



## WHAT MAKES A GREAT LESSON?

1. A seating plan which includes details of SEND, vulnerable and PP students – will act as a prompt for 'early check in'.
2. Lesson plans well sequenced according to the curriculum intent
3. Lesson plans based on assessment of student progress against targets or previous learning objectives, and teacher's excellent subject knowledge.
4. ILPs regularly referred to so that SEND, pupil premium and gifted and higher attaining students are appropriately prioritised in planned tasks and student/teacher interactions.
5. A prompt start – students should be greeted at the door and straight in to a purposeful task while all other students arrive. Lateness and absence should be followed up at an appropriate time.
6. Sharing the intended learning objectives of the lesson, linked to the 'big picture'. Where is this lesson placed in the sequence of learning. Expected outcomes should be made clear.
7. Recapping of previous learning required for the lesson elicited from students.
8. The lesson has pace – not just lots of tasks – students have the opportunity to finish tasks.
9. Opportunities for regular retrieval practice to secure long-term memory and fluency when applying knowledge.
10. If based in the same classroom- good, lively display of stimulating material as well as student work keywords displayed and referred to in the lesson when being used.
11. The teacher spending time scaffolding and modelling learning so that students can engage with activities effectively.
12. The teacher using a variety of approaches that involve students interacting with the task, teacher and/or each other.
13. Lesson activities that are suitably challenging for all students by task, resource, grouping, questioning and support to facilitate quality first teaching.
14. Skilful use of questioning using 'how?', 'explain..', 'why?', 'what if..?' to include all students, assess understanding and deepen thinking for all.
15. AfL - mini plenaries used at key points during the lesson testing learning at regular intervals throughout the lesson and lesson adapted accordingly using a range of assessment strategies.
16. Regular feedback given in a variety of forms –marked work, verbal feedback, peer feedback and students given time to respond to this feedback to ensure impact on progress.
17. Praising effort.
18. Following the **BfR policy consistently** to facilitate a purposeful learning atmosphere.
19. Students leaving lessons on time in a quiet, calm, orderly way with the teacher seeing them onto the corridor.