



TOP TIPS ON LESSON STRUCTURE

You will be expected to deliver lessons with a clear structure. The following is the structure and some of activities that we would expect to observe:

1. BEGINNING:

- Greet the students, taking the register while you do this.
- Provide the students with the work card showing the lesson structure visually.
- Some students may need a settler activity; self start.

2. STARTER ACTIVITY:

- An element of SURPRISE is key for a good starter; a starter should stimulate curiosity and open mindedness and prepare the brain for learning.
- A surprise plays on the student's emotional intelligence, because of which they are more likely to remember! Also, if they can touch something it is good for kinaesthetic learners; for example, games, songs, interactive activities.
- These can be linked to prior learning.

3. LESSON OBJECTIVES:

- Lesson objectives should be SMART.
- Introduce the learning objectives in a written and visual format.

4. KEYWORDS:

- Introduce keywords in written and visual format.

5. MAIN TEACHING AND LEARNING ACTIVITIES:

There needs to be:

- Differentiation to meets each students needs.
- A challenging level of subject knowledge.
- Utilise appropriate range of teaching styles:
 - Experiential (practical), explanation, description, challenge, creative.
 - Incorporate thinking time (8 second rule)
 - Use strategies to improve literacy and numeracy (using lists, dates, spelling and key words)
 - Objects of reference.
 - Use questioning well and to cater for all – high order when appropriate.
 - Visual aids.
 - Encouraging independence -let the students find out the information for them – they are far more likely to remember it that way (Ensure you systematically check the learning whilst they are on task.
 - Good Pace, clear routine should be visible and well practised transitions.
- Included VAK (visual, auditory and kinaesthetic) and tactile (sensory) activities for preferred learning styles:
 - Whole class, discussions, kinaesthetic, individual/pairs/small group (collaborative learning), presenting/reporting back/worksheets/writing frames, questioning, research (active), ICT/video, and the development of independent work.

6. REMINDERS OF LESSON OBJECTIVE.

- Refer to learning objectives consistently throughout the lesson – not just the beginning and the end.
- Where possible you should have your objectives on display throughout. Although this is difficult if you are using PPT etc have intermittent slides or on paper or board.

7. PLENARY ACTIVITY;

- Always leave plenty of time for the plenary (at least 10) minutes – think of it as the ‘varnish’ and the time that you can demonstrate their learning.
- Whole group or individual.
- Cut short other activities to make sure you can demonstrate the learning at the end of the lesson.
- If insufficient progress has been made don’t be afraid to address this – articulate that it is the starting point for next time – asking them how they may ensure they achieve more next time
- Use the plenary to set the scene for the next *exciting lesson!*
- Get them to tell you what they have learnt rather than you telling them.
- Allow the students to review the learning individually, in pairs, in groups – let them take a role in their learning; Peer/self assessment.

8. REWARDS:

- Stickers, raisins and incentives are good motivators.

9. ASSESSMENT:

- Annotate work with a green biro on worksheets. Comment should reflect what the students found difficult and what the student was able to do and how he/she was able to achieve it and how the students should improve their work.
- Annotation for practical activities should be recorded on tracking sheets.
- Teachers and SSAs are involved in the annotation of work.

10. COMMUNICATION AND COLLABORATE WORKING WITH SUPPORT STAFF

