



KINGSWOOD SECONDARY ACADEMY

Characteristics of Consistently Good Lessons

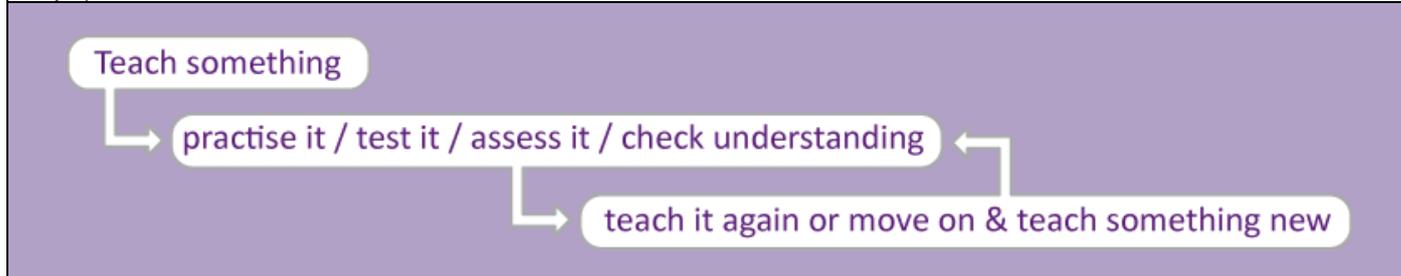
Progress: Pupils leave each lesson with - increased knowledge and/or
 - increased understanding and/or
 - increased use of skills/techniques

The Lesson Structure

Arrive on time to meet and greet pupils. This ensures calm conduct in the corridors, an orderly entrance and uniform checked.

Have DNA (Do Now Activity) on arrival to engage pupils immediately. Take register on SIMS.

Key question and date should be written into student book. Success criteria must be shared at start of lesson.



Teaching Input:

- subject knowledge and skills
- key terms / vocabulary
- exam techniques
- appropriate and varied teaching strategies
- pace of lesson that engages pupils
- challenging questioning
- modelling/scaffolding activities differentiated to suit group profile
- feedback – verbal and written
- discussion
- encouraging pupils to support learning by working together to ‘find the answer’
- extended writing opportunities in appropriate subjects
- shaping and re-shaping the lesson where necessary and appropriate
- opportunity to practise skills
- developing thinking skills
- check understanding regularly

Final plenary should enable a re-cap of the lesson and learning. You should revisit the key question to gauge progress.

Introduce brief context of next lesson.

Pupils should remain seated until the bell goes. You should manage the end of the lesson – chairs in, dismissed in orderly fashion ensuring uniform remains correct.

The Teaching Culture

High expectations, belief and challenge
Planning from students’ different starting points
Use of a well-considered, data informed seating plan
Using the Learning ‘conversation’:- -Student:Student peer discussion/ marking -Teacher:Student questioning & feedback -Written formative feedback in books using www and even better if task; evidence of response in green pen.
Engagement, enthusiasm, motivation; fostering a love of learning and thirst for knowledge
Literacy and numeracy opportunities planned for and practised
Appropriate homework is set and marked

The Learning Culture

Pupils arrive promptly and prepare for work
Challenge incorrect uniform and equipment
Eating, use of mobile phones, headphones (and any technology not part of the lesson), as well as wearing of outdoor clothing is not allowed
Insist on, and wait for, silence when others are talking
Praise effort, success and outstanding behaviour
Be consistent and fair. Use agreed rewards, sanctions and protocols to reinforce relationships and classroom management
Follow the Presentation of Work procedure. Ensure pupils take pride in their work and give of their best
Keep classrooms tidy. Have vibrant, up to date and relevant displays.