**Checklist before delivering a lesson**

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| Are the **learning Objectives** as required by the overall unit, and precise and appropriate, challenging and adapted, and will they be communicated to students? |
| How will I ensure that there will be real **progress in learning** in relation to the learning objectives in terms of skills, concepts and knowledge? |
| Will the learning be really **challenging** for all students, and based on students having aspirational targets and my own high expectations? |
| How am I ensuring that **all** students progress in relation to their targets, reflecting good **differentiation** beingbuilt in to the lesson? |
| Am I also taking account of the **assessment information** available on students to aid differentiation, with full attention given to the needs of **SEND, EAL and higher ability** students |
| How will I be achieving **student engagement** and involvement in their learning with students on task, and how will I be injecting pace, variety, imagination and excitement and, where possible, giving the lesson a wow factor? |
| How will I be using **AFL** to develop and enhance pupil learning, and am I prepared to adjust lesson activities where AFL shows that learning objectives are not being achieved? |
| Will students be given as many examples as possible, along with **modelling**, to show what outstanding work and learning looks like? |
| Will students be given every opportunity to demonstrate and develop their skills in **reading, writing, speaking, listening and numeracy?** |
| In what ways will the lesson be helping develop **conceptual understanding and thinking skills?** |
| Will the planned **Q and A** involve as many students as possible, with challenging, open questions which are also personalised to individual students? |
| Are there opportunities to develop **SMSC** in this lesson, and how will this best be done? |
| Will I be taking every opportunity for using personalised **praise** to motivate students, boost their confidence and raise their expectations? |
| Will the lesson give opportunities to facilitate student **active learning** and the developing of independent learning skills, where students have some control of their own learning, as well as experiencing cooperative learning? |
| Am I taking every opportunity to make use of **ICT and the new technologies** to enhance learning? |
| Throughout the lesson is there an emphasis on **raising attainment** e.g, a focus on examination requirements and preparation; teaching in KS3 that takes account of the need to help students develop the skills that they will need in KS4; regular use of recall and assistance with revision? |
| Am I aware of which students are **underachieving** and why, and during the lesson will I be intervening to help them make more progress? |
| If is due, will **homework** relate to the present and future learning sought from this unit, and will it be differentiated? |
| Have I built in a **plenary** at the end to check the progress made by students in achieving the learning objectives, with checks having already been made during the lesson on the progress being made as the lesson proceeds ,with adjustments to the lesson as necessary in the light of these checks |
| At the end of the lesson will students be able to **articulate what they have learnt**? |