



Lesson Essentials Statement

This statement supports the school vision

SEEKING ↪ **SERVING** ↪ **SOARING** ↪

1. Careful planning and preparation so that lessons teach next steps

Data from prior assessments is used when planning to ensure that all pupils are challenged according to their ability. Planning takes account of any individual specific learning needs and accompanying documentation.

2. Clear learning objectives and outcomes

Pupils understand what they are learning, what they should have done by the end of the lesson and how they can know whether they have been successful.

3. Students are engaged from the moment that they enter the classroom

Accessible tasks engage students the moment they enter the classroom; this promotes behaviour for learning and sets a purposeful tone.

4. Communication with pupils is clear, polite, purposeful and growth mindset

A positive message is conveyed through verbal and body language, teachers demonstrate enthusiasm for the lesson and model a 'can do' and 'will do' growth mindset.

5. Purposeful use of other adults

TAs have a clear and measurable impact upon learning, activities are planned collaboratively so that they make a contribution towards progress, independent active learning is promoted and growth mindset praise is used.

6. Assessment for Learning

There is at least one opportunity to improve and reflect on learning e.g. response to marking, questioning, peer or self-assessment, number fans, mini whiteboards, traffic lights. Effective questioning is used to further assess and deepen learning. Pupils' books contain marking and feedback as outlined in the marking and feedback statement.

7. Opportunities for collaboration and independent learning

There is at least one opportunity for students to interact with one another and work collaboratively. Collaborative activities give students the chance to talk more than the teacher and develop the teacher's role as a facilitator of learning. In each lesson, students also have the opportunity to learn independently, e.g. ask questions, make decisions, select appropriate tasks, extension activities and resources.

8. Pupils access resources to support their learning.

The classroom environment is well organised, with a selection of resources, including displays, to support learning. Pupils make choices about what to use.