



What A Great Lesson Looks Like

Art



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.
 - High expectations are set regarding health and safety, use of specialist equipment, being aware of surroundings at all times and cleaning routines.
 - 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, skills development 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 specialist terminology and techniques, choice of texts in Reading to Succeed, planned 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. Success Criteria is shared with models of different progress descriptors.
 - 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.
- Learning Review**
 - Knowledge checks
 - Applying skills learnt in techniques lessons
 - Personal Learning Checklists fed by Whole Class Feedback
 - Peer teaching e.g. sewing machine



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**
 - Modelling excellence utilising prerecorded demonstrations and videos.
 - Teaching to the top and ensuring access and challenge for all -R/A/G
 - Clear times for constructive peer for peer conversation and sharing ideas.
 - Directed task times when knowledge is being checked.
- Direct Instruction**
 - Teacher designs purposeful tasks which are closely aligned to achieving specific outcomes (this should include a 5 minute reading task at some point in the lesson)
 - Tasks are focused on improving a specific skills or embedding key ideas
 - Tasks encourage pupils just outside their comfort zone .
 - Collaboration and peer discussion encouraged.



Organising and sequencing the Curriculum so that all students understand the context and their expected learning outcomes.

- Retrieval Practice**
 - Do Now activities are visible on students' entry to the classroom - they either connect the lesson's learning and focus with prior knowledge, introduce small chunks of new knowledge, or provide a low stakes short task to engage pupils in the learning for the lesson.
- Curriculum Sequencing**
 - Teachers share learning objectives to contextualise the learning
 - Knowledge is taught in a sequential manner this is planned across the KS3 and 4 curriculum to revisit and build 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.
- 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**
 - Reading to Succeed Knowledge Retrieval and Comprehension set fortnightly at KS3 and knowledge retrieval activity set weekly at KS4.

