

- Teachers must consistently apply the 6 Point Plan for an Outstanding Lesson
- Staff must not allow any student to leave the class without exceptional reason and in this case a note must be written in the student planner
- Classes must not be dismissed before the lesson ends
- **All staff** must ensure student movement through the academy is silent and purposeful

6 Point Plan for an Outstanding Lesson

1	Organise and Plan in Advance	(see lesson plan template)
<p>'Teachers have a firm/ common understanding of intent and implications for practice... pupils' work over time and across the school consistently matches curriculum aims'</p> <ul style="list-style-type: none"> • In line with the departmental curriculum and the school's curriculum intent, plan an engaging lesson which cumulatively builds sufficient knowledge and skills • Have a lesson plan which includes any intervention strategies for individuals and have seating plan available on PAM • Make the classroom safe, tidy and ordered. Displays should reflect the high expectations of the teacher • Ensure appropriate resources are ready with the learning outcome on the board 		
2	Manage Entry to the lesson	
<p>'Behaviour and attitudes are exceptional... students have highly positive attitudes and commitment to education'</p> <ul style="list-style-type: none"> • Line up students in silence outside the class • Greet every student by name, in a positive manner • Insist that students stand behind desks and take their equipment out in silence before being asked to sit down • Ensure essential equipment is checked period 1 (pencil case, planner, reading book, SParkO) 		
3	Engage students with an active starter	
<p>'Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught... teaching is designed to help pupils remember long term the content they have taught and to integrate new knowledge into larger ideas.' 'The curriculum includes knowledge and cultural capital that students need to succeed in life'</p> <ul style="list-style-type: none"> • Provide a 'hook' activity to engage and stimulate thinking or an engaging recall starter which supports knowledge retention • Explicitly share the key learning outcome (singular) and explain the purpose of the lesson 		
4	Teach for sustained progress	
<p>'Teachers create an environment that focuses on pupils... reading is prioritised... teachers check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback... teachers... use assessment well, for example to help pupils embed and use knowledge fluently... pupils' work across the curriculum is consistently of a high quality'</p> <ul style="list-style-type: none"> • Use the SAM strategy to intervene (<u>S</u>eating plan, <u>A</u>sk them a question*, <u>M</u>ark their work in the lesson) • Ensure that tasks are planned for creativity, engagement, challenge and pace. Extension/ sizzler tasks must be available on the board and students trained to tackle them independently • Use academy behaviour strategies: hand signal plus 5-1 countdown for silence, 'Reminder, Warning, Detention, Removal' and tracking the teacher; publicly reward and praise students for their efforts, keeping the atmosphere positive and ensuring conversations about misbehaviour/sanctions are held privately • Structure opportunities in the lesson to explicitly teach reading strategies • Use regular learning checks to ensure that all students have progressed and that misconceptions are clearly addressed • Ensure that teachers use proficient and deficient modelling to drive progress, and that students are given opportunities to assess these against given criteria, using GCSE & A Level grades where appropriate • Ensure that in every lesson, after modelling, there is an opportunity for students to tackle a key question independently in silence <p>*Use a range of questioning strategies to promote thinking, check learning, deepen understanding and metacognition</p>		
5	Use Agreed Intervention Strategies	
<p>'Pupils with SEND achieve exceptionally well... the curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND'</p> <ul style="list-style-type: none"> • Refer to the Faculty of Learning ILPs, whole school strategies and EHCPs where relevant to challenge all learners • Promote reading and oracy skills (see policies), improving both in a constructive manner • Challenge and address under-performance of all students including vulnerable groups 		
6	Plenary and exit	
<p>'Teachers and leaders use assessment well, for example to help students embed and use knowledge fluently, or to check understanding and inform teaching'</p> <p>The 'oracy plenary':</p> <ul style="list-style-type: none"> • Structure a meaningful discussion (using the relevant oracy plenary template at least once per week with every class) about the lesson, in which students demonstrate what they have learnt, insisting on professional language and full sentences <p>Managing the exit of students:</p> <ul style="list-style-type: none"> • Ensure that homework has been set, understood and entered into student planners at some point during the lesson • Students pack away in silence; once bags are on both shoulders they form a line inside the classroom and once silent in that line, are escorted by the teacher to the agreed meeting point 		