

What makes an outstanding lesson?

Outstanding Feature No. 1

Hook 'em in (this is about getting their attention, drawing them in and engaging them)

- An effective starter – engage them
- Use elements of mystery, curiosity, novelty, and surprise
- The LO need to be articulated. How do you do this, & link to Success Criteria
- Students are at their most receptive during the starter.
- Key: start with a bang! Be different! Take risks!

	Teacher in role
	Object clues
	Still Images
	Video
	Newspaper articles
	Learning mats
	Make the link tool box
	BLBL (Begin Lesson Before Lesson)
	Student led starters
	Card sort

- ✓ Teacher in role :
- ✓ Give task and ask students what they think the learning objectives are
- ✓ Object Clues
- ✓ Large object in the room e.g. big model of a product, with no explanation, ask student why they think it is there
- ✓ Use still images – Q & A using students e.g. house about to fall off cliff into the sea. Questions about processes involved. Suggestions for solutions
- ✓ Use still image – using challenging unexpected images e.g. part of a picture. What will come next? How do you know?
- ✓ Video – snippets, e.g. 'shock' ones are useful, followed by Q & A about what lesson is going to be about
- ✓ Find a current topical article for subject
- ✓ Learning mats – A3 laminated sheets with images and questions/keywords that stimulate ideas and discussion
- ✓ A box of accessories based on an artist eg straw hat, toy gun, paint brush, sunflower – Van Gogh
- ✓ Bag of different things student feels but cannot see, draw the texture
- ✓ An image cut up as a jigsaw puzzle, students arrange
- ✓ 'BLBL' Begin lesson before lesson. Advertise before lesson to encourage students to talk and think first
 - Change pace, coloured lights on, sound/music, decoration TIR continue
 - Arrows directing to place
 - Assembly speak – planting seeds, using teacher outside faculty, other students to talk about it
- ✓ Quiz re last lesson, e.g. stand up, sit down on correct answer
- ✓ Student led warm ups (prepared as HW)
- ✓ Listen to music at start of lesson (linked to lesson) Key words in the song, can students identify what the lesson is about
- ✓ Students write down what question the teacher is going to ask about the music,

- ✓ teaches students to listen more perceptively
- ✓ Kinaesthetic e.g. Simon Says
- ✓ Start with a laugh ☺
- ✓ Card sort – students with a card each e.g. irregular verbs
- ✓ Explain how it works e.g. mechanical toy, interesting video/photo (Wow! Factor)
- ✓ Loop games – competition
- ✓ Link with plenary (e.g. loop at beginning and end)
- ✓ Bingo (keywords)
- ✓ IWB (keywords)
- ✓ Reading images = put picture up on IWB. Can students explain what is happening and how it links to what the lesson is about

Outstanding Feature No. 2

Make it personal

- Differentiate for the individual student
- Show you know the students well
- Use a range of learning styles
- Differentiate the same work by task

- ✓ Plan to use a range of learning styles (VAK)
- ✓ Engage a student by showing an interest in something they are interested in
- ✓ Use related materials to support literacy development
- ✓ “Dear Sir” Have students write a note to you in their exercise book about how they feel about their learning in a lesson. You respond when you mark their books.
- ✓ Students sometimes given choice and sometimes directed to: make notes, use bullet points, ‘mind map’, play, newspaper article, storyboard, news report
- ✓ Student chosen to write notes on ‘board’ about what is being discussed and other students feedback on how effective these notes are. (peer assessment)
- ✓ Go round class and give each student a target for what you hope them to achieve by the end of the lesson
- ✓ Stick on the board and revisit at end of lesson as a plenary activity, store in folder
- ✓ Produce individual targets for work
- ✓ Extension task written on the board
- ✓ Independent learning
- ✓ Teachers communicate with each other to share knowledge of student work and behaviour in lessons
- ✓ Modelling – higher ability support learning of lower ability
- ✓ Independent learning
- ✓ Individual conversations, targets, use of names, praise
- ✓ Buddy work to stretch more able
- ✓ Range of learning – practical K, Demos V, Calculations
- ✓ 3 activities for each task for VA
- ✓ Mixed learning styles in groups
- ✓ Get students to lead their learning.

Outstanding Feature No. 3

Keep it pacy

- Include a period of relaxation to inspire creativity and inspiration
- Slow down and allow thinking time
- Pace does not mean simply moving forward quickly, it is about moving the lesson forward purposefully with no distractions and time off task
- Intervene where necessary to maintain the pace
- How can it be varied?

- ✓ Accurate timings – 2 minutes etc
- ✓ Settle & stir (one calming activity, one stirring engaging activity)
- ✓ Give opportunity to read others work and 'steal' their best idea (gives them an audience, should allow on task talking)
- ✓ Performance opportunities – goals and time after to act on it
- ✓ Carousel of activities – students move from one to another on different tables – time limit
- ✓ Lesson 'menu' board on IWB at start of lesson (tick once finished)
- ✓ Use of egg timers to signal a change in task, interactive whiteboard clock
- ✓ Activities are varied, different types of tasks
- ✓ Movement followed by bringing group together for feedback next week
- ✓ Use music to pace the lesson
- ✓ Stopping mid task and checking output before continuing
 - Asking students to model work as they moved ahead
 - Asking students to teach rest of class next step/extension work
 - Everyone (or almost everyone) reaches extension tasks
- ✓ Wheel of Fortune/lottery style, which determines pace of next task

Outstanding Feature No. 4

Bring on the A4L

- Model correct answers
- Use assessment criteria
- Include peer and self assessment
- Use a range of questions
- Share Los & Success criteria
- Allow students to respond to feedback
- Allow students to be confident in their progress

- ✓ Traffic light – kinaesthetic as you like, move to red wall, amber, green walls. Thumbs up, in between, down
- ✓ Progress partners/coaching
- ✓ Mantle of expert
- ✓ Modelling writing/S&L etc. use good groups to model
- ✓ Rap to cover assessment criteria e.g. for exams
- ✓ Peer assessment
- ✓ Traffic lights (students go and touch a wall which signifies their level of understanding e.g. cold wall – to signify that students can teach others)
- ✓ 2 positives and 1 development
- ✓ Student demo, teacher demo
- ✓ Video stimulus
- ✓ Level cards – non doers ref/coach
- ✓ Praise – awards
- ✓ 1-10 scale: Where is my learning now?
- ✓ After a piece of work, select students (able?) to go out, who will have to talk to class about what they have just learned. Give rest of class keywords which they can 'tick' as they are used. Winner is individual who mentions the most key words - competitive

Outstanding Feature No. 5

Make sure it's ok to ask

- Give students the chance to question
- Plan to use higher level questioning
- Open and probing questions
- Reflecting questions
- Comparative questions etc.,

- ✓ Mantle of the expert – students formulate questions to ask you (the expert)
- ✓ Get students to write a quiz/essay question for the whole class
- ✓ (plenary) Ask students to think of a question they will not be able to answer
- ✓ Give every student a 'top question' card. Over a period of x lessons (depending on group size) every student has to play their 'top question' card by asking an original, insightful question. They write the question on the card after they've played it and hand it in at the end of the lesson.
- ✓ Take a vote on the best question offer x lessons for a nominal prize
- ✓ 'quick fire' questioning
- ✓ Students questioning each other based on last lesson (they think of different levels too)
- ✓ 'hot' seating (1 student on the spot)
- ✓ 'Ask the expert' (a student becomes the expert)
- ✓ Group or sort different questions you have written into 'reflective', 'extending', 'comparative' etc
- ✓ Use a ball – students to throw and catch to help and encourage participation. Teacher to student Q & A and student to student Q & A
- ✓ Tell the students it's ok to make mistakes – everybody does
- ✓ Let students tell you what was good/bad about the lesson
- ✓ 'can you phrase my question better'
- ✓ Ask a question then re-word it differently (higher/lower) level
- ✓ Thinking hats (De Bono)
- ✓ Allow students to answer other students' questions
- ✓ High expectations in terms of questions, students know a simple yes/no answer won't do

Outstanding Feature No.6

Keep it touchy, feely, tasty, hear-y!

- We learn:
- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we hear and see
- 70% of what we discuss with others
- 80% of what we experience ourselves
- 95% of what we teach (William Glasser)

- ✓ ESE – Expert – share – experts (in groups, students learn a topic, teach it to others in the group)
- ✓ Get students to take starter/plenary etc
- ✓ In groups teach each other
- ✓ Kinaesthetic activities – move around room and answer questions on the wall, survey in class – questionnaires, role plays/freeze frame
- ✓ Role play, evaluation by students
- ✓ Using props – music, food, drama, clothing & artefacts
- ✓ 'Teach themselves' lessons
- ✓ Structured discussion – key questions

- ✓ Revision: students teach revision of different parts of syllabus
- ✓ Allocate experiments to perform and feedback to class
- ✓ Top set teaching revision across other classes
- ✓ Reciprocal teaching
- ✓ Student acts as teacher at white board, asks the class for the information, teacher only facilitates the focus/objectives
- ✓ Students decide a topic they know, one they don't – teach other groups

Outstanding Feature No. 7

Make 'em make, make 'em think

- Use thinking skills
- Allow students to lead learning
- Allow students to take the initiative in their learning

- ✓ Give students responsibility for their own learning, but make it achievable
- ✓ Get to know where the student is at – ask?
- ✓ Jeopardy – give students the answer and make them write a question. Can be as wacky as you like to get them to think laterally
- ✓ Use of visual/physical stimuli to stimulate roleplay, writing, debate,
- ✓ “What's my story” using props
- ✓ Mind maps
- ✓ They decide revision schedule at GCSE
- ✓ A ‘What about us’ style question box, topics kids want to learn about, answered every week

Outstanding Feature No. 8

Mop it up, sort it out

- Allow time for reflection
- Check students' progress
- Build connections with previous and future lessons
- Make cross curricular links
- Link to the LO and Success Criteria
- Measure progress

- ✓ Ask ‘how does this link to previous lesson’, ‘next lesson’, ‘last year’, ‘the outside world’
- ✓ Ask questions to link questions with other subjects

Outstanding Feature No. 9

Treat 'em keen, keep 'em lean

- How do you know students are excited about learning?
- How can you ensure they want more?
- How can you measure their enthusiasm?
- How do you challenge students?

- ✓ Mysteries e.g. Have a key question to pose to the class. Explain that they have to work together to answer the question e.g. why has Dai Williams opened a Japanese restaurant in Bridgend? Students work together to present argument.
- ✓ Ask them 'what do you want to learn now'
- ✓ Questioning
- ✓ A4L – next level questions
- ✓ Have a laugh with students regularly after each chunk
- ✓ Smiles, talk outside class, regular attendance, attentive, alert, talk to teacher, hand in homework
- ✓ Be unique, tease with torture, interesting material
- ✓ Enthusiasm graph
- ✓ Presentations with marked criteria
- ✓ Quality of questioning (higher level)

Outstanding Feature No. 10

What's going on behind the scenes?

- How are you using prior attainment data
- Where's the evidence that it's informing your teaching and the learning?
- How has the progress and achievement of students affected your planning?

- ✓ End of unit tests
- ✓ Self and peer assessment – levelling their work
- ✓ Questions in class (particularly in the plenary)