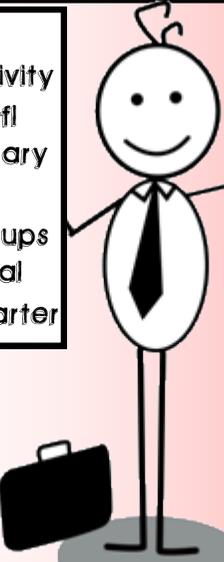


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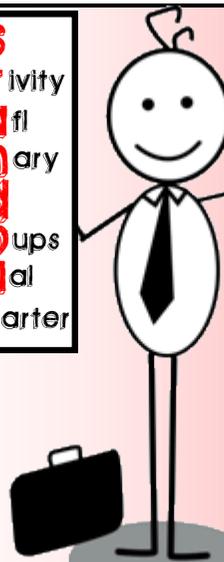


WHY:
Paired activities contribute to an outstanding lesson as they give opportunity for pupils to demonstrate their understanding of the learning to each other.

CONSIDER:
During your lesson take the opportunity to utilise paired work. This is particularly useful as you could arrange your groupings to support differentiation. Paired activities can be used at any time during the lesson.
Ensure both pupils have a clear role to undertake and are not passive.
Introduce your activity quickly to maximise time for learning.

pair **s**

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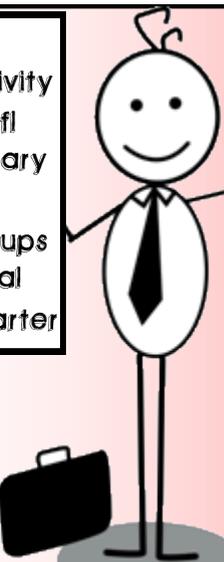


WHY:
Learning activities are the core part of any lesson when pupils engage with the objectives for the lesson.

CONSIDER:
Use a variety of strategies including individual work, paired work and group work.
When using activities which are longer, try to include a learning check to assess how each pupil is progressing.
Introduce activities quickly to allow more time for pupils to progress.
Ensure you have differentiated your activity to meet the needs of all learners.
Tailor your activities so that pupils are problem solving or investigating to find out the answers, avoid copying or 'do as the teacher does' activities.

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WHY:
It is important to check the progress of pupils and for them to judge how well they think the learning is going.

CONSIDER:
If your AfL activity is part way through the lesson how will you support those pupils who are identified as not making sufficient progress?
Think about how pupils could create their own criteria rather than being given it.
Do you require a short AfL activity or something more detailed?
If it's a longer activity ensure you differentiate it.

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WHY:
Plenaries are an opportunity to demonstrate what learning has taken place through a summary activity.

CONSIDER:
For maximum impact ensure you introduce the task as quickly as possible to start pupils working- aim for less than 60 seconds!
Remember plenaries are short summaries of the lesson and should not be drawn out.
If using Q&A try encouraging the pupils to create the questions.

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WHY:
There are always times when we need to give instruction, lead an activity or demonstrate learning.

CONSIDER:
Teacher talk is often the downfall of a lesson as if misused it leads to pupils failing to demonstrate progress. Think- 'If I am talking, what progress are the pupils making and showing?'
Use teacher talk in short burst when required. Aim for less than 60 seconds if possible.
If longer teacher led activities are required e.g. a demonstration, then have the pupils interact with it, for instance by having to complete a question sheet whilst watching.
Use questioning as part of teacher led activities. Always consider other ways of addressing teacher led activities so they can be pupil focussed.

teacher led

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WHY:
Like paired activities, group activities contribute to an outstanding lesson as they give opportunity for pupils to demonstrate their understanding of the learning to each other.

CONSIDER:
Think carefully how you can support differentiation with your groupings. Group activities can be used at any time during the lesson.
Ensure all pupils have a clear role to undertake and are not passive.
Introduce your activity quickly to maximise time for learning.

grOups

pair **s**

ac **t**ivity

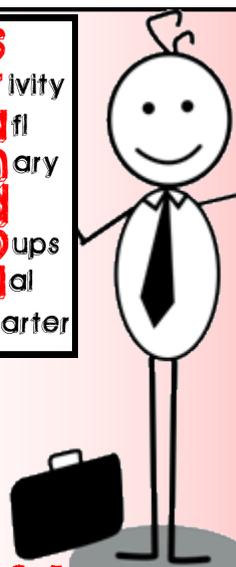
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WHY:
Individual activities are ideal for showing the progress of each pupil.

CONSIDER:
Introduce the activity quickly as this should be about the pupil doing, not the teacher talking. Tailor your activities so that pupils are problem solving or investigating to find out the answers, avoid copying or 'do as the teacher does' activities. Differentiate the activity accordingly, not all learners are the same.
For longer tasks ensure that pupils are engaged and there is pace to what they are doing. Try to combine individual activities with paired or group work to allow pupils to demonstrate learning to others.

individUals

pair **s**

ac **t**ivity

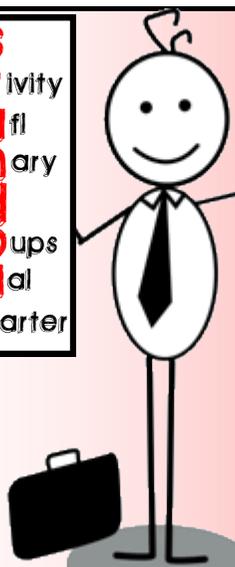
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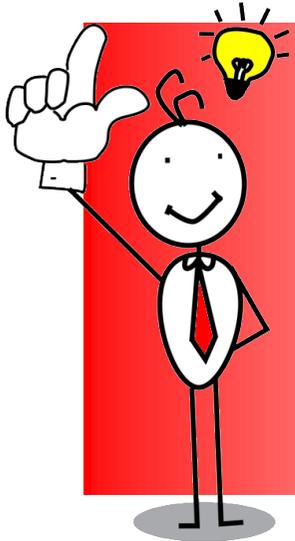
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WHY:
Starters are important as they give an immediate opportunity for pupils to demonstrate learning and progress.

CONSIDER:
For maximum impact ensure you introduce the task as quickly as possible to start pupils working- aim for less than 60 seconds!
Remember starters are short introductions to the lesson and should not be drawn out. Use starters to either link to the previous lessons learning and how this will link to the lesson or to introduce the new learning for the lesson.

starter



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the **standout** approach to lesson planning