What A Great Lesson Looks Like
PE GCSE Theory

WALKTHRUs

Striving for excellence; ensuring standards of behaviour and engagement are high and create a positive climate of learning.	• Teachers nurture students in a safe environment following our school values: love, respect, hope, kindness and resilience. **Entry Routines:** • Teacher is at the entrance to the classroom – meet, greet and seat. • Pupils enter the classroom in silence and get their equipment out on the desk and complete the Do Now Retrieval Activity on entry **Behaviour and Expectations:** • High expectations are set with regards to behaviour for learning; teachers expect students to be equipped and organised, engaging in all activities appropriately to the work that is set. • Teachers foster positive working relationships with students, awarding praise points and golden tickets. • The school sanction system is consistently used in the department. A warning is given for any failure to follow the Sutton Way and noted down on the white board and Class Charts, any further behaviour is escalated with removal to a Behaviour Hub using a radio.
Understanding, adapting and meeting the needs of all learners in order to build confidence, provide challenge and ensure success. Every student is known.	• Students are seated for success and taught in mixed ability classes designed to encourage aspiration and achievement. • Teaching assistants are utilised to support all learners. • Homework is designed to support knowledge retrieval and develop and extend pupils learning in lessons. **Adaptive Teaching** • Teachers use adaptive teaching strategies to support and challenge all students including the highest attainers through explicit teaching of vocabulary, choice of texts in Reading to Succeed, planned challenge and extension tasks, scaffolded tasks and questioning. • Teachers provide a variety of modelled examples, with success criteria, for pupils to aspire to and to clarify the expectation of learning and outcomes. • Personal Learning Checklists are used to ensure pupils understand and reflect on the desired learning outcomes and supported in achieving them through effective teaching and learning.
Tracking pupils progress - Hunting not Fishing. All students know how to improve; feedback supports improvement.	**Hunting not Fishing** • Hunting not Fishing Pads are used by all staff to track pupil progress each lesson, identifying misconceptions and adapting teaching to the needs of all. • Teachers use assessments both formative or summative to provide meaningful feedback and model how to improve and to contextualise students' next steps using cold calling, call and response, live marking and at least one deep mark per half term.
Transforming theory into practice. Using the latest pedagogy and subject specialist knowledge to inform teaching inside the classroom.	• All staff have access to local, trust-wide and national CPD Subject Specialist knowledge is used to inform teaching and learning. • **Teacher Instruction** Outcomes of the lesson are shared with pupils and teacher instruction is supported with PowerPoint/ documentaries/ video /tasks/ scaffolded worksheets. • **Deliberate Practice** • Pupils are given purposeful tasks: cold calling, gap fills, exam style questions, Retrieval Practice and Exam technique.
Organising and sequencing the Curriculum so that all students understand the context and their expected learning outcomes.	**Retrieval Practice** • RAG Do Now Starters spaced knowledge retrieval. **Curriculum Sequencing** • Knowledge is taught in a sequential manner this is planned across the KS3 and 4 curriculum to revisit and built on prior learning with effective spacing. • Success criteria is shared and used / referred to during the lesson and as AFL • PLCs and Knowledge Organisers indicate the key concepts, core knowledge, and key vocabulary that students will learn in that unit of work
Nurturing our student's language fluency, knowledge and skills so they are equipped to be successful in later life.	• Teachers communicate, where relevant, the links between the learning and life beyond school. • Revision strategies are explicitly taught to support acquisition of knowledge. • Teachers frequently model learning strategies, annotation skill, analysis, planning and writing skills to develop metacognition and independence in students. • Key vocabulary is referenced within schemes of learning and teachers explicitly teach the meaning of the vocabulary, encouraging pupils to use it confidently in the context of their own work, both oral and written. **Reading to Succeed** • Reading to Succeed is an expectation of all students and a culture of reading developed in each classroom. 5 minutes of each lesson is dedicated to reading. **Homework** Pupils to complete answers to exam questions/knowledge quizzes.

'Academic excellence, spiritual development and social awareness through Christ'