

Q5 – How do I plan and teach well-structured lessons that use effective modelling, explanations, and questioning techniques?

Components	Pre-enrolment	Phase 1	Phase 2	Phase 3
Effective lesson structure	I recognise that effective lessons require careful planning and a considered structure.	I have observed and can articulate the components of well-structured lessons from experienced teachers. I plan lessons with modelled, shared, guided and independent aspects, with mentor guidance. I practice smooth transitions between activities to maintain focus on learning.	I design and deliver lessons with appropriate pace and challenge. I balance high-quality teacher instruction with opportunities for pupils to practice. I develop lesson plans that anticipate potential misconceptions and areas of challenge. I plan activities around what I want pupils to think hard about.	I design and deliver lessons that respond to ongoing assessment of pupil progress. I can evaluate the ongoing effectiveness of a given lesson and make adjustments as required. I systematically remove scaffolding as pupils demonstrate mastery. I create lesson sequences that build pupil independence over time.
Models, modelling and explanations		I have observed modelling and explanations of experienced teachers. I have practised clear step-by-step explanations of key concepts in my subject. I can deploy visual supports to enhance verbal explanations. I am beginning to narrate my thought processes when modelling to make expert thinking explicit.	I design and deliver lessons that enable pupils to engage in meaningful practice. I adjust my explanations based on pupil responses and questions. I use concrete representations of abstract ideas through analogies and examples. I expose potential pitfalls and explain how to avoid them. I start expositions at the point of current pupil understanding.	My explanations connect new learning to prior knowledge and future applications. I support pupils in developing self-explanation strategies for independent learning. I make the steps in complex processes memorable for pupils. I effectively combine verbal explanations with relevant graphical representations. I gradually remove scaffolds as pupils demonstrate success.
Questioning Techniques		I have observed different questioning approaches and their effects on pupil responses. I can use open and closed questions for different purposes in lessons. I plan key questions in advance that match to the key learning and target essential knowledge.	I implement varied questioning techniques that prompt deepening understanding. I can use targeted questioning to check understanding. I provide appropriate wait time to encourage more developed responses. I use a range of question types to extend and challenge pupils. I elaborate on pupil contributions to support language development.	I can adapt my questioning in response to pupil responses within a lesson. I create a classroom culture in which pupils provide high-quality responses using subject-specific vocabulary. I can use questioning to formatively diagnose misconceptions. I facilitate pupil-to-pupil questioning to deepen collective understanding. I systematically use questioning to promote metacognitive thinking and as part of formative assessment.