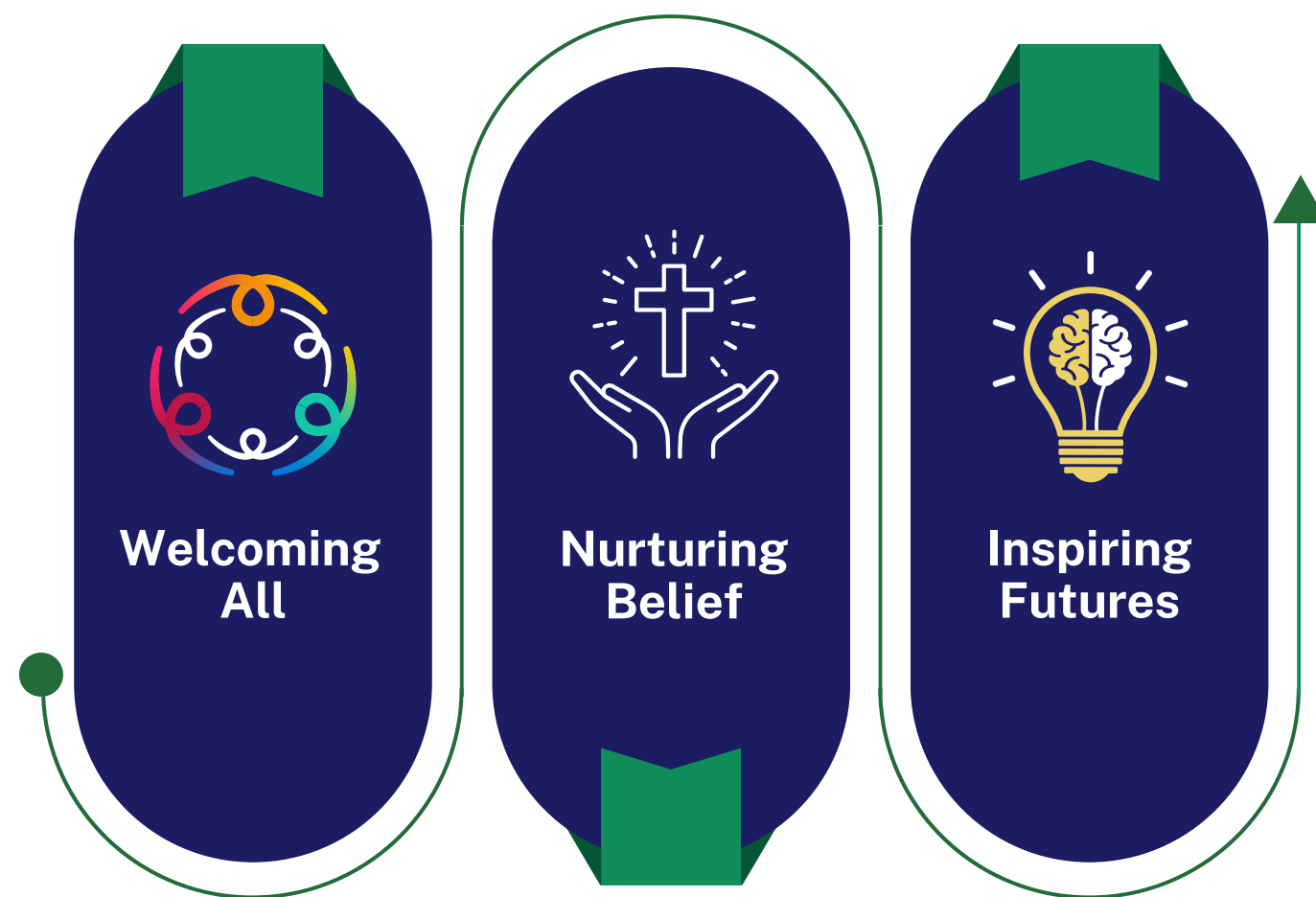




St Joseph's

Top Five for Every Lesson



1. High Expectations for all

High expectations are upheld positively for all.

Classroom environments help facilitate learning.

- Our school values underpin all we do.
- Greet children by name.
- Establish clear, consistent routines for orderly entry and transitions.
- Classrooms are 'room-ready' - clutter free and learning focused.
- Uphold high expectations for all.
- Use a clear active listening routine
- Positive use of behaviour for learning strategies.
- Explicitly share steps to success so that children know how to be successful.

2. Effective instruction

Direct instruction ensures learning over time.

- Plan well structured units - Know the journey - what came before and what comes after (skills and knowledge); make links to curriculum maps.
- Plan well structured lessons - Lesson goals are clear and learning is sequenced in small steps.
- Use high quality resources and impart deep subject knowledge.
- Ensure each lesson starts with retrieval.
- Explain concepts concisely minimising cognitive load
- Teach vocabulary explicitly.
- Maintain a good level of pace within lessons



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Top Five for Every Lesson

3. Adaptive teaching

Adaptive teaching enables all pupils to learn effectively moving from guided to independent practice.

- Ensure all pupils can access learning.
- Model precisely to aid learning. (I do, we do, you do)
- Use scaffolds, visual aids and concrete resources to aid learning; reduce these over time.
- Design tasks to deepen understanding.
- Ensure all pupils have the opportunity to think and participate.
- Use high quality resources or texts that are accessible for all.
- Other adults are deployed effectively to prompt, clue and scaffold learning focusing on learning Vs task completion.

4. Formative assessment

Formative assessment strategies are used to elicit understanding and identify misconceptions.

- Use questioning to elicit understanding.
- Check for understanding of all pupils e.g. talk partners, mini whiteboards, low stakes quizzing.
- Identify and address misconceptions as they arise.
- Use live marking and observation to identify and intervene 'in the moment' when misconceptions arise.

5. Feedback

Timely feedback is provided which pupils respond to in order to improve their learning.

- Identifies gaps and misconceptions and give tailored guidance
- Use a range of techniques (verbal, written, self, peer)
- Focus on; non - negotiables, learning objectives and success criteria
- Use WAGOLLs as a effective feedback tool.
- Build in time for editing and redrafting.
- Give ample time for pupils to act on feedback.
- Provide pupils the opportunity to reflect metacognitively.