



Gamston St Peter's CofE Primary School

Lesson Expectations Overview

1. Key Vocabulary:

- a. Introduce Tier 3 vocabulary (subject specific) to enhance and support comprehension.
- b. Ensure vocabulary selection supports long-term retention and application.
- c. Incorporate common words and topic-specific terms to enhance language acquisition.

2. Recall/Review:

- a. Plan for regular recall and review sessions to reinforce previously learned content.
- b. Integrate prior knowledge into new lessons to facilitate connections and deepen understanding.
- c. Utilise repetition to embed key concepts into long-term memory effectively.

3. Progression:

- a. Design lessons that build upon existing knowledge and skills, fostering continuous development.
- b. Ensure a structured progression of learning objectives to guide children towards mastery.
- c. Scaffold new material with familiar content to support children growth and confidence.

4. Talk Partners:

- a. Implement talk partner activities to encourage collaboration and communication among children.
- b. Provide clear guidelines for effective dialogue and respectful interactions.
- c. Foster a culture of active listening and constructive peer feedback.

5. Resources:

- a. Utilise a variety of resources to cater to diverse learning styles and abilities.
- b. Select materials that engage children and enhance understanding of the subject matter.
- c. Incorporate technology and real-world examples to enrich learning experiences.

6. Pace:

- a. Maintain an appropriate pace throughout the lesson to keep children engaged and focused.
- b. Monitor children's responses and adjust the pace as needed to ensure comprehension.

- c. Allow time for reflection and processing of information to support deeper learning.

7. Assessment for Learning (AfL):

- a. Implement AfL strategies to gauge children's understanding and inform instructional decisions.
- b. Provide timely feedback to children to guide their learning and progress.
- c. Use formative assessment techniques to track children's growth and adjust teaching accordingly.

8. Know What Subject is Being Taught:

- a. Clearly outline lesson objectives and learning outcomes for children.
- b. Communicate the purpose of the lesson and how it connects to broader curriculum goals.
- c. Ensure children understand the relevance of the subject matter to their learning journey.

9. Use of WAGOLs and Exemplars:

- a. Model high-quality work using WAGOLs (What A Good One Looks Like) and exemplars.
- b. Demonstrate expectations for children's performance and provide clear benchmarks for success.
- c. Encourage children to aspire to excellence by referencing exemplary work.

10. Asking Lots of Good Questions:

- a. Engage children with thought-provoking questions that stimulate critical thinking.
- b. Encourage children to explore concepts deeply and articulate their understanding.
- c. Use questioning to assess children's knowledge, prompt discussion, and guide learning.

11. Links to Prior Knowledge:

- a. Establish connections between new learning and children's prior knowledge and experiences.
- b. Activate schema by referencing familiar concepts to facilitate comprehension and retention.
- c. Help children recognise the relevance of their existing knowledge in acquiring new skills.

12. Effective Use of Adults:

- a. Collaborate with support staff and colleagues to provide targeted assistance to children.



- b. Coordinate adult interventions to meet individual children's needs and enhance learning outcomes.
- c. Foster a team approach to support children's progress and well-being.

13. Adaptive Teaching:

- a. Be responsive to children's needs and adjust teaching strategies in real-time.
- b. Differentiate instruction to accommodate diverse learning styles and abilities.
- c. Modify lesson plans based on children feedback and formative assessment data.

14. Recording and Evidencing:

- a. Document children's progress and achievements through various assessment methods.
- b. Maintain records of children's work, assessments, and feedback to track growth over time.
- c. Use evidence of learning to inform future instructional planning and children support.

15. Use of Scaffolds:

- a. Provide scaffolding tools and resources to support children in mastering challenging tasks.
- b. Gradually remove scaffolds as children demonstrate proficiency and independence.
- c. Offer guidance and assistance as needed to scaffold children learning effectively.