

Ingredients for Good and Outstanding Lesson

“A Relentless focus on the progress of each individual”

	<u>Teaching and Assessment for Learning</u>	<u>Behaviour for Learning</u>
Arrival	✓ Arrival activity which starts students thinking and working straight away	
Starter Activity	✓ Starter activity which is short and engaging and, if appropriate, linked to the main learning in the lesson	✓ Seating plan which encourages students to work rather than socialise ✓ Appropriate pace ✓ Routines and expectations are taught and followed each lesson ✓ Staff arrive on time in order to set up, meet and greet students ✓ There is a calm and orderly entrance and exit ✓ Name and praise is used to promote and reward positive behaviour ✓ Teachers and TAs work in partnership to promote positive behaviour for learning ✓ Department reward system for behaviour is used ✓ Postcards are sent home to inform parents of positive behaviour for learning ✓ Strategies to avoid the use of stages are used ✓ A friendly verbal warning is followed by effective use of stages - stages cannot be worked off ✓ Students are asked to wait outside the room for no longer than 2 minutes ✓ Stage 3 partners are used before on-call, except for serious incidents
Differentiation	✓ Needs of ALL students taken into account ✓ Teachers and TAs work in partnership to support student learning ✓ Students set their own targets	
Learning Objectives	✓ Learning Objectives shared with students in student friendly language ✓ Clear success criteria shared with students ✓ Learning objectives are referred to regularly throughout the lesson	
Success Criteria	✓ Work is modelled to show students the expectations ✓ National Curriculum levels are used regularly in student friendly language	
Learning Activities	✓ Key words used and explained during the lesson ✓ Varied, active and engaging teaching and learning styles, where students are involved and given opportunities to learn independently ✓ Learning is chunked into manageable steps for students ✓ Students are encouraged to share their thinking and ways of working with others ✓ Homework, if set, is given at an appropriate time in the lesson (not in a rush at the end) and could build on what students have learnt in the lesson ✓ Student conversations are about learning and progress	
Student Progress	✓ Assessment opportunities built into the lesson ✓ Students are given opportunities to apply what they have learnt in their own work ✓ “How to improve” comments are used each time a book is marked, and are part of student teacher conversation ✓ Visual prompts are used – thumbs up or traffic lights or stickers. Etc	
Plenary	✓ Mini plenaries take place throughout the lesson, not just at the end ✓ Plenary is related to the learning objectives, involves ALL students and encourages them to reflect on or apply what they have learnt ✓ Plenary is used effectively to gauge individual student progress ✓ Plenary influences next lesson ✓ Plenary allows reflection time	

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