

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

Components	Pre-enrolment	Phase 1 Beginning: Observation and awareness	Phase 2 Developing: Practice and collaboration	Phase 3 Consolidation: Confident application and evaluation
Effective lesson structure	I recognise that effective lessons require careful planning and a considered structure.	I have observed and can begin to articulate the components of well-structured lessons from experienced teachers. I begin to practice smooth transitions between activities to maintain lesson pace.	I plan lessons with clear beginnings, middles, and ends under mentor guidance. 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 practice smooth transitions between activities to maintain lesson pace.	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 remove scaffolding as pupils demonstrate mastery. I create lesson sequences that build pupil independence over time.
Modelling and explanations		I have observed and can begin to articulate modelling and explanations of experienced teachers. I have practised clear step-by-step explanations of key concepts in my subject.	I model activities 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 am beginning to illustrate potential pitfalls/misconceptions and explain how to avoid them. I start explanations at the point of current pupil understanding. I can deploy visual supports to enhance verbal explanations.	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 accessible for pupils. I effectively combine verbal explanations with relevant visual representations.
Questioning Techniques		I have observed and can begin to articulate different questioning approaches and their effects on pupil responses. I can use open and closed questions with individual pupils / in small groups.	I can implement 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 can use a range of question types to extend and challenge pupils. I can 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 diagnose misconceptions. I am beginning to facilitate pupil-to-pupil questioning to deepen collective understanding. I confidently use questioning as part of formative assessment.