

Non-Negotiable Lesson Characteristics

Appendix 4 of Curriculum, Teaching and Assessment Policy

The ten elements listed below should be present in all lessons at Alfreton Park. They form the structure that facilitates good and outstanding learning. Although individual teachers may approach a lesson in a variety of different ways, these ten features should always be reflected within planning and delivery because everyone deserves to achieve and progress should never be left to chance.

1. Careful planning and preparation

Detailed knowledge of the pupils, including assessment data, should be used when planning to ensure that all pupils access learning but that they are also challenged and stretched according to their ability. Planning takes account of any individual specific learning needs and accompanying documentation e.g. ILPs.

2. Clear learning objectives and outcomes

Set objectives that engage students in their learning. Describe simply and exactly what you want students to be able to do by the end of the lesson and how they will know whether they have been successful. Students must be made aware of the criteria for success through Learning Outcomes.

3. Appropriate differentiation

Task, support, pace and outcome should be differentiated to meet the needs of the individuals and take into account all learning styles and preferences. Activities should cater for different types of learners and enable the learning objective(s) to be met. Adjustments should be made to support the individual.

4. High levels of pupil engagement

If students are not engaged, they cannot be learning! Tasks should be challenging but appropriate to ensure that pupils do not become disinterested. Lesson time should be used to maximum effect to benefit learning. This is achieved when students are 'ready to learn' and the pace of the lesson is appropriate.

5. Purposeful use of other adults

Other adults within the classroom should have a clear and measurable impact upon learning. The role of the TA within a classroom must be planned for so that they contribute towards pupil progress. They should be included in identifying progress and next steps to learning. Their strengths should be capitalised on.

6. Assessment used effectively during the lesson

Assessment of pupil progress should take place regularly within each lesson using a range of strategies. Regular assessment should inform timely interventions so that tasks are modified to make them more accessible or more challenging. Pupils' work will be annotated to support feedback and identify next steps.

7. Alternative Augmentative Communication

A range of different methods should be used to help students communicate. This does not mean that the same strategy will be evident in all lessons for all learners. The methods utilised will be appropriate to the individual specific needs of the pupils and may include PECS, signs, symbols and objects of reference.

8. Behaviour management strategies will be consistently implemented

A non-confrontational approach to discipline based on positive relationships, respect for the dignity and rights of individuals, choices about consequences should be adopted. Pupils should be clear on the rules, routines and expectations of the classroom. Rewards and motivators should be used where appropriate.

9. Pupils achievements will be acknowledged and celebrated

Pupils' achievements should be acknowledged in relation to the learning objectives and other personal achievements. Opportunities for praise should be sought. Pupils should be rewarded for their success and a clear reward structure should be in place to motivate pupils and support behaviour management.

10. The moment of truth!

A final plenary should capture what has been learned and judge how far the learning objectives set at the start of the lesson have been achieved. If not all students have achieved the objectives, this should still be acknowledged and used to adapt planning for future lessons. Next steps should always be articulated.

