

















| What?   | Examples   | When?                                     |
|---|--|---|
|  <b>Entry Routines</b>                                    | <ul style="list-style-type: none"> <li>► Greet students at the door in a positive manner</li> <li>► Books ready for students to collect</li> <li>► Register taken within 10 minutes</li> <li>► Full date and title underlined following PROUD policy</li> </ul>  | Beginning of Lesson                       |
|  <b>Connect</b>   | <ul style="list-style-type: none"> <li>► Based upon knowledge retrieval (short and long term)</li> <li>► Whole class feedback taken to address misconceptions and inform planning</li> </ul>   | Beginning of Lesson                       |
|  <b>Learning Objectives Shared</b>                        | <ul style="list-style-type: none"> <li>► Know More: Today's lesson content</li> <li>► Do More: Based upon subject disciplinary knowledge</li> <li>► Go Further: Based upon Skills Builder</li> </ul>   | Beginning of Lesson                       |
|  <b>Content</b>   | <ul style="list-style-type: none"> <li>► New knowledge building upon prior learning using a range of teaching and learning strategies referenced in this document</li> </ul>   | During Lesson                             |
|  <b>Modelling</b>   | <ul style="list-style-type: none"> <li>► Demonstrating new knowledge or skill.</li> <li>► I Do, We Do, You Do/ WAGOLLs</li> <li>► Use of visualiser (where appropriate)</li> </ul>   | Where Appropriate During Lesson           |
|  <b>Concentration</b>                                    | <ul style="list-style-type: none"> <li>► Based upon new knowledge (Know More) and disciplinary knowledge (Do More) to demonstrate learning and progress</li> <li>► Activity appropriate to end-points with challenge and scaffolding as support where appropriate</li> <li>► Should promote independent practice</li> </ul>  | Where Appropriate During Lesson           |
|  <b>Literacy</b>  | <ul style="list-style-type: none"> <li>► Use of school literacy apps adapted to suit subject area (disciplinary literacy)</li> <li>► Use of Smart Reading / Smart Writing frames</li> <li>► Frayer and Push models for ambitious vocabulary</li> <li>► Opportunities for oracy including Think Pair Share</li> <li>► Scaffolds and plans for extended responses</li> </ul> | Throughout Lesson Where Appropriate       |
|  <b>Adaptive Teaching</b>                               | <ul style="list-style-type: none"> <li>► Adapt lesson plan to suit end points and respond to misconceptions and student response as they occur</li> </ul>  | Throughout Lesson                         |
|  <b>Misconceptions</b>                                  | <ul style="list-style-type: none"> <li>► Mini Whiteboards</li> <li>► Circulating class</li> <li>► Connect activities</li> <li>► Hinge questions / Checkpoint using mini whiteboards</li> <li>► Whole Class Feedback</li> <li>► Questioning</li> </ul>  | Throughout Lesson                         |
|  <b>Feedback</b>  | <ul style="list-style-type: none"> <li>► Live feedback</li> <li>► Whole class feedback</li> <li>► Connect</li> <li>► Individualised written feedback in line with department policy</li> <li>► Self and peer assessment opportunities</li> <li>► Student responses to all feedback in green pen</li> <li>► Exit tickets</li> </ul>   | Throughout Lesson                         |
|  <b>Consolidate</b>                                     | <ul style="list-style-type: none"> <li>► Progress Check</li> <li>► Exit Ticket</li> <li>► Used to inform planning</li> </ul>   | Where appropriate. Often at end of lesson |
|  <b>Exit Routines</b>                                   | <ul style="list-style-type: none"> <li>► Collect books and equipment</li> <li>► Tidy classroom</li> <li>► Dismiss at door</li> </ul>   | End of Lesson                             |
|  <b>Ready, Respectful, Safe: Positive Relationships</b> | <ul style="list-style-type: none"> <li>► Verbal positivity to students</li> <li>► Use of Class Charts to praise</li> <li>► Encouragement</li> </ul>  | Throughout Lesson                         |
|  <b>Ready, Respectful, Safe: Behaviour Strategies</b>   | <ul style="list-style-type: none"> <li>► Calm and supportive</li> <li>► Seating Plans</li> <li>► START</li> <li>► Class Charts</li> </ul>  | Throughout Lesson Where Appropriate       |