

Teaching and learning at...

Goals for all

Link knowledge between lessons

Oppportunity for all

Behaviour for learning

Assessment for learning

Love for learning

Academy

My learning at...

global academy

Goals for all

What am I learning today? How will I achieve this?

Link knowledge between lessons

What did you learn last lesson?

How does past learning link to this lesson and possibly future lessons?

Opportunity for all

What happens if you find work hard/easy? How are you supported/stretched?

How is new learning modelled for you?

How is your subject vocabulary developed within your lessons?

What academic reading do you do in/out of lesson?

Behaviour for learning

Are the learning expectations high in your lesson?

Are you aware of the professional behaviour policy?

In what ways are you encouraged to attend lessons on time?

What learning do you undertake if you are absent? What is the expectation to catch up?

Assessment for learning

How do you know you are progressing in the lesson?

Do you get feedback? In what form(s)?

Do you know your strengths and how to improve?

Love for learning

What do you look forward to when coming to lessons?

How are you engaged in your lessons?

How do you use technical/practical equipment to aid your learning?

What opportunities are you given for creativity?

What are your goals at Global Academy and how is your education here helping you achieve them?

What does learning look like at...

①

Recalling of prior knowledge to then build on

②

New knowledge is delivered by the expert

③

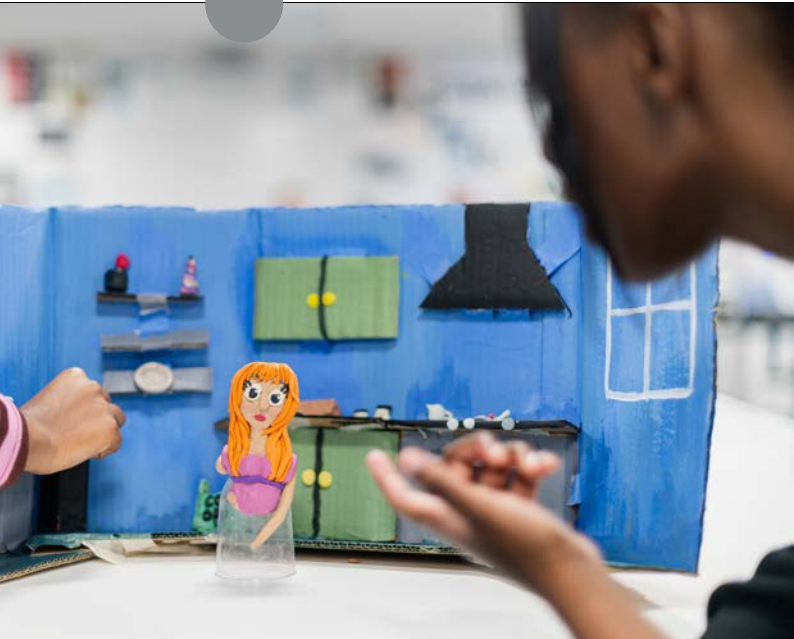
Modelling by the expert and then practiced by the students

④

Check all students understanding to ensure that new knowledge is secured



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Goals for all

The WHAT and the WHY

To set the PURPOSE of the lesson. Define the objective so students are aware of the new, revisiting or development of knowledge that will take place in the lesson.

Begin with the end in mind so activities and assessment in lesson structure is clear for progress to be made.

When planning for your lesson:

- Are all students aware of the objective and what they should learn in this lesson?
- Is the objective manageable and achievable by all within the lesson?
- Does the lesson objective follow a logical sequence from previous lessons?
- Are your objectives differentiated for your SEND students? Can they read it and see it? How do you know they understand it? Can they identify ways in which they will achieve this?
- Are there elements of stretch or challenge for your MAGT students? Do they have strategies to define their own appropriate goals for the lesson?



Students should know

What am I learning today? How will I achieve this?

Link knowledge between lessons

The WHAT and the WHY

Sequencing lessons in a logical order allows for the incremental development of knowledge and ensures that the overall curriculum outcomes are met.

Interleaving curriculum topics also provides the students with confidence that they are learning and building on knowledge, skills and behaviours required to be successful within the curriculum and future careers.



When planning your lesson:

- Do you know your students prior knowledge? How will you assess this?
- Have you recalled past knowledge, skills and behaviours?
- How will gaps in knowledge be filled?
- Do the lesson objectives clearly link and progress from the previous learning?
- Are the lesson concepts clearly linked to overall curriculum outcomes?
- What recall strategies have been planned for the lesson?
- How has the lesson been adapted for the students immediate needs?
- How will the knowledge, skills and behaviours be developed in future learning and revisited where appropriate?



Students should know

- What did you learn last lesson?
- How does past learning link to this lesson and possibly future lessons?

When planning your lesson:

- Who are your PPM, MAGT, SEND, disadvantaged students?
- How will you avoid any learners going unnoticed (low interaction)? Can they show evidence of their understanding? How are these students being stretched/ developed?
- How is student progress tracked and monitored so clear progress can be seen over time?
- If learning is new, how will it be modelled using effective strategies?
- How is vocabulary, academic reading and oracy embedded in the lesson?
- Has there been use of technical equipment where appropriate? Have all student's had the opportunity to use this equipment?
- What considerations have been made to support students with learning difficulties?
- How are elements of stretch and challenge embedded in the learning that provide all students opportunity to develop?
- Have parents been contacted regarding academic progress so all students are succeeding and no child is left behind?

Students should know

- What happens if you find work hard/easy? How are you supported/stretched?
- How is new learning modelled for you?
- How is your subject vocabulary developed within your lessons? What academic reading do you do in/out of lesson?
- SEND/PPM/Disadvantaged: In what ways do you feel supported in lessons?

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Opportunities for all

The WHAT and the WHY

The lesson provides a supportive environment for all learners to succeed in line with varying abilities. The lesson is built with specialist language, technology and skills in mind for all to access. All students are able to participate in the learning and are given the same opportunity for success in the curriculum, industry and further careers.



When planning your lesson:

- How will you ensure students are punctual to your lessons? What impactful starter activities will you use to engage students?
- What are the clear, consistent routines for students to follow when in your lessons?
- Are high expectations consistent, fair and in line with the school professional behaviour policy to create a respectful atmosphere for learning to take place?
- How are students praised?
- Do students feel safe and supported in your lessons? How will you know?
- How are you aware of your students needs and how they learn?
- What are the effective strategies implemented to deal with non-compliance/off-task behaviours?
- Has contact been made with home to discuss attitudes towards learning? Are students supported in implementing strategies to improve?



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Behaviour for learning

The WHAT and the WHY

Meaningful learning can only take place when all students are prepared, aware and able to follow professional expectations.

Having clear and consistent behaviour for learning strategies in line with school policies will ensure all students have the same approach in every lesson making it simple to understand, so they can strive for success.

Students should know

- Are the learning expectations high in your lesson?
- Are you aware of the professional behaviour policy?
- In what ways are you encouraged to attend lessons on time?
- What learning do you undertake if you are absent? What is the expectation to catch up?



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Assessment for learning

The WHAT and the WHY

Students and teachers should be aware of student progress, strengths, weaknesses and areas of development. AFL allows for data gathering which can be used to effectively plan your lessons and adapt sequencing to meet the needs of all students.

When planning your lesson:

- How do you know all students are meeting objectives?
- What AFL strategies will you use for formative assessment throughout the lesson to gauge understanding and gain feedback from students? (e.g. starters/ plenaries/ exit tickets)
- How will you use modelling techniques to scaffold and provide opportunities for carefully chosen open ended questioning?
- Is the lesson distributed appropriately between teacher delivery and student-centred practice?
- How are you using tracking of data to assess student progress? Are students on track/being stretched against their target grades?
- How will misconceptions be addressed in a timely manner before moving on?
- How is marking and feedback progressing the students learning? Is it consistent? Is it purposeful?
- Have students had time to respond to assessment marking/ feedback? Are students able to clearly identify areas of strength and development as well as next steps?
- Do the strategies implemented to gauge understanding further inform following lessons (adaptive teaching)?



Students should know

- How do you know you are progressing in the lesson?
- Do you get feedback? In what form(s)?
- Do you know your strengths and how to improve?

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The WHAT and the WHY

High aspirations for teaching leads to high aspirations in learning. Students mimic the excitement, pride and love that teachers have for their subject. Instilling practices that create this atmosphere means that students will have every opportunity to be successful and love the curriculum being taught.

When planning your lesson:

- What strategies will be used to hold entire class engagement including introverts in your lessons?
- How are students encouraged to be creative and plan their ideas using strategies given?
- How are world class facilities/ equipment/ technical information being used within your lessons?
- How are the students supported to access teacher expertise and is it central to the students learning?
- Is there a positive listening culture? How do you know?
- Are students clear on the links to progression and/or career outcomes from this lesson?
- Are there links to personal goals in their overall learning?
- Are students given the tools and strategies to allow for independent learning? Has this been modelled and developed over time?

Students should know

- What do you look forward to when coming to lessons?
- How are you engaged in your lessons?
- How do you use technical/practical equipment to aid your learning?
- What opportunities are you given for creativity?
- What are your goals at Global Academy and how is your education here helping you achieve them?

