

Effective Lessons Guidelines

The following guidelines provide a basis for effective planning and delivery of a lesson. Oakfield Academy aims to create a learning environment where we can inspire pupils to believe in their abilities and to achieve their full academic potential, no matter what a pupil's starting point may be.

Guiding Principle

The learning environment is one that is safe and conducive to enjoyable, allowing all pupils to learn alongside each other, regardless of their abilities. We aim to foster the ideology that pupils should be 'Proud To Learn'.

Fundamentals for an 'Oakfield Lesson'

Whenever applicable, teacher '*meet and greet*' pupils as they arrive. They line up in an orderly, controlled fashion, enter quietly and wait for the teacher to initiate the lesson. Lessons start as the pupils' line up, and the learning can begin as soon as this happens.

Seating plans for the majority of lessons are recommended. These can be based on ability, the buddy system, or differentiated groups, but are decided upon by the teacher in charge of that lesson. Use of <https://www.maplearners.co.uk/live/login.php> can aid this process.

The correct uniform is to be worn, relevant to the lesson the pupils are in. Children must come to lessons with the correct equipment relevant to the lesson they are in, (This includes their journal).

Lessons should have clear objectives that can be being shared in a multitude of methods, (spoken, written, discovered etc.). In some cases, teachers will not want to make the objectives the starting-point, but at some stage they need to know. They should also know how each lesson fits in with prior and post learning, i.e. the BIG PICTURE.

Pupils learn best when they are inspired by an enthusiastic teacher who strives to make each lesson as interesting, meaningful and challenging as possible, allowing for pupils to make choices and be an active part of their learning. Effective learning will involve adopting a number of different teaching methods, depending on the task, class and pupil ability. A number of these methods can be employed throughout the lesson, differentiated towards individuals or groups.

Variety within questioning techniques should be used to develop the learning for all abilities of pupils within the lesson. Effective questioning from both teacher and pupils will develop a deeper understanding and application of the learning, and create new ways for pupils to think and challenge themselves. Where possible, pupils should have access to learning of a greater depth; challenges and stretching tasks that encourage them to use their learning and to learn from their mistakes. A positive approach towards perceived 'failures' will be fostered through this increased access to challenging material.

Differentiating tasks should be planned through resources, support, objectives and outcomes. A variety of tasks need to be available for all abilities of pupils, allowing them the chance to choose the challenge element of the lesson. Pupils should always be encouraged to push themselves to develop new ways of learning, using group and individual tasks to augment the learning from the lesson.

Ideally, lessons should always end with the pupils able to display an element that they have learn from the lesson, and understand that the learning will be applicable not just in the next lesson, but throughout their learning journey in that curriculum area. If homework is set, pupils must

understand the task they have been asked to do, and have it written into their journals on the relevant date, (see homework guidance). Teachers are encouraged to **End and Send** at the end of their lessons.

