

Structure the lesson as a series of episodes

<p>1. Introduction (15% of lesson time)</p>	<p>Lesson opening - Putting the learning in context</p> <p>Key components:</p> <ul style="list-style-type: none"> • a 'hook' to set the scene for what is to come • a review of any previous material taught which the new lesson might build upon • a clearly stated learning intention/goal, the lesson purpose, and the success criteria • a lesson outline.
<p>2. Modelled, guided and independent teaching (75% of lesson time)</p>	<p>Modelled teaching - Introduction to new lesson material - The Explicit Explanation</p> <p>Key components:</p> <ul style="list-style-type: none"> • introduce new learning • provide direct, teacher-led and obvious scaffolding • demonstrate/exemplify processes or products • check for understanding and provide more modelled teaching as required. <p>Guided practice of new lesson material</p> <p>Key components:</p> <ul style="list-style-type: none"> • students and teachers assume equal responsibility for their learning • students practise and apply new learning with 'just enough' teacher support to be successful • students practise new learning collaboratively • monitor student performance and provide feedback • check for understanding and provide more modelled and guided teaching as required. <p>Independent practice of new lesson material</p> <p>Key components:</p> <ul style="list-style-type: none"> • students assume a greater degree of responsibility for their learning • students require minimal support to be successful • students demonstrate their new learning • students transfer and apply the learning to other contexts.
<p>3. Reflection on learning (10% of lesson time)</p>	<p>Lesson closing - Plenary – Opportunity to reflect</p> <p>Key components:</p> <ul style="list-style-type: none"> • summary of the purpose of the lesson • review of key ideas/skills/lesson tasks and how they supported the learning intention/goal • students articulate in some way what they have learnt in the lesson • teacher and students assess what learning has taken place, and how effectively.