



## Prior to the Lesson

1. Evidence files are available and up to date.
2. Lessons are **planned** to challenge all groups of students. **50 min** lessons are planned for.
3. A number of **learning checks** are built into lessons. These provide feedback to the teacher on progress towards learning outcomes.

## Start of the Lesson

1. The teacher manages their **threshold**. They supervise the corridor at the start and ends of lessons. Teachers '**Meet and greet**' & monitor **hand sanitising**.
2. The first ten minutes of a lesson is a **silent starter** that is set up prior to students entering the classroom. The starter **interleaves** previous learning and is completed in books. Interleaving is a key part of the recovery curriculum and may go beyond 10 minutes.
3. **Register** is completed
4. The expected **learning outcomes** are shared with students/children , in the context of prior learning, to ensure they understand what they are doing and why; **Learning outcome** is written in student s exercise book.
5. The **success criteria** by which the learning will be evaluated is made explicit.
6. **Learning habits** are embedded within the lesson.

## Lesson Development

1. **Differentiation** is used effectively to challenge all groups. Differentiation is top down. Appropriate differentiated resources/teaching approaches/learning activities support student progress. To enable success for every student, tasks are accessible to all;
2. **Questioning – AFL** – Teachers use planned, systematic, targeted and then bounced questioning to deepen students learning and assess understanding.
3. Students are provided with opportunities for focused **independent learning**.
4. **Feedback** – Mini Whiteboards are used effectively within all subjects to check student learning
5. **Feedback**—RAG cards are used by students to show understanding within tasks. Teacher uses these to intervene and provide appropriate guidance.
6. **Feedback**—PITSTOP time is promoted inviting a range of different student responses and building in time for reflection. Following summative assessments a '**super teaching**' lesson is conducted to address gaps in knowledge.
7. **Literacy**—**subject specific** vocabulary is highlighted by students when used within lessons

## End of the Lesson

1. **Plenary** - The teacher creates the time to review the progress made towards the lesson objectives and learning outcomes;
2. The **end** of the lesson is prompt and orderly (desks cleared, praise points awarded, uniform checked etc) , allowing for efficient transition between lessons. Students **must** be ready to leave the classroom when the bell sounds. On leaving classroom ensure students sanitise hands. Teacher monitors their **threshold**.

