



Lessons at Thomas Gainsborough School

These guidelines for lessons at TGS have been designed to support our implementation of very high expectations for all students at all times, and to help us to deliver the objectives of the Samuel Ward Academy Trust Teaching and Learning Policy which include:

- To ensure teaching enables all students to reach their academic and personal potential
- To develop teaching and learning in all academies to outstanding
- To establish an ethos where teachers and leaders want to work and students want to learn

Knowing our students:

All teachers should know about the academic profile of each class that they teach and have this information recorded on a seating plan or similar document – other information such as prior attainment, EAL, Pupil Premium, EoY target and most recent current position should also be recorded.

Lesson Routines (1) Start of Lesson:

Students line up promptly outside the classroom, are welcomed by the teacher and then enter, getting equipment out ready for learning in silence.

Register taken and expectations reinforced, with introductory activities explained and started on by students (these will obviously vary between subjects and teachers)

Lesson Routines (2) Behaviour should be focused on learning:

The TGS Behaviour Policy should be followed at all times. Students who disrupt learning should receive a Warning 1 the first time that this occurs. Should the same student disrupt learning again a Warning 2 should be given and the On Call member of staff called to the lesson. All warnings should be recorded on Go4Schools. Zero Tolerance behaviours should immediately be referred to the On Call member of staff.

Lesson Routines (3) Rewards and celebrating Excellence:

Good work, high levels of effort and commitment to learning should be rewarded as a matter of course, in line with the expectations laid out in the TGS Behaviour Policy. Where appropriate, the showcasing of excellent work can demonstrate outstanding progress and build a culture of high expectations.

Lesson Routines (4) End of Lesson – summarising learning:

On the instruction of the teacher, students pack up equipment, stand behind their chairs and are dismissed to break, lunch or the end of the day. Homework, if set, should be recorded in planners.

Common features of effective Teaching and Learning:

Progress:

Lesson objectives should be structured so as to be challenging yet achievable for all students. They may be linked to specific grade criteria. Objectives should be reviewed regularly to monitor progress during the lesson. Varied learning tasks should enable students to access the learning and make good progress towards the objectives, both those set within lessons and those set over a longer time period.

Modelling:

New skills should be demonstrated by the teacher to model what is expected, both in terms of methods and outcomes. This could be through worked examples, demonstrations or examples of previously completed work. Students must have the opportunity for repeated but not excessive practice in order to secure their learning

Questioning:

Questioning should be planned for as with other learning activities. It should probe and where appropriate, be targeted at particular students. Students should not have the option of opting out of engaging in question and answer sessions or reading from a text that they or someone else has written.

Feedback and Response:

Students will be provided with feedback in many different ways – verbally, in written comments, and via peer and self-assessment activities. Crucially, there should be evidence that feedback leads to an improvement in the work of students. School expectations as set out in the **Expectations for the marking of student work** and any particular department expectations should be consistently followed. When students have been asked to complete a task in response to feedback, this should be clearly recognisable in exercise books and folders.

Reading and Writing:

Students should have regular opportunities to read a range of texts and write extended responses that demonstrate the development of their general and subject specific literacy.

Homework:

Homework or Preparation for Learning tasks should be set according to the school policy and added to Go4Schools. In addition, students must be required to record it in their planners with a clear deadline.

Other relevant and helpful documents:

Learning and Teaching Policy Guidance Booklet, Curriculum and Assessment Policy, Expectations for the Marking of Student Work, TGS Presentation Rules.