

A suggested lesson structure

Teacher input		What might be said / done
Lesson Introduction		
State learning objective / lesson intention i.e. why we are, not just what we are, going to do.	<i>Today we are learning to / about...</i>	
Link to prior knowledge and / or skills.	<i>What do we already know about.. What can we already do...</i>	
Statement of what the children should have gained / learnt by the end of the lesson.	<i>By the end of the lesson you should be able to / have learnt...</i>	
Main Learning Activity		
Example of lesson organisation to facilitate assessment for learning using a range of marking models.	Orally marked group. E.g. Guided Reading / Writing. Give oral feedback – teacher may record these in line with school policy.	<i>Children may make own record of oral feedback e.g. in learning journal or on the piece of work. This would provide a prompt to be used during independent learning.</i>
	Distance marked group Independent group work to be marked – possibly according to suggested 'PEN' strategy – see below.	<i>Refer to 'PEN' strategy below</i>
	Plenary marked group Independent activity to be reviewed and evaluated during plenary.	<i>See below</i>
Plenary		
Opportunity to assess and evaluate the learning of the Plenary Marked group. Pupils present feedback to the whole class. Use pupil self-assessment and / or peer assessment. Focused questioning by teacher can additionally be used. Teacher may use plenary to make whole class / group assessment. Oral feedback may be given to the whole class based on observations.	<i>Ch - We were finding out / learning to...</i> <i>Ch - We have found out / learnt to...</i> <i>T- Can you show / tell the class how...what..?</i> <i>Thumbs up / Show me boards</i> <i>Today we have learnt...</i>	
Lesson summary		
Reinforce the learning objective / intention	So today we have practised our skills in.... We have used / acquired new skills... We have learnt about....	
Distance marking (suggested P.E.N. strategy)		
P - Praise	A positive comment, if possible, directly linked to shared learning intention or child's target. This should inform the child explicitly what they have done to achieve this.	
E – Error	Identify an aspect of the child's work that needs improvement. This may, or may not be linked to the shared learning intention or child's own target.	
N – Next	Specific advice on how the child can improve their work next time. This would usually be linked to the identified error.	