

ENTRY ROUTINE	
Routines	So that...
<ul style="list-style-type: none">The teacher meets and greets students and welcomes them into classroomsBags are put under desks, coats on the backs of chairs and equipment on desksStudents settle quietly to learning quicklyThe teacher takes the register	<ul style="list-style-type: none">There is a calm, positive and focused start to the lessonStudents start the lesson settled and ready for learningLearning 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 knowledgeRecap knowledge from previous topicsMake links between new learning and prior learningThe 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 memoryStudents begin to make links between their prior learning and the content to be taught during the lessonThe teacher can identify any misconceptions that may need to be re-taught

Check For Understanding

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 posterDeliberate Vocabulary Instructions can be used to introduce new terminologyThe teacher models and explains the content in small, clear steps through the use of live modellingThe 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 itTeachers can identify any misconceptions before moving onThe 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 stepsThe 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 teacherStudents can develop fluency and accuracy in key skillsStudents can apply their learning in a variety of contextsStudents 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 neededStudents focus on applying the learning to more complex scenarios to test mastery‘Silence Solo’ is used where appropriateThe 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 zoneStudents have to think hard about what they are learningStudents can clearly articulate the improvements they are makingStudents 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 outcomesThe 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 thinkingThe 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 timeStudent misconceptions are highlighted and addressedStudents can swiftly unlock further learningStudents 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 purposeTeacher checks uniform before dismissing the classTeacher dismiss students row by row to ensure there is a calm exit from the classroomStudents leave the lesson in a calm and orderly manner	<ul style="list-style-type: none">Students connect current learning to independent and future studyThere is a calm and ordered end to the lesson