

### 3: A POSSIBLE STRUCTURE FOR SUCCESSFUL LESSONS

**Planning:** - Making good use of my Planning, Preparation and Assessment (PPA time).

Do I know the pupils, and their needs from the last lesson? Can I build on previous learning and progress? What do I want them to learn? How can I make it engaging? How do I make best use of other adults to support the learning?

Consider; Differentiation and Match – Time and Pace. Learn and share what I've planned with colleagues and other adults. Resources and technologies, who can prepare them? Planning pupil groups for learning? Mastery?

**Learning environment and classroom climate** - Working walls for learning, research and reference, displays to stimulate investigation, celebration of success, rules and expectations for behaviour and how to learn, school values and learning powers, arrangement of furniture and access to other resources. Available and accessible resources and technologies.

Have high expectations – for all, by all, and in everything we do!

**Dialogue:** -Questioning, giving instructions - between colleagues; adult to pupil: pupil to pupil; and pupil to adult. Learning behaviours positively reinforced – modelled by adults – genuine praise!

**Starters:** - Maximise learning time – meet and greet – settle down! An engaging starter or hook starter activity – challenging – differentiated – exciting? Children wanting to learn more?

Clear and explicit lesson focus (learning objective) and how will they know they have made progress in the lesson and by the end? (success criteria) Can they be used throughout the lesson and referred to regularly to help the learning focus?

Re emphasis non-negotiable and classroom behaviours for learning – what to do if stuck!

**Main Activity:** - Clearly explained and linked to the focus – differentiated by resource or outcome – adults working with select groups – moving around to check on the understanding of the activity – on task! Can the pupils articulate what they are learning - as well as what they are doing and their next steps? Adults sharing it with each other – prepared to take a risk and extend the most able or re organise matched work if it's too difficult – critical classroom team friends? Are we flexible and respond to need during the lesson? Allowing pupils to access resources and ICT at the point of their learning! Are pupils always on task so that the learning behaviour is exemplary and expectations - targets met?

**Marking and feedback:** - During the lesson and afterwards by class adults – verbal and written – have the pupils had time to think and action the advice / feedback in their work – are we following agreed school marking policy codes? Do feedback comments in books challenge pupils to move forward in their research and learning? In looking at books / work using the date as a guide is progress evident? Quality of handwriting and presentation in books and work; and by staff writing on work? Also on flip charts / whiteboards do pupils and staff use the school handwriting scheme?

**In lesson and at the end – Plenaries:** Can I arrange for pupils to share learning with each other and celebrate individual / groups success of achievement during the lesson. End of lesson reflection of how they have made progress against the success criteria, have they /we recorded it?

**Reflection and assessment:** – Have we a clear picture of individual pupil progress, is it recorded so that we can target needy pupils or groups? Planning is annotated for next lesson and planning. How did I / we do as a team to facilitate learning for pupils - what have we learnt from the lesson?

### **A look at the theory of learning from research**

Kolb (Kolb & McCarthy 1980) suggested that, when you are learning, you move round a cycle involving experience, reflection, conceptualisation, and experimentation, which feeds into a new experience & so on. In the classroom the 'abstract conceptualisation' phase could be left to become reflection (prior learning) at the start of the next lesson!

