



Prior to the Lesson

1. Evidence files are available and up to date.
2. Lessons are **planned** to be inclusive & challenge all groups of students. Resources take account of **cognitive overload**.
3. A number of **learning checks** are built into lessons. Effective formative assessment informs the teacher about progress towards learning outcomes. (R6)

Start of the Lesson

1. The teacher manages their **threshold**. Teachers '**Meet and Greet**' & monitor
2. The first ten minutes of a lesson are **retrieval practice** set up prior to students entering the classroom. This **interleaves** previous learning and is completed and assessed in books. Interleaving is a key part of the recovery curriculum and may go beyond 10 minutes. (R 1)
3. The **Register** is completed.
4. The expected **learning outcomes** are shared with students to ensure they understand what they are doing and why; the **Learning outcome** is written in students' exercise books.
5. The **success criteria** is made explicit and focuses around expected end points within the lesson

Lesson Development

1. Lessons are fully inclusive. **Differentiation** is used to challenge all groups. Appropriate differentiated resources, approaches and activities support student progress.
2. Teachers **scaffold** tasks to ensure student can attempt each task. (R8)
3. Teachers provide students with **models** to help them understand what is expected of them. (R4)
4. **Questioning** is planned, systematic and targeted to deepen all students' learning and to assess understanding. A "No hands up /cold calling" approach is used for questioning (R3)
5. Students are provided with opportunities for focused **independent learning, monitored by teacher. (R 9)**
6. **Feedback** – Mini Whiteboards are used effectively to check student learning
7. **Feedback**—RAG cards are used by students to show their level of understanding. Teachers use these as a signal to intervene and provide guidance.
8. **Feedback**—**PITSTOP** time is promoted, inviting a range of different student responses and building in time for reflection.
9. Following summative assessments, a '**super teaching**' lesson is conducted to address gaps in knowledge. Assessment informs future teaching and gaps in knowledge are addressed through retrieval
10. **Feedback**— Teachers constantly conduct '**live marking**', starting with DP and SEN students. Student presentation, literacy and gaps in learning are addressed. Green pen is used to record feedback from 'live marking.'
11. **Literacy**—**subject specific** vocabulary is explained and incorporated throughout the lesson.
12. **Praise** and **Consequence** are displayed on a board.

End of the Lesson

1. Plenary - The teacher reviews the progress made towards the lesson objectives and learning outcomes.
2. The **end** of the lesson is managed effectively (desks cleared, planners stamped, uniform checked etc), allowing for efficient transition between lessons. Students **must not** leave the classroom early. Teachers monitor their **thresholds**.