

When designing lessons, remember that learning has happened when there is a change in the long-term memory. *‘If nothing has changed, nothing has been learned,’* (Kirschner, Sweller & Clark, 2006). Daniel Willingham explains that *if memory is the residue of thought*, we therefore need to make sure that the children are constantly thinking about what we want them to learn. *If a child can’t talk about it, then it hasn’t been learned* (Mary Myatt). All must be kept at the forefront of our minds when designing lessons.

Through our teaching we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices and apply their learning to new contexts. Children are empowered to reach their full potential, academically and in preparing them for the future.

A researched based, ‘Teaching and Learning’ model has been created and implemented across the whole school. This ensure there is a consistent approach to high quality teaching and learning throughout and all pupils achieve the best possible outcomes regardless of ability and/or other factors.

Our lesson design is not to be seen and used as a teaching cycle, but as a process. A session would typically begin with a ‘Reactivate’, followed by the ‘Teach, Facilitate, Model’. From this point, staff have the flexibility to navigate the model, as they deem appropriate. Below, is a detailed overview of each of the lesson design components, explaining the expectations and rationale for each.

The rationale behind our lesson design is to ensure the following is in place:

- Develop a Mastery Approach to teaching across the school driven by research (Rosenshine, B Principles of Instruction 2012)
- Clear vision of how we learn at Peafield Lane
- Consistency in how we teach across the whole school
- High quality teaching to ensure all pupils achieve the best possible outcomes
- Planning sequences of work which builds on children’s learning (storing information in the long-term memory and reducing cognitive load)
- Process of teaching allows sufficient time for children to deepen their learning
- Children make connections between prior and current learning, meaning children can recall more information that is stored in the long-term memory

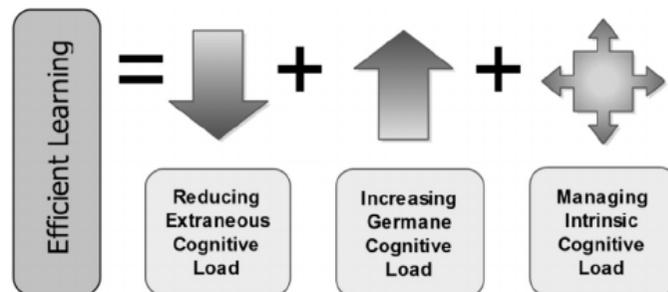


**Starting Point:**

In order to be successful with lesson design, we need to have rehearsed each lesson in our heads before we teach them. Designing lessons isn’t just about planning what the children will do, it’s about planning for how they will think.

We need to know:

- What do I actually want the children to learn this lesson? **(Plan backwards from this point)**
  - What does successful learning look like this lesson?
  - What will the lesson look like if it goes well and what will I do if it doesn’t?



**Cognitive Load Theory underpins our understanding of lesson design.**

We minimise the extraneous load by avoiding overcomplicating a task. We ensure that activities and instructions are presented in a simple, easy to follow style.

We maximise the germane load by increasing the complexity of our lessons in line with the automation of skills.

We manage the intrinsic load by ensuring the work is appropriately pitched and delivered in small, well sequenced chunks.



**Peafield Lane Academy**  
**Lesson Design Matrix**



<u>What is the Phase?</u>	<u>Why do we do it?/Things to consider</u>	<u>Strategies</u> <u>(What does it look like in action?)</u>	<u>Environment</u> <u>(The classroom as a scaffold)</u>	<u>Role of Support Staff</u>
<p><b>Preparation for learning</b> * Before the lesson even begins</p>				
<p>Teachers and children are organised and ready to learn. The classroom is tidy, organised and free of clutter. Teachers design learning in accordance with the AP lesson design. Teachers use a variety of strategies to suit the needs of the children Resources are readily available to support the children's learning.</p>		<p>Staff to secure subject knowledge of what they are teaching, with a clear understanding of the previous and subsequent learning, e.g., developing a secure understanding of the KKPDS and the subject specific knowledge.</p> <p>Books are up-to-date and Afl has been used to inform planning.</p> <p>Learning is carefully planned using the agreed formats, so that the activity matches the focussed learning objectives in line with the mastery approach, e.g. subject specific KKPDS broken down into granular learning. This ensures the lesson fits within a carefully planned sequence of learning.</p> <p>The Independent activity is carefully considered at the planning stage so that the quality of the work reflects the aspiration placed upon the children, e.g., cut to size elements of worksheets may be appropriate acquiring granular knowledge.</p> <p>Any IWBs are well prepared, including the subject and Learning Objective</p> <p>Suitable scaffolds for support are prepared so that children can achieve the learning objective. (concrete manipulatives, word mats etc).</p> <p>Subject specific vocabulary is identified that builds on prior knowledge and linked to key knowledge. This is ready to display where appropriate on the Working walls and/or Enquiry display where appropriate.</p> <p>Expectations of correct presentation are clearly understood and prepared for e.g. long date for English and short date for maths. It must be underlined.</p> <p>General resources in the classroom are well prepared, e.g. pencils sharp, and all children have access to this. All children have individual resource packs which are well resourced.</p>	<p>Displays are carefully planned around the curriculum vision and in-line with the school environment agreements using agreed pastel colours and borders to avoid sensory and cognitive overload.</p> <p>Working walls and the current enquiry display will have up to date prior learning on display as well as sticky knowledge and key vocabulary that will support acquisition of new knowledge. Suitable font size and classroom organisation will ensure all display content can be read from anywhere in the class.</p> <p>Scaffolds are located on tables and are easily accessible around the classroom in clearly labelled storage spaces.</p> <p>The classroom is tidy, clutter free and is conducive to learning.</p> <ul style="list-style-type: none"> <li>- Personal belongings are away</li> <li>- Resources are well organised</li> </ul> <p>Children's bags and coats are tidy on pegs with clear floor spaces</p>	<p>Secure subject knowledge by speaking to the teacher before the lesson to determine a clear understanding of the learning objective, as well as the sequence of learning. Determine when and how to support, guide, extend and challenge.</p> <p>Planning is shared and support staff contribute to the planning process.</p> <p>In liaison with the class teacher identify the resources which children may require in the lesson, including the scaffolds and how best to use them. Support the Teacher in preparing the resources for the lesson, e.g. organise concrete resources and manipulatives, cutting out, sticking, printing and placing resources ready for learning.</p> <p>Support the teacher in ensuring the classroom is ready for learning and individual resource packs are appropriately resourced.</p>



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<b>Pre-Teach</b>				
<p>Pre-teaching is where we deliver the pre-requisite knowledge or skills required to access the upcoming learning.</p> <p>Key knowledge, vocabulary, methods or skills are to be taught to small groups of children who have either demonstrated that they do not fully understand it, or who may require (or would benefit from) being taught in a smaller group first to ensure that they understand the new content.</p> <p>It takes place during assemblies (or during morning activity where appropriate) and provides a preview of the lesson. The adult will go through the new learning with the group prior to the lesson. This may start with recapping the pre-requisite knowledge first (please note that if you just recap prior knowledge then it is not a pre-teach. A pre-teach is previewing the new content).</p> <p>Children are identified for pre-teach through a teacher diagnostic. This might be performance in a previous lesson in the sequence or a cold task.</p> <p>It is important that we do not just 'assume' children will need this intervention. Pre-teach groups are fluid and chosen as a result of formative assessment/analysis.</p>	<p>Pre-teaching allows children to 'Keep-up' rather than rely on intervention to 'catch-up'.</p> <p>If a child is missing some (or has developed misconceptions around) key knowledge going into a lesson, they will not make significant progress as they may not understand what is being taught. By ensuring that children are ready to access the new content, we maximise the opportunity for new learning.</p> <p>Children who are missing their afternoon lessons to sit 'catch-up' interventions are missing out on a broad and balanced curriculum. Their interests may not be being developed and an overload of maths and English may result in a child disliking school.</p> <p>Children can also lose confidence in their own abilities if they are frequently pulled out of lesson for additional intervention or end up sitting through lessons not understanding what is being taught. By pre-teaching, we are allowing these children a head start in the new learning and improving their confidence. You might choose to forewarn your pre-teach children that you will be asking them to explain something new to the class. By making them 'experts', their confidence will grow further.</p> <p><b>Consider:</b> <b>How do I know what the required knowledge is?</b> Look at your new learning and see what potential barriers there might be. If it is something that children need to know prior to the lesson, you must teach it to them. (For example, if you are pre-teaching for a lesson on noun-phrases, you might start by covering adjectives and nouns before introducing your group to noun phrases.) <b>How will I check all children have that knowledge?</b> All learning is sequential and builds on prior understanding. If the pre-requisite knowledge was recently taught then you should know who demonstrated an understanding of it. If the concept was last taught a significant period of time ago, you will need to re-assess the children. (e.g. use of low-stakes quizzes, peer-supported retrieval, Leitner Model, knowledge organisers...)</p>	<p>During an assembly in the hall or morning challenge, any available adults will take a group and deliver a pre-teach of the upcoming lesson. This will preview the upcoming learning and give these children a head start by pre-exposing them to the vocabulary/procedure/concept.</p> <p>During a class/recorded assembly, the Teaching Assistant will keep the class while the teacher works with the pre-teach group.</p> <p>Key vocabulary will be covered with the children. Key concepts may also be discussed.</p> <p>You might choose to give children in your group the task of explaining this to others during the lesson and work together to create a coherent and accurate explanation of the new learning.</p>	<p>Use of concrete resources and manipulatives available for the session</p> <p>Use of working walls to reactivate prior learning</p> <p>Ensure the working environment is calm</p> <p>Highlighted vocabulary evident in all areas</p> <p>Prompts from the pre-teach are available for the actual lesson</p>	<p>Ensure TA has discussion with teachers and talk through the planning before delivering it.</p> <p>Do they have the subject knowledge? Consistent approach - Would you be explaining it in the same way?</p> <p>How will it be transferable to the classroom?</p> <p>Ensure resources are used as much as possible – e.g base ten and dienes - and out and ready before the group starts.</p> <p>Ensure TA knows where these key resources are so the children can be taught how to use them:</p> <p>Dienes, base ten, number lines, part part whole models, ten frames, word mats, phonic mats, dictionaries, thesaurus, personal dictionaries, number fans, sound buttons to record their ideas.</p> <p align="center"><b>Resources</b> <b>Consistency</b></p>

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<b>Reactivate</b>				
<div style="text-align: center;">  <p><b>Reactivate</b></p> </div> <p>Children retrieve the required prior knowledge out of their long-term memory so we can build on it through the lesson.</p> <p>At this stage of the lesson, it is not necessary to recap all of the previous learning sequence; it is important to identify the <b>key prior knowledge</b> that children need to retrieve from their long-term memory in order to access the learning this lesson. <b>All children should recall this as opposed to being re-told.</b></p> <p>The retrieval activity should involve all of the children. Teachers will already have some knowledge of children's current understanding from their assessment from previous lessons and will have completed any post-teaches / interventions with children identified as not having obtained the key learning from those lessons. Therefore, this should be a carefully considered, <b>brief activity</b> which highlights to both teacher and child what part of the key prior knowledge is known and where any small gaps remain. Where small gaps remain with some children, teachers need to consider how they will scaffold them in accessing this key prior knowledge so they can progress through today's lesson</p>	<p>Research states that children learn by creating schema and storing these in their long-term memory.</p> <p>When we learn something new, the best way to embed this in long term memory is not to treat it as brand-new information, but instead to build on a pre-existing schema.</p> <p>By reactivating prior key knowledge, we are ensuring that children retrieve what they already know (thus strengthening their understanding of this in long term memory) and build upon this.</p> <p>When something is retrieved from long-term memory back into the working memory, it is then reencoded stronger. This means it should be easier to retrieve again in future.</p> <p><b>Consider:</b> When preparing this stage, you will need to ask yourself:</p> <ul style="list-style-type: none"> <li>• <b>What is the key prior knowledge children need to have to progress through this lesson?</b></li> <li>• <b>How will I check all children have that knowledge?</b> (e.g. use of low-stakes quizzes, peer-supported retrieval, Leitner Model, knowledge organisers...)</li> <li>• <b>What scaffolding will I provide for the children who still have a small gap in their key prior knowledge?</b> (e.g. referring to a poster created during last lesson on the working wall, discussion with a response partner, a concise word bank they can access, a brief checklist, an annotated / worked example...)</li> </ul>	<p>Reactive is a low-stakes activity and should be seen by all as such.</p> <p>If scores are recorded or there is a perceived consequence of 'failing' (e.g have to move onto a set table or go out with the TA) then children may not perform at their best. This is because of the pressure that they then put upon themselves.</p> <p>A reactivate session should be <b>no longer than 5 minutes</b> (unless the teacher believes that they need to re-teach missing key knowledge). They are quick, fast-paced and responsive to the children's needs</p> <p>Reactive takes place at the beginning of each lesson and this is accessed by all children.</p> <p>Reactive is responsive to one or more of the following;</p> <ol style="list-style-type: none"> <li>1. AFL / Feedback, in-line with the school's feedback policy, informs the review and reflect part of the session.</li> <li>2. Addressing misconceptions</li> <li>3. Allowing the children to make links between existing and new knowledge (promoting LTM).</li> <li>4. Opportunity to apply knowledge and explain reasoning.</li> <li>5. An opportunity to revisit a pre-requisite to support today's lesson / new learning.</li> </ol> <p>Reactive may be in the form of:</p> <ol style="list-style-type: none"> <li>1. The use of whiteboards</li> <li>2. Questioning</li> <li>3. Quizzes</li> <li>4. Partner talk</li> <li>5. Showing pictures and identifying key sticky knowledge</li> <li>6. Flashback 4</li> <li>7. Yesterday, last week, last term...</li> </ol> <p>During this part of the lesson, the adults should be speaking and listening to as many children as possible. Can you spot any misconceptions at this point?</p> <p>Where children are struggling to recall the information, a scaffold should be provided. If children are just 'told' the correct answer then nothing is being retrieved from long-term memory. Adults should be cautious not to reveal</p>	<p>A series of prior scaffold / stimulus can be used to reactivate prior learning, e.g. pictures could be used where appropriate to support learning.</p> <p>Working walls and prior knowledge referred to (where appropriate) to review learning.</p> <p>Walls are referred to where appropriate, up-to-date and the learning process is evident.</p> <p>E.g. Past and present learning displayed E.g. learned to add same denominator, now mixed number with same denominator.</p>	<p>Have secure subject knowledge of;</p> <ul style="list-style-type: none"> <li>- The review and reflect process</li> <li>- The pre-requisites that are needed to be reactivated</li> <li>- How the pre-requisites and new knowledge build on one another</li> </ul> <p>Allow opportunities for TA to be able to discuss this with the children.</p> <p>When children are discussing ideas a TA could...</p> <ul style="list-style-type: none"> <li>• Prompt discussion points</li> <li>• Encourage children to use the working wall</li> <li>• Encourage the less confident children to contribute</li> <li>• Target specific children who have been identified from previous lessons (not just LA or SEND) or who are showing through body language/their response that they're not sure</li> <li>• Use resources from pre-teach that can be shown or given as a prompt (photos, symbols, key words)</li> </ul> <p>SEND children have the resources they need e.g. enlarged version.</p> <p>TAs will identify and feedback to the teacher to inform who may require additional support during the main teacher input.</p> <p align="center"><b>Identification and facilitation</b></p>



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the answer but instead help to activate the pre-existing schema the child has build up.

For paired or small group retrieval work, it is important that children understand the importance of scaffolding too. If each child is working in a pair where one person gives the answer to the other, at least half of the class have the opportunity to avoid retrieving prior knowledge. Think how best to avoid this occurring

What is the Phase?	Why do we do it?/Things to consider	Strategies (What does it look like in action?)	Environment (The classroom as a scaffold)	Role of Support Staff
<b>Teach, Facilitate, Model</b>				
Rosenshine's Principles of Instruction - 2 - New material in small steps; 3 - Ask questions; 4 - Provide models; 6 - Check for understanding; 8 - Scaffolds for difficult tasks				
<div data-bbox="219 598 414 798" style="text-align: center;"> <p>Teach, Facilitate, Model</p> </div> <p>During this phase of the lesson and the next, we need to move from children's key prior knowledge to a position where they are able to successfully complete the independent practice. To do this they will need to <b>attain new knowledge</b> and have experience of how to use this knowledge.</p> <p>In this phase of the lesson, we will focus on children attaining this new knowledge. This can be done in various ways such as getting the children to discover the learning for themselves through carefully facilitated activities or through explicit teacher instruction.</p> <p><i>Whatever combination of approaches are used, teacher modelling will be essential.</i></p>	<p>When planning this stage, you should ask yourself:</p> <ul style="list-style-type: none"> <li>What are the <b>small steps I will narrate aloud</b> and demonstrate to make explicit how experts think? (E.g. asking questions aloud that children should consider when working independently.)</li> <li>Am I starting my explanations at the point of children's current understanding and what is <b>the clearest explanation</b> needed to understand this learning? (This can either be given by the children or the teacher – whichever is most appropriate.)</li> <li>What <b>concrete representations or models</b> can I use to help children understand any abstract concepts?</li> <li>How do we encourage children to <b>think deeply</b> if they appear to have grasped the learning?</li> <li>How will I model the <b>high standards</b> required?</li> <li>Where might I make explicit <b>connections to prior learning</b>?</li> <li>How will I ensure children understand the <b>key vocabulary</b> pertinent to this learning?</li> <li>How will I ensure I <b>reduce the extraneous cognitive load</b>? (e.g. small, broken down steps)</li> </ul> <p>How will I gauge how children are <b>progressing towards the LO so far</b>? (Remember, children may not have secured the learning by this stage.)</p>	<p>The teacher should be visible to all children and modelling the new learning.</p> <p>Out loud narration is a key part of modelling. <b>We are not only modelling the new concept, but also modelling the learning process in general.</b> Pre-planned statements should be prepared that allow the children to follow the teacher on their learning journey.</p> <ul style="list-style-type: none"> <li>The learning objective is clearly articulated at the beginning of the session. The class teacher unpicks the key knowledge with the class and shares the context of where it sits in the sequence of learning.</li> <li>Key vocabulary is shared, displayed and unpicked during the modelling part of the lesson. If the vocabulary is new, it will be displayed in blue as part of the teaching process. There is an expectation for the children to use these words throughout the lesson. The teacher models this during the input in the context of the knowledge being taught.</li> <li>The teacher will model correct use of resources including the working walls to support their understanding</li> <li>Explanations are clear and concise during each step of the modelling process. The use of memorable phrases may be adopted to support memory retention and independence, e.g., first the ones, then the tens, where is my friend he is on the end.</li> <li>The teacher will clearly model the learning step-by-step and capture on the relevant working wall for children to refer to throughout the learning process.</li> <li>Throughout the modelling, the teacher will verbally model sharing a clear commentary as a further insight into the learning</li> </ul>	<p>Key vocabulary is displayed, referred to and exemplified on Working Walls. New vocabulary will be used and incorporated into sticky knowledge to display as the Enquiry learning journey</p> <p>Modelling of scaffolds and using resources will be part of this session and these resources and scaffolds will then be made available for children to use as part of learning together and independent practice.</p>	<p>During this phase, any additional adults should be actively supporting or challenging (and deepening) pupils' learning as required. Support and challenge questions might also be on the board.</p> <p>Additional adults might also use this time to model the new learning themselves on a 1 to 1 or small group basis if required.</p> <p><b>When the facilitation approach is being used a TA could...</b></p> <ul style="list-style-type: none"> <li>Prompt discussion points</li> <li>Encourage children to use the working wall</li> <li>Model and promote key vocabulary. Encourage the children to use the vocabulary when sharing their thoughts. Sometimes, rephrasing may be required, modelling to the children how to use specific vocabulary in a sentence.</li> <li>Encourage the less confident children to contribute</li> <li>Target specific children who have been identified from previous lessons (not just LA or SEND) or who are showing through body language/their response that they're not sure</li> <li>Use resources from pre-teach that can be shown or given as a prompt (photos, symbols, key words)</li> </ul> <p><b>When explicit teacher instruction is being used a TA could...</b></p> <ul style="list-style-type: none"> <li>Record the process of modelling for the working wall e.g. if the teacher is writing then what could be captured in symbols or images that will support?</li> <li>Writing each step of the SC as the teacher models it – where appropriate use colours to help so if a blue has been used to write an adverb then write that SC in blue</li> </ul>



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		<p>process and ensure the children to understanding the thinking process/ rationale for learning.</p> <ul style="list-style-type: none"> <li>The teacher should also 'think aloud' when they run into trouble or want to push themselves to deeper thinking. Modelling problem solving and perseverance is also important</li> </ul> <p>Questioning and checks for understanding will be used throughout modelling to support the facilitation of learning.</p>		<ul style="list-style-type: none"> <li>Collecting key vocabulary with definitions or images to support understanding</li> <li>Sit with target children and do the above if not appropriate or needed for the whole class.</li> <li>Provide photos, images, symbols and vocab all prepared to support understanding the new knowledge (this may have been used in pre-teach)</li> </ul> <p>Monitor 'behaviour for learning' and ensure all children are on task.</p> <p align="center"><b>Visualize and empower</b></p>
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<b>Learning Together</b>				
<b>Rosenshine's Principles of Instruction</b> - 5 - Guide student practice; 3 - Ask questions; 4 - Provide models; 6 - Check for understanding; 7 - Obtain high success rate; 8 - Scaffolds for difficult tasks				
<div data-bbox="235 646 407 813" data-label="Image"> </div> <p>In this phase of the lesson, children will have the experience of applying and using this new knowledge with the guidance of the teacher.</p> <p>Taught ideas that are understood deeply are not just received passively but thought about and worked on by the learner. They need to be thought about, reasoned with and discussed. Therefore, at this stage, children will have the chance to tackle problems and activities and unpick them collaboratively under the expert guidance of the teacher. Teachers need not only to plan what they want children to do, but how they want them to think!</p> <p>It is vital that misconceptions are covered in this stage.</p> <p><b>It is imperative at this stage that the teacher checks for understanding of the whole class before progressing on to the independent practice.</b></p> <p>Children who have not demonstrated sufficient understanding will need to step back to the 'Teach' phase of the lesson with an adult.</p>	<p>Your activities should ensure that all children are engaging in the lesson and there are <b>no passengers</b>. This way, we maximise the chance of retention.</p> <ul style="list-style-type: none"> <li>Are children being provided with enough time to do the thinking for themselves and actively practice?</li> <li>Are the children being provided with enough opportunities to discuss their learning?</li> <li>What are the potential misconceptions and/or difficult points that will need highlighting and exposing?</li> <li>How do we encourage children to think deeply if they appear to have grasped the learning?</li> <li>How will the learning be applied to different contexts?</li> <li>How will the scaffolding be reduced throughout this phase?</li> <li>How will I know how all learners are ready to progress to independent practice? What questions will I ask and how will I gather whole class feedback to check the responses of all learners?</li> </ul>	<ul style="list-style-type: none"> <li>Children are provided with opportunities to apply their learning, examples include:               <ol style="list-style-type: none"> <li>Whiteboards</li> <li>Think – Pair - Share</li> <li>Stem Sentences</li> <li>Talk Partners</li> </ol> </li> <li>Questions are open-ended and promote higher order thinking skills. 'Blooms Taxomy' and the 'Question Matrix' is used to support and develop to develop higher order questioning. All children are expected to answer questions through targeted individual responses and the use of lollipop sticks and random generators.</li> <li>The Class Teacher circulates around the room to assess learning, to identify potential misconceptions and who is ready for Independent Learning.</li> <li>Mistakes and misconceptions are rectified and clarified at this stage through effective scaffolding or re-teaching.</li> <li>Opportunities for support and challenge are evident and carefully planned.</li> <li>Opportunities for deepening the learning are available for all pupils.</li> </ul> <p>Models/Scaffolds on working walls will be referenced to support learning.</p> <p>Noise levels are conducive to learning and allow for concentration and reflection.</p> <p>Available adults will be 'working the room' throughout this and also adopting other assessment strategies.</p>	<ul style="list-style-type: none"> <li>Concrete resources, manipulatives and any other resources including pupil organisers (where applicable) are easily accessible and being used effectively by the children to support learning.</li> <li>Motivate children to keep a sense of urgency e.g., use of a timer, regular updates.</li> </ul> <p>Working walls are being used by the children to support learning.</p>	<p>Prompt discussion points</p> <p>Encourage children to use the working wall</p> <p>Empower the less confident children to show their understanding</p> <p>Children are encouraged and being provided with the support needed (if necessary) to apply their learning.</p> <p>Target specific children who have been identified from previous lessons or current lesson (not just LA or SEND) who are showing through body language/their response that they're unsure</p> <p>Ask a range of questions to support learning</p> <p>Use resources from pre-teach or teach that can be shown or given as a prompt (photos, symbols, key words)</p> <p>Circulate around the room. supporting individuals and small groups (support and challenge).</p> <p align="center"><b>Support and challenge.</b></p> <p>Regular dialogue with the teacher (AFL) on further support and challenge needed</p>



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Teaching assistants will share their formative assessment of the children with the teacher to ensure that the best decision is taken regarding how to move the lesson on.

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<b>Independent Practice</b>				
<div data-bbox="230 403 409 580" data-label="Image"> </div> <p>At this stage, we need to ensure there is a divergence in our thinking between performance (what children can do at the point of teaching) and learning (what children understand and can independently replicate and use at a later date).</p> <p>Children need to obtain a high success rate (around 80%) so initially their activities will allow them to practice the modelled learning.</p> <p>At an appropriate point for learners, activities need to allow the <b>children to apply their thinking and not just replicate what has been modelled</b>. Some children might need scaffolding, including additional guidance, to engage with ideas in this way; others might be able to do it independently, or through working with peers. Remove scaffolding when children are achieving a high degree of success in applying the new knowledge.</p> <p>It is the <b>expectation that all learners will go beyond just replicating what has been modelled</b> to ensure this learning will be transferred to their long-term memory, and thus not widening the attainment gap.</p> <p>Through 'pupil voice' we aim to develop learners who are able to manage and reflect on their learning. Peer and self-assessment strategies are in place to support and develop this, whilst giving the staff the opportunity to check the children's understanding.</p> <p>Pupil voice will happen throughout all parts of the lesson, allowing children to provide feedback on their learning. This may be pre-determined and/or responsive.</p> <p>Children will be <b>successful by practicing</b> the modelled learning, <b>applying</b> their thinking and <b>not just replicating</b></p>	<p><b>Rosenshine's Principles of Instruction</b> - 9 – Independent practice; 3 – Ask questions; 6 – Check for understanding; 7 – Obtain high success rate; 8 – Scaffold for difficult tasks</p> <p>Children require a high success rate so that we are confident they are not encoding misconceptions and incorrect processes/knowledge into long-term memory.</p> <p>Scaffolds have to be carefully planned. Ineffective scaffolding will mean children are not able to access the learning. Excessive scaffolding could lead to reducing the germane load. This in turn leads to ineffective learning.</p> <p>Learning needs to be appropriately challenging and require the right amount of effort to manage the cognitive load of the children.</p> <p>Any grouping of children is for the specific needs of that lesson. <b>Long term 'ability' grouping leads to fixed mindsets of both adults and children and has been a key factor in widening attainment gaps throughout the education system.</b></p> <p>Consider:</p> <ul style="list-style-type: none"> <li>What sequence of activities will allow children to practice, embed, apply and deepen their learning from today's lesson? (It is the expectation that all children are able practice, embed and apply their learning during a lesson – with or without scaffolding. All children should have access to deepening their learning as not to put limits on learning, however not all children will deepen their learning every lesson.)</li> <li>What scaffolding is required so all children can access all the learning? (E.g. concrete resources, a word bank, additional guidance, a check list, worked examples – including on a tablet to watch, talking tins for reference and oral rehearsal, questioning.)</li> <li>How can children's thinking be elicited to ensure they are still on track to meet the learning objective?</li> </ul>	<p>Intelligent practice is used to ensure that children not only practice what has been taught but also apply their thinking – <b>children should not be set a task that only involves replicating what was modelled.</b></p> <p>Adults will be working the room and giving immediate intervention as required. This will be through support and scaffold or through deepening the learning. These opportunities should be planned in advance of the lesson.</p> <p>Deepening opportunities should also appear throughout this phase and not as an 'extension' for those who finish quickly. Some will be accessible through pre-written challenges and some will be from verbal feedback from adults working the room.</p> <p>Scaffolding should be reduced as children become increasingly confident and competent. Learning is supposed to be challenging. Not too easy but not impossible.</p> <p>Whole class revisiting at this stage will be used for children to share their learning, e.g. 'How do you know?' to promote reasoning and deepen understanding.</p> <p>Throughout independent practice, children will be encouraged to peer and self-assess their learning and so that understanding of learning is regularly checked. This could include but not confined to:</p> <ul style="list-style-type: none"> <li>RAG rate fans</li> <li>Exit ticket</li> <li>Self-assessment fans are used throughout the lesson to allow the children to share their confidence in learning.</li> </ul> <p>Talk partners are encouraged to support with learning and deepen understanding.</p> <p>Live marking will be used to provide immediate feedback, quickly addressing misconceptions as well as deepening understanding.</p>	<p>Concrete resources, manipulatives and any other resources including independent resource packs and pupil organisers (where applicable) are easily accessible and being used effectively by the children to support learning.</p> <p>Further teaching points may be captured, e.g., on flip chart paper and transferred to working walls to support independent learning.</p> <p><b>Scaffolding:</b></p> <p>Concrete resources, manipulatives and any other resources including independent resource packs and pupil organisers (where applicable) are easily accessible and being used effectively by the children to support learning.</p> <p>Further teaching points may be captured, e.g., on flip chart paper and transferred to working walls to support independent learning.</p>	<p>Discussions with the class teacher, allow clarity in their role to gain a clear understanding of when to scaffold and when to take that support away.</p> <p>Continue to support with delivery of expectations e.g., behaviour for learning and productivity.</p> <p>Provide additional support around accessing DLTs (where applicable).</p> <p>Be responsive to the children's needs identifying which children need support and scaffolding and share this with the class teacher.</p> <p>Be confident to intervene responding effectively to pupil voice.</p>



**Peafield Lane Academy**  
**Lesson Design Matrix**



<p>what has been modelled. New knowledge will be transferred to long-term memory.</p> <p><b>Scaffolding:</b></p> <p>The expectation is that all children are being taught the same knowledge and content, however the way in which they acquire knowledge may differ. Children are supported and challenged in their learning through 'scaffolds'.</p> <p>Providing <b>support</b> to enable all children to <b>acquire</b> new knowledge. Removing scaffolding when children are achieving a high degree of success.</p>	<ul style="list-style-type: none"> <li>How will children know they are on the right-track?</li> <li>How might children be grouped throughout a lesson to aid their <i>independent learning</i>? (Groups are fluid)</li> </ul>	<p><b>Scaffolding:</b></p> <p>Models and scaffolds are revisited (if necessary) for any children who may need it to address pre-empted misconceptions as well as to provide additional challenge (shaped from AFL). An example could include teacher video scaffolds on the smartboard so the children can watch elements of modelling again.</p> <p>Further questioning may be required to deepen understanding.</p> <p>The class teacher prioritises teacher and support staff support based on the needs of the children (AFL) so that additional input/support is in place.</p>		
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<b>What is the Phase?</b>	<b>Why do we do it?/Things to consider</b>	<b>Strategies</b> <b>(What does it look like in action?)</b>	<b>Environment</b> <b>(The classroom as a scaffold)</b>	<b>Role of Support Staff</b>
<b>Reflection</b>				
 <p>At this point, children need to be provided with the opportunities to <b>cement the main learning point (the learning objective)</b> from this lesson. They need the chance to make their own connections so the main learning point is tethered to their existing knowledge. This main learning point will most likely be reactivated at the start of the next lesson to ensure children can successfully continue with the learning sequence.</p> <p>Think of this stage as folding down the page corner in a book so you know where to pick it up again next time.</p>	<p>We return to the key learning outcomes to ensure that they are encoded into long term memory.</p> <p>As previously discussed, this is most effective when we build on a pre-existing schema. Reflecting will therefore be more effective when we reactivate the prior knowledge from the start of the lesson and clarify how our new learning has extending our understanding in this area.</p> <p>Consider:</p> <ul style="list-style-type: none"> <li>What is the best way to ensure children have clarity around today's learning so they are secure to continue next lesson? (E.g. the main learning point is captured on the working wall for future reference, children reflect for themselves in their own learning journals / class records the main learning point in their floor book etc.</li> <li>If a child hasn't secured the main learning point of the lesson, how will you know and what will you do about it?</li> </ul>	<p>Teachers to draw on a variety of strategies so the learning is captured in a purposeful way.</p> <p>'What has stuck with our learning today?'</p> <p>Create an A3 sheet summarising the key learning for the lesson ready to be displayed on the working wall.</p> <p>Use key vocab and any appropriate visual representations needed</p> <p>Progression is to get the children to draw their own reflection on paper to use as a from of assessment</p> <p>Use of 'Key Learning Stickers' at the end of each session</p> <p>When conducted verbally, the teacher will be assessing and making notes of who needs to recap the learning and who would benefit from a pre-teach prior to the next lesson.</p> <p><i>All children will be engaged in this part of the lesson to ensure effective encoding into long-term memory.</i></p> <p>Review the learning as class teacher (with support staff) and decide upon the next steps, e.g., adapt Quality first teaching, pre teach, post teach and/or interventions.</p>	<p>Ensure learning objective is clearly visible and accessible to all as part of the reflection.</p> <p>Reflection posters to be added to the appropriate working wall to ready to reference in future learning</p> <p>New vocabulary is added to working wall</p>	<p>Support with reflections where necessary.</p> <p>Support with self and peer marking providing support for identified children.</p> <p>Finalise arrangements with the class teacher around future learning, supporting Quality first teaching and possible interventions.</p>