to frame the learning / context of the lesson for them. * Key vocabulary / terminology for the lesson must be revisited, modelled and encouraged throughout the lesson. * All lessons (which can be taught over 1 or 2 hours) must contain all aspects of our lesson structure. Timings serve as a guide and can be adapted as required, however remember there is a purpose behind these timings (e.g. a limit on the amount of time spent on ‘Activate’ to manage students’ cognitive load, enough time spent on ‘Resilience’ to ensure sufficient time to practice skills). * Students must receive regular, meaningful feedback on their work according to the 2020-2021 Marking and Feedback Agreement. * Lessons can be taught over one or two teaching hours (i.e. in one lesson or across two lessons). Where the lesson is taught across two lessons, in the second lesson a ‘Do Now’ task and a reminder of the learning outcomes must take place before the lesson continues. |

|  |  |  |
| --- | --- | --- |
| **Do Now**  A purposeful start to every lesson | **Approximate Timing: 5 minutes** | |
| **DO:** | | **DON’T:** |
| * **Ensure the ‘Do Now’ can be accessed by all students upon entry** (i.e. a paper task on their desks or a task on the whiteboard). This is to avoid students asking “What are we doing? Where’s the Do Now?” and to develop a self-managing task. * **Ensure the ‘Do Now’ is completed by students independently**. If students need help, it’s not independent enough. * **Differentiate the ‘Do Now’ to ensure all students are appropriately challenged and engaged**. Allow students to choose the level/task to complete; do not assign them to groups (e.g. Blue group must do X and Yellow group must do Y). * **Ensure the ‘Do Now’ is a written task.** This makes the activity more productive and rigorous. It enables you to hold pupils to account for what they are doing during this time and to assess students’ understanding whilst they work. * **Ensure your ‘Do Now’ tasks conform to the following – Preview, Review, Improve or Drill:** * Previewing the knowledge/skills in the lesson/learning to come (priming); * Reviewing or recalling knowledge/skills from previous lessons (memory and retrieval); * Completing the Blue Box Response (BBR) in order to improve a piece of work; * Drilling or embedding interdisciplinary skills, numeracy or literacy. | | * Use an open-ended question. * Use a settling task that doesn’t add learning value. * Set a reading task with no way of testing if all students have done it. * Use this as a time filler. * Choose anything which requires teachers to help / help from a peer as this stops it being a self-managing task. * Show a clip; you can’t take the register and you need to wait until all students are seated before you can begin playing it. * Only have one task of one difficulty available, unless students are completing their BBR. |
| **EXAMPLES (see the ‘Do Now’ folder on the shared area for ideas and resources, as well as other subject’s folders):**   * Present students with differentiated questions or a task based on previous learning (e.g. Connect Four, Board Rush, Two Truths and a Lie, True or False?, Back to the Future, if this is the answer what is the question?). * Present students with differentiated questions or a task to assess their existing knowledge and engage with them with learning to come during the lesson (e.g. Number bubble task). * Present students with a task designed to embed key vocabulary (e.g. key terms match up, unscramble the key terms, list all the key terms you can think of linked to a topic/category, Pointless, create a wordsearch, create an acrostic or mnemonic). * Present students with a quotation to evaluate; they provide a reason to agree and a reason to disagree and/or a justified opinion. * Present students with a chronology task where they sequence the stages of a process or timeline of events. Simplify by providing the option of rearranging a jumbled-up or a ‘fill-in the gaps’ version. * Test pupils recall of formulae / dates / terms /quotations / code. | | |

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes / The Big Picture**  Sparking curiosity and ambition; putting learning into context | **Approximate Timing: 3 minutes** | |
| **DO:** | | **DON’T:** |
| **Learning Outcomes:**   * **Ensure learning outcomes are specific and measurable.** Students need to be clear about what they are aiming to achieve, and teachers need to be able to assess whether these outcomes have been achieved or not. * **Differentiate learning outcomes when it is relevant to do so.** For example, if some students are completing ‘Higher’ work whilst others are completing ‘Foundation’ work or a student with significant SEND requires this. Learning outcomes do not have to be differentiated if all students are required to know/do the same things by the end of the lesson. * **Include two or three learning outcomes per lesson.** This allows us to be aspirational and set out our high expectations, whilst not overwhelming students. * **Ensure learning outcomes are driven by learning, not activities.** Consider what you want students to know/be able to do by the end of the lesson. * **Use appropriately challenging command words in your learning outcomes**. Make sure students understand this language through questioning. * **Use appropriately challenging subject-specific vocabulary in your learning outcomes**. Make sure students understand this language through questioning. * **Consider the most effective way to share your learning outcomes.** Students should remember what they are aiming to achieve during the lesson. * **Consider producing the learning outcomes as a checklist.** Some students (e.g. those with learning needs or ASC) would benefit from having a copy of the learning outcomes in front of them to help them navigate through the lesson. * **Discuss the key terms and key skills directly related to the lesson alongside the learning outcomes.** The table provided on the PowerPoint template lends itself to this. Ensure students are introduced to the meaning of these terms and skills. * **Discuss the context of the learning outcomes within a sequence of lessons.** The simple flow diagram on the PowerPoint template will enable you to do this. Ensure students know how this learning fits in to the broader scheme of learning. * **Adhere to the learning outcomes documented in the Scheme of Learning.** This ensures consistency across the department and equitable learning experiences for students.   **The Big Picture:**   * **Ensure students know why they are learning about this in the wider context of their lives.** Why is it valuable, beneficial and important? What relevance does it have to them? * **Ensure students are aware of any learning links.** Make any links to previous learning in this subject and/or other subjects explicit. * **Make links to future opportunities explicit and clear.** Consider any transferable and employability skills students are developing, further related qualifications, links to careers and to adulthood in British society. * **Ensure students know how this learning links to their personal development.** Make links to Catholic values, SMSC, Cultural Capital, British Values, personal values and current affairs as appropriate. | | **Learning Outcomes:**   * Set vague learning outcomes that cannot be measured. * Assume all students will be able to achieve the same learning outcomes. * Only set one learning outcome, or set too many leading students to forget them/feel overwhelmed. * Suggest we have low expectations of students by oversimplifying the wording of learning outcomes. * Read out the learning outcomes, key terms and key skills without any student involvement. * Word learning outcomes as activities that will be completed during the lesson.   **The Big Picture:**   * Allow opportunities for student’s personal development or the nurturing of their spirituality to pass by without explicitly linking these to the lesson. * Fail to convey to students the importance of what they are learning by not framing this within the wider context of their lives. * Miss opportunities to interleave learning by missing learning links to previous and cross-curricular learning. * Read out the information on this slide without any student involvement. |
| **Examples of Learning Outcomes (see other subject’s schemes of learning and folders):**   * Students will be able to accurately explain how osmosis occurs in two paragraphs. * Students will be able to evaluate whether euthanasia is ethical or not by providing two arguments in favour and two arguments against. * Students will be able to correctly calculate the volume of a cylinder in at least four different examples. * Students will be able to compare two sources relating to World War II propaganda by explaining three similarities and three differences. * Students will be able to perform one scene from Shakespeare’s Romeo and Juliet using dialogue and imagined objects.   **The Big Picture – Information to support ‘Personal Development’:**   * Interconnectedness of human life. * Human Life having a meaning and purpose. * Generosity of spirit towards each other. * Seeing good in others. * Dreams and hopes of a better world. * Witness right behaviour towards others. * Humans being created in the image of God. * Developing curiosity. * Reflection on the mystery of life. * Living life to the full. * Upholding the dignity and equality of each person. * Spirit of service. * Good Stewardship, service and justice. * Consideration for others. * British Values: * The rule of law. * Individual liberty. * Mutual respect. * Democracy. * Tolerance of those of different faiths and beliefs. * SMSC: * Spiritual development * Moral development. * Social development. * Cultural development. * Cultural Capital: * This is about ensuring all students, regardless of background or circumstance, are exposed to cultural experiences and foundational knowledge of society to help reduce disadvantage and inequality. | | |

|  |  |  |
| --- | --- | --- |
| **Activate**  Imparting essential and desirable knowledge | **Approximate Timing: 15 minutes** | |
| **DO:** | | **DON’T:** |
| * **Ensure you prioritise the essential knowledge and skills.** Refer to the scheme of learning and/or examination specification to ensure the most important content is covered first and foremost. * **Differentiate your activate tasks**. Ensure all students can access the essential knowledge/skills and others are challenged to stretch their learning further. * **Ensure students learn new content/skills in engaging and interesting ways.** Vary your activate tasks and use a range of resources. These tasks can be teacher-led, but do not have to be and certainly should not always be. Group work also works very well for activate tasks (remember to allocate clearly defined roles in this instance so all students are involved). * **Keep to time with this part of the lesson as far as possible.** Introducing students to too much new information in one go will overwhelm and disengage them; they will not remember it. * **Ensure your instructions and explanations are clear and simple.** Provide instructions and ask questions singularly to enable students to process them. Support your instructions and explanations with visual cues. Provide students with a copy of instructions/explanations to refer back to where appropriate (e.g. those with learning needs). * **Ensure you continually circulate whilst students are on task.** Listen carefully to pupil conversations and redirect them where necessary, challenge students and assess their understanding through effective questioning, offer timely support to those in need. | | * Go beyond the scheme of learning or specification at the expense of the essential knowledge. * Assume all students will be able to complete the same activate tasks. * Have only teacher-talking without any interaction with pupils. * Take more than 20 minutes as students will not be able to sustain their concentration and retain the new learning. * Do group work without assigning roles for each student, as some will take a back seat and others will dominate. * Provide students with multiple instructions/questions at once, as they will not be able to process this. * Stand at the front or sit at your desk whilst students are on task. |
| **EXAMPLES (see the ‘Activate’ folder on the shared area for ideas and resources, as well as other subject’s folders):**   * Comprehension tasks, where students receive an information source and answer factual/higher-level thinking questions. * Comparison tasks, where students are given two or more information sources and identify similarities and differences before addressing a higher-level thinking question. * Evaluation tasks, where students identify arguments for and against a statement before constructing this into their own words/paragraphs. * Carousel activities, where students gradually gather facts/information throughout the task. * Place information around the room and ask students to find and read this before summarising. * Online research in a computer room, using specific information sources provided by the teacher. * Podcasts (e.g. from GCSE Pod). * Video clips (e.g. from YouTube). * Resources from books / textbooks. * Pixl resources. * Group/paired work. * Knowledge jigsaws. * Worksheets. * Class discussion with comprehensive notes taken. * Class reading (be mindful of students with dyslexia) and discussion. | | |

|  |  |  |
| --- | --- | --- |
| **Progress Check**  Inclusive assessment of understanding and progress | **Approximate Timing: 2 minutes** | |
| **DO:** | | **DON’T:** |
| * **Ensure you assess students’ understanding of content/skills delivered during the ‘Activate’ task.** The primary purpose of a progress check is for students to reflect on their learning and communicate their progress to you during the lesson itself. * **Offer timely support and clarify misconceptions.** If the progress check reveals that any students have not understood/have misunderstood their learning, address this effectively in the lesson before moving on and adapt your timing. * **Ensure your progress check is inclusive.** Your progress check must enable every student to evidence their understanding so that you know how they are all progressing without exception. * **Use this as an opportunity to interleave.** Where appropriate, make explicit links to how the new learning from the ‘Activate’ task builds on or links to previous learning. | | * Simply ask students if they are all OK/they all understand or if they have any questions; those who are struggling may well not make this known. * Rely on ‘hands-up’ responses to questioning; this only allows you to assess some students’ progress, not all. * Fail to respond to, or follow-up with, students who have shown a gap in their understanding or a lack of progress. |
| **EXAMPLES (see the ‘Progress Check’ folder on the shared area for ideas and resources, as well as other subject’s folders):**   * Using the traffic light pages in students’ passports. * True or false / two truths and a lie. * Match up activity. * Hold up mini-whiteboards. * Kahoots quiz. * Responses pinned on a classroom display board. * Multiple choice answers to key questions. * Stand up/sit down or thumbs up/thumbs down. * Dominoes (each student has a mismatched question and answer, they work together to match them). * Quiz-quiz trade. | | |

|  |  |  |
| --- | --- | --- |
| **Model**  Demonstrating the skill to be developed and practiced | **Approximate Timing: 10 minutes** | |
| **DO:** | | **DON’T:** |
| * **Think from the student’s point of view.** When using modelling as a scaffolding technique, teachers must consider students’ position and involve them in the process. How do students think about this topic/skill? What are the common misconceptions/difficulties? * **Scaffold your modelling activity.** Completing this part of the lesson is chunks/stages/steps helps students to feel prepared for the resilience task (e.g. ‘I do, we do, you do’). * **Share your thought process.** Talk students through how you would successfully approach the skill/completion of the task. * **Have back-up examples.** In order to provide a supportive learning environment for students who have additional needs, teachers may need to model a task/skill multiple times. * **Use your visualiser.** Visualisers are extremely useful tools for modelling, and every teacher will be provided with one. * **Use examples of students’ work.** Often teachers create their own examples of good practice, which can be intimidating. Seeing the skill performed well by another student can make it feel more achievable and accessible (do this anonymously or ask the students permission). | | * Forget to think carefully about the questions you are going to ask the students. * Complete the task in silence. The students need to hear your thought processes and be able to share their own. * Model for too long as the students will get frustrated as they want to actively have a go themselves. Levels of engagement need to be high. |
| **EXAMPLES (see the ‘Model’ folder on the shared area for ideas and resources, as well as other subject’s folders):**   * WABOLL and WAGOLL. * ‘I do, we do, you do’. * Metacognitive modelling. * ‘Walking Talking Mock’. * ‘Student experts’ modelling. * Assess an example and improve it. | | |

|  |  |  |
| --- | --- | --- |
| **Resilience**  Promoting independence and confidence | **Approximate Timing: 15 minutes** | |
| **DO:** | | **DON’T:** |
| * **Ensure pupils have adequate time for independent practice.** This is essential for learning to be embedded into the long-term memory. * **Ensure the resilience task is student-led.** The teacher acts as a facilitator during this part of the lesson, circulating to monitor students’ progress. There should be no teacher-talk to the class, only personalised feedback during circulation. * **Differentiate the resilience task.** Do not assume all students will be able to complete the same task/are at the same point. * **Support students who are struggling.** For example, by utilising scaffolding, writing frames, sentence starters, checklists, hints, tips, prompts, questioning etc. When supporting a student, move next to them and go to their level, keeping your voice low so other students are not disturbed. * **Stretch students who require additional challenge.** For example, through peer support or providing engaging extension tasks. | | * Rush this task! Students require time to process and practice at their own pace. * Talk to the class, unless you are briefly addressing a common misconception. * Provide all students with the same version of the task. * Ignore students who require your help, this will only disengage them. * Fail to stretch the more able students. |
| **EXAMPLES (see the ‘Resilience’ folder on the shared area for ideas and resources, as well as other subject’s folders):**   * Practice exercise. * Extended writing. * Group/paired task. * Present to the class. * Independent research task. * Create / build / cook something independently. * Practice of examination techniques/questions. | | |

|  |  |  |
| --- | --- | --- |
| **Plenary**  Consolidating learning and assessing students’ success | **Approximate Timing: 10 minutes** | |
| **DO:** | | **DON’T:** |
| * **Assess students’ progress towards achieving the learning outcomes.** This needs to be done in a measurable, tangible way. To what extent have students achieved the aims of the lesson? How will they evidence this to you? * **Use this assessment to inform your future planning.** The outcome of the plenary should lead you to adapt the following lessons in response to students’ strengths and weaknesses. Where are their gaps? What will you do to address these? * **Encourage students to be self-regulated and reflective.** Challenge students to showcase what they have learnt, encourage them to analyse what they are still to learn/do/develop further. * **Encourage the use of key terms included in the lesson.** These should be referred to throughout, but especially at this point. * **Encourage higher order thinking.** For example, through using Bloom’s Taxonomy or probing open questions. * **Enable students to ‘bring their learning together’.** Consolidating the key learning of the lesson is an effective way to support retention in the long-term memory. | | * Skip this important component; it is vital. * Accept ‘self-reporting’ (this is where pupils tell you whether they feel they have met the intended outcome; this is incredibly unreliable). * Rely on ‘hands-up’ responses to questioning; this only allows you to assess some students’ progress, not all. * Fail to respond to, or follow-up with, students who have shown a gap in their understanding or a lack of progress. |
| **EXAMPLES (see the ‘Plenaries’ folder on the shared area for ideas and resources, as well as other subject’s folders):**   * Exit tickets. * Post-its/responses on to a classroom noticeboard. * Reflection on progress of learning journey/towards a longer-term outcome that is measurable. * Knowledge slammers. * Flowchart. * Timeline. * Visual organisers. * Mind mapping. * Top tips to remember. * Consolidate learning into a single sentence, using all listed key terms. * Mnemonics. * Acrostics. * Inclusive questioning (e.g. through using name selector tools). * Quiz-quiz-trade. * Think, pair, share. * Match up task. * Complete a summary resource. * Using the traffic light pages in students’ passports. * True or false / two truths and a lie. * Hold up mini-whiteboards. * Kahoots quiz. * Multiple choice answers to key questions. * Stand up/sit down or thumbs up/thumbs down. | | |