

# Key Elements of Great Lessons

**1. Teachers create a safe and supportive learning environment, in which students feel confident in taking risks to challenge themselves and each other.**

- Positivity, enjoyment and enthusiasm are clearly evident from all students and staff.

**2. All learning spaces are exciting and stimulating, and used effectively to provide pace and variety to learning.**

- All classrooms and corridors are 'Sparkling' (in line with guidance document).

**3. Lesson planning is clearly focussed upon deep learning, closely matched to the needs of students and with high expectations of what they are capable of.**

- Lesson plans contain evidence of differentiation on at least 3 levels.
- Clear evidence that expectations are high from the attainment levels that lessons are 'pitched' at.
- Clear focus upon what students are learning, rather than what they are doing.

**4. Students are clear of the intended learning, how it is of benefit to them and what it will look like when they are successful.**

- Every lesson has clear learning objectives that are understood by all students and, where possible, tailored to their individual learning needs.
- Learning outcomes and success criteria are relevant, meaningful and appropriate for each student.

**5. Differentiation is driven by assessment and tailors the learning to the individual needs of students, with high expectations and challenge for all.**

- Clear evidence that student assessment data has been used to differentiate the learning so that it matches students' needs.
- Minimum expectation of 3 levels of differentiation in every lesson.
- Lesson activities do not place a ceiling on learning.

**6. Activities are planned to encourage independent work and collaboration, with students taking the lead.**

- Learning activity is student-centred rather than teacher-centred.
- Collaborative work is common, with varied methods of grouping students.
- When working independently students are focussed and resourceful, supporting each other as appropriate.

**7. New technology is used to enhance learning both within and outside school.**

- All students and staff have access to a high standard of ICT resources (hardware, software, content and support) both inside and outside school.
- Use of new technology is not restricted to providing a substitute for pen and paper, and is frequently used to support independent learning and critical thinking.

**8. Questioning is carefully planned and designed to ensure that all students are engaged and challenged to think.**

- Questioning clearly shows evidence of learning and encourages students to think (teacher gives students suitable time for this after each question - at least 3 seconds).
- All students are engaged, with use of 'all-response' systems as appropriate.
- Regular plenaries and mini-plenaries focussed upon learning outcomes.

**9. All adults encourage students to develop their English language skills in writing, speaking and reading.**

- All adults in the classroom are EAL teachers, and need to encourage and develop the correct use of English grammar and vocabulary in written and oral contexts.

**10. A range of assessment techniques, including the regular marking of student work, is used to provide quality feedback to students that is effective in moving them on to the next steps in their learning.**

- Formative assessment and marking are used regularly in lessons to ensure students make rapid progress.
- There is clear evidence of this in student workbooks.
- Peer and self-assessment are incorporated into the overall approach to assessment in lessons.

**11. There is a clear quality agenda that promotes critical thinking and richness of task.**

- High standards and expectations are clearly evident in the quality of student work.
- Activities encourage scholarship and mastery.

**12. Praise and reward are intrinsic features.**

- Praise is frequently used in oral and written feedback to students.
- Regular rewards encourage positive learning behaviours and achievements.