

PLAN MORE: TEACH LESS

SMSC

- Give time for reflection throughout the lesson
- Allow time for students to review their own learning

Learning activities promote student learning

- Talk less
- Learning objectives should be made clear to all students
- Provide a 'hook' at the start of the lesson to engage the students
- Provide opportunities for group / paired / individual work as often as possible each lesson

High expectations of attainment, with a positive ethos

- Use praise and rewards each lesson
- Use two stars and a wish
- Be specific in what you are praising

Systematically and effectively check understanding

- Mark books regularly with comments for improvement
- Use milestone assessments at the end of each unit to check understanding
- Use peer and self assessment
- Use a variety of questioning methods
- Review student learning each lesson as you go along by using mini plenaries
- Question individual or small groups of students throughout the lesson to ensure that their understanding is correct

Intervention is regular and effective

- Assume your lesson is not differentiated if all students are doing the same thing
- Cater for VAK learners
- Spend time in the lesson verbally challenging the higher attainers, and supporting the lower attainers
- Use more able students to help less able students

Reading, writing and communication are taught well

- Plan lessons to employ strategies to develop reading, writing speaking and listening in your lessons.
- Use paired and group work in all lessons to develop communication skills
- Outline clearly the success criteria for reading, writing, speaking and listening tasks

Teachers create a positive classroom environment for learning, with respect and dignity

- Welcome students as they come in to the room
- Use school classroom discipline policy effectively
- Actively use more praise than criticism each lesson
- Always remain 'in role' as a teacher – professional distance with friendly support
- Always speak to students with respect and dignity – you are the professional adult

Low level disruption is effectively dealt with in class, using school systems effectively

- Students remove outer clothing and prepare for the lesson appropriately
- Take the register at the start of the lesson
- Use a seating plan – The teacher decides where students are to sit, based on the learning activity. Friendship groups are often not appropriate.
- Students to stay in the lesson at all times, unless an emergency
- Follow the staged approach to sanctions – a measured approach gives you more options for recovery

Curriculum effective and appropriate

- Plan more, talk less
- Ensure lessons are planned well to achieve the LEARNING outcome
- Plan lessons which involve students actively engaging in the lesson
- Ensure activities are challenging the learning of students