LEARNING at PILTON

BEFORE THE LESSON

Ensure all text is a suitable size and clear on presentations and worksheets.

Check student passports (SEND/Behaviour/PP) and reading ages to support planning.

Prepare glossaries and chunk up large bodies of text for students.

Plan any explicit vocabulary instruction.

Plan your groupings based on **closing the gaps**. Be flexible in your groupings for effective differentiation.

Plan home learning tasks: consolidation, pre-reading or retrieval activities.

DURING THE LESSON

**ALWAYS AIM FOR 100% RADAR AND BE SEEN LOOKING**

DIN — **Do It Now** task. Revise and recall prior learning.

Modelling & demonstration. Show students what excellence looks like using **I Do, We Do, You Do** process. Ensure students have these steps in their books.

Check understanding and ensure participation. **Questioning.** Target specific students. No opt out! If there are common misconceptions, STOP and reteach.

Thinking time. Give students thinking time for questions and tasks: think/pair share/discuss
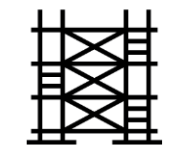
Scaffolding. Have the same expectation for all but support student if necessary, e.g. structure strips/1to1 support.

Deliberate practice. Give students time to practise in the lesson as well as apply their knowledge in a range of contexts.

Exit routine

AFTER THE LESSON

Reflect

What were the common misconceptions in the lesson?
Where were the gaps?
How will you change your plan for next lesson?

Check books/work

What were the common misconceptions in the work completed?
Where were the gaps?
How will you change your planning for next lesson?

Plan how you will give student feedback

What are you going to do with students to **close the gap**?