

# High Ash CE Primary School

## What a Good Lesson Looks Like



<b>Non-negotiables</b>	<ul style="list-style-type: none"> <li>• High expectations of both learning behaviours and output of work</li> <li>• Consistency</li> <li>• Secure teacher knowledge</li> <li>• Use of metacognitive practice</li> <li>• High levels of engagement from all pupils</li> <li>• Appropriate pace for the children and the task</li> <li>• Scaffolding for all (SEN and PPM)</li> <li>• All plans to be on the system in advance (48 hours)</li> </ul>		
<b>Lesson Plan</b>	<ul style="list-style-type: none"> <li>• Concise and small learning steps that are targeted</li> <li>• Concise and relevant PowerPoint slides</li> <li>• Knowing what you need to teach for the necessary outcome</li> <li>• Teach, question, check, repeat/move on</li> <li>• Teach new vocab (MTYT - My Turn, Your Turn)</li> <li>• Elements of Rosenshine's 10 principles including retrieval and modelling</li> <li>• Different types of review used regularly to aid knowledge</li> <li>• Adaptations planned for</li> <li>• Planned use of adults</li> </ul>	<b>Successful learning</b>	<ul style="list-style-type: none"> <li>• Plenty of modelling; I do, we do, you do.</li> <li>• Guided practice with lots of opportunities to practice (80% success rate for individuals)</li> <li>• Ensure lots of worked examples and guided practice before moving onto independent tasks.</li> <li>• A clear success criteria</li> <li>• Scaffolding to support independent practice</li> <li>• Scaffolding removed appropriately to ensure for independence</li> <li>• Adaptations of learning are clear for those learners who are working well below expectations.</li> <li>• Challenge (deepening) for those who understand earlier.</li> <li>• Relevant reviews that recall prior knowledge used in the lesson.</li> <li>• Relevant vocabulary explored, spoken and applied.</li> <li>• Stem sentences.</li> <li>• Incorporating paired talk to rehearse before sharing with all.</li> </ul>
<b>Classroom Climate</b>	<ul style="list-style-type: none"> <li>• Relevant work on working walls to aid with learning and quick recall</li> <li>• Consistent use of behaviour policy</li> <li>• All adults being used effectively, taking ownership of their role</li> <li>• Classrooms to be tidy and purposeful for learning</li> <li>• Resources available for all children both relevant to the lesson and for independent selection</li> <li>• Teachers to create a high challenge low threat environment</li> <li>• Meaningful class discussions to aid learning and deepen knowledge</li> <li>• Children engaged in all aspects of the learning process</li> </ul>	<b>Collaborative Learning</b>	<ul style="list-style-type: none"> <li>• Talk—not just the teacher but children talking with relevant meaningful talk around the learning concept with peers</li> <li>• TTYP (Talk To Your Partner) - involve everyone in class</li> <li>• Questioning - TTYP - to identify gaps in understanding and inform planning</li> <li>• Teacher promotes good practice in collaboration - e.g modelling high quality discussions so that collaborative activities are productive</li> </ul>
<b>Student Self-Awareness</b>	<ul style="list-style-type: none"> <li>• Children able to self and peer-check and self-correct</li> <li>• Children able to rehearse getting things right to improve confidence</li> <li>• Children able to select appropriate resources or strategies to support their learning</li> <li>• Challenge opportunities for some learners</li> <li>• Independent practice - moving children on that are ready and giving more practice to those who need support</li> </ul>	<b>Effective Questioning</b>	<ul style="list-style-type: none"> <li>• Aiming to include all children through questioning.</li> <li>• Questioning to ensure children's understanding (what have you understood?) and identifying gaps/misconceptions.</li> <li>• Checking for understanding in an invitational way - interested in what the children have to say.</li> <li>• Questioning - different types.</li> <li>• Appropriate questioning relating to the task or activity.</li> <li>• Using guided practice and questioning to ensure success.</li> <li>• Questioning to deepen knowledge.</li> </ul>
<b>Quality Feedback to move learning forward</b>	<ul style="list-style-type: none"> <li>• Feedback - timely and in the moment</li> <li>• Assessments for learning being utilised well</li> <li>• Opportunities for children to reframe and improve their learning</li> <li>• Using whiteboards to support quick assessments</li> <li>• Teacher challenging and talking through common/relevant misconceptions</li> </ul>		