






	<p><b>To command attention:</b></p> <ul style="list-style-type: none"> <li>• Use RWI hand signal/1-2-3</li> <li>• Check to see if all have engaged</li> </ul>
	<p><b>High expectations</b></p> <ul style="list-style-type: none"> <li>• For those who do not engage, use proximal interventions in line with whole school behaviour policy</li> <li>• Praise effort, not just achievement</li> </ul>
	<p><b>Check for understanding</b></p> <ul style="list-style-type: none"> <li>• Questioning—targeted and random</li> <li>• <b>Pose, pause, pounce, probe</b> model</li> <li>• Adjust your lesson accordingly</li> </ul>

<p><b>Phase 1</b></p> 	<p><b>Have your lesson ready</b></p> <p>Learning Objective (LO), Steps to Success (S2S) and starter should be displayed at the start of the lesson</p> <p>Ensure all resources are prepared, ready and accessible for pupils</p> <p>Ensure that the seating arrangements have been carefully thought about in order to facilitate talk and peer to peer support</p>
<p><b>Phase 2</b></p> 	<p><b>Provide a starter that reviews previously taught content—Flashback</b></p> <p>This should be a low-stakes memory recall task, encouraging pupils to recall material taught days/weeks/months prior to the lesson</p>
<p><b>Phase 3</b></p> 	<p><b>Present new materials using small steps</b></p> <p>Break down bigger concepts. Aim to master foundational steps first.</p> <p><b>Model effectively</b></p> <p>Follow the 'I do, <b>we</b> do, <b>you</b> do' approach. Scaffold and adaptive teaching is used to ensure the needs of all pupils are met.</p>
	<p><b>Instructions</b></p> <p>Must be clear and concise for the main learning task</p> <p>Remind pupils of the behaviour expectation of this task, e.g. in silence, individual work, paired talk etc.</p> <p>Maintain high expectations for behaviour – this will enable live marking to be more effective and have a greater impact on pupils</p>
	<p><b>Independent work</b></p> <p>Approximately 20-25 minutes for a 60 minute lesson.</p> <p>Scaffold and differentiate the task for targeted pupils to ensure the needs of all are met.</p> <p>Provide models for tasks to reduce cognitive demand (e.g. WAGOLLS)</p> <p><b>Live marking</b></p> <p>Focus on marking targeted misconceptions or errors. Walk around and ensure all pupils receive feedback before the end of the lesson</p> <p><b>Review learning plenary</b></p> <p>Display the LO and Steps to Success every lesson to review learning with the whole class</p> <p>Provide verbal feedback based on live marking, addressing any misconceptions which have arisen. Ensure that no pupil leaves the lesson with a misconception</p>

