



The KAEP Lesson Framework



King's Academy
Easthampstead Park

ENTRY ROUTINE

Routines	So that...
<ul style="list-style-type: none"> The teacher meets and greets students and welcomes them into classrooms Bags are put under desks, coats on the backs of chairs and equipment on desks Students settle quietly to learning quickly The teacher takes the register 	<ul style="list-style-type: none"> There is a calm, positive and focused start to the lesson Students start the lesson settled and ready for learning Learning begins promptly

RETRIEVAL (10 MINUTES)

Low stakes retrieval practice	So that...
<ul style="list-style-type: none"> The teacher gives students a short task, designed to either: <ol style="list-style-type: none"> Recap recently taught knowledge Recap knowledge from previous topics Make links between new learning and prior learning The teacher C4U using formative assessment questioning strategies – such as Show-Me Boards, Think, Pair, Share and Cold Calling 	<ul style="list-style-type: none"> Students revisit material in a way which promotes long term memory Students begin to make links between their prior learning and the content to be taught during the lesson The teacher can identify any misconceptions that may need to be re-taught

CORE LEARNING & PRACTICE (45 MINUTES)*

I Do: Live modelling; check for understanding	So that...
<ul style="list-style-type: none"> The teacher explicitly shares the learning objectives and success criteria for the lesson or series of lessons. 'The why and what' and Foundational Knowledge poster Deliberate Vocabulary Instructions can be used to introduce new terminology The teacher models and explains the content in small, clear steps through the use of live modelling The teacher C4U using techniques such as Cold Calling, Show-me Boards, Think Pair Share and Choral Response 	<ul style="list-style-type: none"> Students have complete clarity around what they are learning, what success looks like and how to achieve it Teachers can identify any misconceptions before moving on The teacher knows which students understood
We Do: Complete examples with students' input	So that...
<ul style="list-style-type: none"> Worked examples/partially worked examples are modelled and created as a class inviting students to contribute. Longer tasks are introduced in small steps The teacher C4U using techniques such as Cold Calling, No Opt Out and I Say, You Say to ensure clarity of instruction before moving into independent practice 	<ul style="list-style-type: none"> Students quickly grasp key ideas whilst guided by the teacher Students can develop fluency and accuracy in key skills Students can apply their learning in a variety of contexts Students have a model to draw upon/refer to when practising independently
You Do: Students practise for themselves	So that...
<ul style="list-style-type: none"> Students work independently on varied and purposeful practice tasks closely aligned to specific outcomes. Additional scaffolding is provided if needed Students focus on applying the learning to more complex scenarios to test mastery 'Silence Solo' is used where appropriate The teacher goes out to hunt for answers to misconceptions – who will you visit first? What are you hunting for? What are you noticing? 	<ul style="list-style-type: none"> Tasks stretch students just outside their comfort zone Students have to think hard about what they are learning Students can clearly articulate the improvements they are making Students have ample opportunity to practise independently and demonstrate what they have learnt

LEARNING CHECK: EVALUATE, REPEAT, EXTEND

C4U	So that...
<ul style="list-style-type: none"> The teacher uses formative assessment strategies to assess progress against clearly defined outcomes The teacher targets specific students using varied questioning methods such as Cold Calling, No Opt Out, Show Me Boards and Say it Again Better C4U and encourage deeper thinking The teacher gives timely feedback which is specific, accurate and clear 	<ul style="list-style-type: none"> The teacher knows which topics to re-teach and that were not grasped the first time Student misconceptions are highlighted and addressed Students can swiftly unlock further learning Students have to think hard about what they have learned

Check For Understanding

*This learning cycle may occur once or more throughout this section of the lesson

EXIT ROUTINE (5 MINUTES)

Consolidate and Next Steps	So that...
<ul style="list-style-type: none"> The teacher sets and clearly explains any homework, linking it to the content of the lesson and its purpose Teacher checks uniform before dismissing the class Teacher dismiss students row by row to ensure there is a calm exit from the classroom Students leave the lesson in a calm and orderly manner 	<ul style="list-style-type: none"> Students connect current learning to independent and future study There is a calm and ordered end to the lesson

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