

Ashford Oaks Lesson Checklist

Challenge ✪ Learning (Behaviours) ✪ Assessment ✪ Driving (Progress)

Challenge for all – High expectations for all

This lesson:

- Uses differentiation that does not limit, but stretches, with a choice of challenge beyond the core lesson
 - Has different activities that meet the needs of all learners
 - Is planned so that barriers are identified and learning caters for individual needs
- ★Adults use evidence based practice to ensure all children are challenged.**

Learning Behaviours – Role Modelling – Engagement – Independence

This lesson:

- Is creative with a good hook and enthusiastic delivery
 - Is inclusive
 - It engages all children, who behave well and respect each other
 - Encourages independent learning, with children -
 - using previous learning, resources and working walls to overcome a challenge - The 5 B's – brain, book, board, buddy, 'boss'
 - having access to high-quality, open-ended resources
 - using Oracy skills with talk partners and in small groups
 - Is well-managed through praise and established routines and behaviour is good
 - Is taught in a vibrant learning environment
- ★Adults are enthusiastic, positive role models, who encourage independence.**

Assessment for Learning – Deepen and Clarify understanding

This lesson:

- Addresses misconceptions and children recognise if they have achieved WALT by checking varied activities
 - Has good modelling
 - Shows children WAGOLL
 - Encourages open questions (with time given to answer) that allow children to expand on their reasoning, with no hands up and the confidence to challenge each other
 - Plans for various formative assessments; staff, peer, group and self.
- ★Adults are mobile and give instant feedback and use targeted questions to deepen understanding.**

Driving progress – Pace – Structure

This lesson:

- Is well structured with a teacher led input that is appropriately paced and allows all children opportunities to learn actively, employing skills or knowledge discussed
 - Has mini-plenaries where appropriate to address misconceptions
 - Comes full circle to end with a plenary that develops and reflects on learning
 - Is scaffolded on previous learning and a program of related lessons
- ★Adults ensure children have time to work in a sustained fashion and limit teacher talk appropriately.**
All adults are narrowing the achievement gap.