



# High-TEMPO



## LESSONS AT PRIORY SCHOOL

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| <h3>High Expectations</h3> | <p>We try to create calm classrooms where every teacher can teach by...</p> <ul style="list-style-type: none"> <li>Having <b>routines</b> that all pupils and teachers follow.</li> <li><b>Rewarding</b> and <b>praising</b> breakthroughs and achievements.</li> <li>Ensuring <b>strong silence</b> so that everyone can concentrate.</li> </ul>                                                                                                                                                                                                                                                                                                          | <p>We adapt and meet the needs of our most vulnerable learners by...</p> <ul style="list-style-type: none"> <li>Treating all pupils in <b>the same way</b>.</li> <li>Not confusing greater compassion with lower <b>expectations</b>.</li> <li><b>ALWAYS putting them first</b>: When we plan, check for understanding, praise, reward, mark, assess and communicate with parents.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                     |
| <h3>T Task Design</h3>     | <p>We try to help our pupils improve their memory and recall by...</p> <ul style="list-style-type: none"> <li>Prioritising <b>essential knowledge</b>.</li> <li>Identifying <b>key facts and words</b> in “<b>knowledge organisers</b>”.</li> <li>Regularly running <b>fact checks</b> and <b>low stakes / multiple-choice quizzes</b>.</li> <li>Designing tasks that ask the pupils to <b>think hard</b> and therefore aid their <b>comprehension, application</b> and <b>memorisation</b>.</li> <li>Remember that memory and recall is the residue of thought.</li> <li>Anticipating and planning for tricky ideas and common misconceptions.</li> </ul> | <p>We design tasks to meet the needs of our most vulnerable learners by...</p> <ul style="list-style-type: none"> <li>Providing <b>decluttered</b> written information.</li> <li>Reducing the length of tasks to match a lower <b>attention span</b>. Increase gradually and praise on completion.</li> <li>Providing an element of <b>choice</b> when setting tasks but ensure outcomes are similar.</li> <li>Decluttering knowledge organisers and highlight <b>essential vocabulary</b>.</li> <li>Providing <b>key vocabulary</b> at the start of every lesson and explicitly teach.</li> <li>Providing <b>key learning</b> via printouts of essential information.</li> </ul>                                                                                                                 |
| <h3>E Explanations</h3>    | <p>We encourage one another to be the experts in the room by...</p> <ul style="list-style-type: none"> <li><b>Explaining</b> new and complex ideas with great care.</li> <li>Choosing words and language that adds <b>clarity</b>.</li> <li>Avoiding introducing <b>too much information too soon</b>.</li> <li>Expressing our <b>passion and enthusiasm</b> for the subject and instilling awe and wonder in the universe.</li> <li><b>Checking for understanding</b> before they move on.</li> </ul>                                                                                                                                                     | <p>We adapt how we explain to meet the needs of our most vulnerable learners by...</p> <ul style="list-style-type: none"> <li><b>Check-in</b> to ensure understanding before the ‘off you go’ moment.</li> <li>Adapt <b>voice tone</b> and pace to signpost key learning points.</li> <li>Give <b>clear, simple instructions</b> - only a couple at a time.</li> <li>Avoid using idioms and non-literal language where possible.</li> <li>Create ‘<b>memorable moments</b>’ e.g., acronyms, visuals, gestures.</li> <li>Use the pupils <b>name and make eye contact</b> before and during explanations.</li> </ul>                                                                                                                                                                                |
| <h3>M Modelling</h3>       | <p>We show our pupils how to be successful by...</p> <ul style="list-style-type: none"> <li>Demonstrating <b>how to do it</b> and <b>how to do it well</b>.</li> <li>Naming and listing the <b>steps to success</b>.</li> <li>Routinely showing, <b>annotating</b> and <b>deconstructing</b> examples of <b>secure</b> and <b>excellent versions</b>.</li> </ul>                                                                                                                                                                                                                                                                                           | <p>We put our most vulnerable learners at the forefront of our mind when thinking about models by...</p> <ul style="list-style-type: none"> <li>Providing <b>scaffolds</b> in the form of <b>named steps for task completion</b>.</li> <li>Clearly ‘posting’ the <b>named steps</b> on the board / in the room.</li> <li>Conducting <b>live modelling</b> in small groups to target key learning.</li> <li><b>Drawing attention</b> to the steps followed to create the secure model.</li> <li>Modelling a range of <b>structured revision</b> strategies including mind-maps, voice recording, visuals and flash cards.</li> <li>Modelling how we <b>learn from our mistakes</b> to help normalise this process.</li> </ul>                                                                      |
| <h3>P Practice</h3>        | <p>We encourage mastery through practice by...</p> <ul style="list-style-type: none"> <li>Expecting all extended work to be completed in <b>strong silence</b>.</li> <li>Providing <b>sentence starters</b> and <b>golden language</b> to <b>scaffold</b> responses.</li> <li>Gradually <b>building-up</b> demands towards more <b>complex</b> outcomes.</li> <li>Build confidence with <b>I &gt;&gt; WE &gt;&gt;&gt; YOU</b> lift-offs.</li> <li>Shift from dependence to co-dependence and then full <b>independence</b> by years 11 to 13.</li> </ul>                                                                                                   | <p>We remember that practice has a disproportionate benefit for our most vulnerable learners by...</p> <ul style="list-style-type: none"> <li>Offering <b>guaranteed opportunities to be successful</b> and make tangible progress.</li> <li>Providing <b>daily / weekly re-caps</b> of key learning with low stakes assessment.</li> <li>Encouraging <b>reading written work aloud</b> to check for clarity.</li> <li>Providing a Chromebook or laptop for extended writing (EEA).</li> <li><b>Checking-in</b> to ensure SEND / EAL / DA pupils remain on track.</li> </ul>                                                                                                                                                                                                                      |
| <h3>O Oracy</h3>           | <p>We nurture talking with confidence and impact by...</p> <ul style="list-style-type: none"> <li>Identifying the <b>golden words and phrases</b> that enable great speech.</li> <li>Leading inclusive <b>debates and discussions</b> that are very <b>carefully planned</b>.</li> <li><b>Think &gt; pair &gt; share</b> activities to encourage <b>independent, pair</b> and <b>small group</b> talk.</li> </ul>                                                                                                                                                                                                                                          | <p>We hear the voices of our most vulnerable learners by...</p> <ul style="list-style-type: none"> <li>Working with pupils to identify and move beyond their participation ‘edge’.</li> <li>Using <b>Think &gt; Pair &gt;&gt; Share</b> activities to ensure high participation:</li> <li>Sitting pupils <b>next to peers</b> who support how and when to talk.</li> <li>Providing <b>sentence stems</b> to support academic register and rehearsal.</li> <li><b>Checking and correcting answers</b> via guided support during the pair phase.</li> <li>Including SEND and disadvantaged pupils when <b>cold calling</b>:</li> <li>Accepting “I don’t know” answers (but ensure “I know” is achieved)</li> <li>Agreeing <b>signals</b> that allow you to overlook or promptly move on.</li> </ul> |

“A **High-TEMPO** lesson is an **inclusive** lesson.”