



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 inform the teacher about progress towards learning outcomes. (R6)

Start of the Lesson

1. The teacher manages their **threshold**. Teachers '**Meet and Greet**' & monitor **hand sanitising**.
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 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.

Lesson Development

1. **Differentiation** is used effectively to challenge all groups of students including the most disadvantaged and students with SEND. 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. (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.
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.

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 prompt and orderly (desks cleared, planners stamped, uniform checked etc), allowing for efficient transition between lessons. Students **must** be ready to leave the classroom when the bell sounds.. Teachers monitor their **thresholds**. Students sanitise their hands.