

Learning Bulletin

Supporting our school ethos and vision for learning

What makes a lesson OUTSTANDING?

1. EXCELLENT LEADERSHIP OF BEHAVIOUR AND ATTITUDES

Teachers create a well-ordered and very positive classroom environment. This goes well beyond simply managing behaviour. The pupils are so enthusiastic and have such a positive outlook, why would they misbehave?

2. LESSONS THAT CHALLENGE EVERY PUPIL

Teachers understand the needs and abilities of each child, and there is no 'teaching to the middle' of mixed ability groups. Teachers have high expectations of all pupils. Lessons move along at a brisk pace. Pupils don't just do the same thing all the time. Lesson activities are shaped to fit different pupils and everyone is challenged at the right level. Data about pupils' achievement do not just sit on a spreadsheet or in a file: teachers use this information when they plan their lessons. Teachers are quick to recognise when pupils are struggling or not challenged by the

work; they quickly do something about it.

3. GOOD OPPORTUNITIES FOR PUPILS TO LEARN INDEPENDENTLY

Pupils get time to work on interesting and challenging activities on their own or in groups. This helps them to learn how to learn independently and use and practise the skills taught to deepen their understanding

4. EXCELLENT USE OF QUESTIONING

Teachers target their questions at individual pupils – this keeps everyone on their toes. They don't just ask simple questions that can be answered in one word: open questions challenge and probe pupils' thinking. This generates pupils' enthusiasm and helps them to learn in much greater depth.

5. OUTSTANDING SUBJECT KNOWLEDGE

Teachers have a thorough and up-to-date understanding of their subject and they teach it with rigour and enthusiasm.

6. HIGHLY EFFECTIVE FEEDBACK TO PUPILS

Marking is regular. Teachers give pupils precise information about what they need to do to improve. Feedback is closely tied to pupils' targets. They are expected to respond to it and teachers make sure that they do.

WHAT ARE THE CHARACTERISTICS OF WEAK LESSONS?

7. THE WORK DOESN'T CHALLENGE

The work is too easy or too hard for some pupils. This is because teachers don't use information about individual pupils' achievements when they plan lessons.

8. LESSONS ARE SLUGGISH AND BORING

Lessons move slowly and pupils lose interest. The lesson becomes a lecture. Teachers talk for too long without questioning the pupils. Pupils are not given enough to do or are given too long to complete their work. This can lead to low-level disruption, as can lessons in which the pace is too fast and children do not have the opportunity to assimilate and understand what they are supposed to be learning.

9. TEACHERS DO NOT DO ENOUGH TO DEVELOP GOOD LITERACY SKILLS

Teachers of all subjects do not do enough to help pupils overcome poor literacy skills that prevent them from learning their subject.

10. MARKING AND FEEDBACK ARE NOT GOOD ENOUGH

Marking is irregular or not detailed enough. Teachers don't tell pupils how to improve. When they do, the information is too vague or pupils can't read it. As a result, pupils have little idea about how to improve their work.

A TIP FOR MARKING AND FEEDBACK – CREATING A DIALOGUE BETWEEN TEACHER AND STUDENT

S: Strength /positive praise strength of that piece of work

L: Literacy target a target on how they think they can improve their literacy

T: Target for improving learning how they can improve to make progress