

Lessons@KAEP

Entry Routine

Teacher greets students at the door and welcomes them into the classroom. The teacher checks uniform. Bags are under desks and coats on the back of chairs and tools for learning are out. Students quietly settle to learning quickly. A register is promptly taken.

So that...

Students enter the classroom in a calm and focused manner. Students are in correct uniform ready to start the lesson. Learning begins promptly.

Memory recall starter

Teacher gives students a short task, designed to either:

- Recap recently taught knowledge.
- Recap knowledge from previous topics.
- Make links between new learning and prior learning.

So that...

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 this lesson.

Explain

Teacher explicitly shares aims and outcomes for the lesson. Teacher explains why we are learning what we are learning ('bigger picture') Teacher explains how new learning links to prior learning. Teacher provides clear instruction, supported by carefully created/selected resources. Subject specific terms (tier 3 language) are explicitly taught.

So that...

Students have complete clarity around what they are learning and what success looks like. Students make links between their prior learning and the content being taught this lesson, aiding the development of their knowledge schemas. Students quickly grasp key ideas.

Model

The teacher models what success will look, possibly using a visualiser. Using questioning, the teacher involves the students in the process of creating a successful worked example. The teacher explicitly explains common misconceptions/pitfalls to avoid. There is a clear structure of 'I do, we do, you do.'

So that...

Students have a firm grasp of the steps they need to take in order to be successful. Students have a successful model to draw upon/refer to when practicing independently.

Practice

Teacher designs purposeful tasks which are closely aligned to achieving specific outcomes. Appropriate scaffolds/support are provided so all students can make good progress. SilentSolo is used where appropriate. Tasks stretch all students just outside of their comfort zone. Teacher monitors the students' progress and provides further instruction/modelling if required.

So that...

Students can develop fluency and accuracy in key skills. Students can clearly articulate improvements they are making. Students can apply their learning in a variety of contexts. Students have to thinking hard about what they are learning.

Check

Teacher uses carefully chosen formative assessment strategies to check the progress the students have made against the clearly defined outcomes. Teacher gives timely written and/or verbal feedback which is specific, accurate and clear, and helps the students to make next steps in their learning journeys.

So that...

Teacher knows which topics to re-teach that were not grasped first time. Student actions are refocused or redirected, enabling them to make further progress. Students can swiftly unlock further learning.

Exit Routine

Students stand in silence behind desks. Teacher checks uniform before dismissing students row by row.

So that...

Students leave the lesson in a calm and orderly manner.

KAEP Core 11 Pedagogies

Meet and Greet

Have one foot in and one foot out of your classroom door, ensuring there is a positive start to your lesson.

Volume 1 Page 38

One Voice

Explicitly use the phrase "One Voice" to ensure that one voice is being heard at that moment within the lesson. This allows everyone to hear any information or instructions being relayed clearly.

Volume 1 Page 40

Track the Speaker

Explicitly use the phrase "track the speaker" to ensure students eyes and attention is focused on who is speaking in the lesson

Volume 1 Page 44

Live Modeling, using a visualiser where appropriate

Use your visualiser to model tasks or model students' work. This will allow you to give clear instructions or feedback to the whole class.

Volume 1 Page 78

Cold Calling



Volume 1 Page 90

Knowledge Recall Starter

Use a knowledge recall starter activity to get students settled to learning quickly and recalling prior knowledge. .

Volume 3 Page 128

Turn and Talk



Volume 1 Page 92

Show me Boards



Volume 1 Page 94

Hunting not Fishing

When walking around the room, whilst students are working, make sure you have a clear focus. What are you hunting for? What does success look like?

Volume 2 Page 42

Silent Solo

Setting students to work independently, in silence, on a task which they are fully prepared to complete. Silence means silence.

Volume 2 Page 44

Classcharts to reward

Praise is so important when building relationships, confidence and a love of learning.

