



## Beamont Collegiate Academy

# Teaching and Learning Expectations

### Before the lesson

- Create 'data rich' seating plans for all classes.
- Display targets on the front of all students exercise books/folders to which the students add 'working at' grades throughout the year.
- Ensure progress charts are displayed inside books which students should update at each assessment point.
- Ensure diagnostic feedback that specifies 'what went well' and 'even better if' is evident in students' books/folders and ensure students respond to this in 'green pen'.
- Use level 1 learning plans to plan lessons that focus on learning and progress.

### At the start of the lesson

- Greet students at the door as they enter the classroom and have consistent expectations in terms of uniform, equipment and punctuality.
- Begin each lesson with a 'do now' activity for students to undertake as soon as they enter the classroom.
- Ensure the Key Question is displayed throughout the lesson and referred back to at regular points to provide a focus for learning.
- Share differentiated learning outcomes with the class and return to them during the lesson.

### Throughout the lesson

- Provide a range of engaging, challenging and imaginative activities.
- Ensure the needs of all learners are met effectively.
- Use a range of questioning strategies to extend understanding, check progress and improve learning.
- Use AfL strategies, including effective modelling, and ensure students are given opportunities to improve their work.
- Ensure Teaching Assistants are used effectively.

### At the end of the lesson

- Review learning based on the Key Question and outcomes.
- Provide an opportunity for students to show what they have learnt and how in the lesson.
- Set homework, in accordance with the homework timetable, which challenges students and consolidates progress.
- Ensure students are dismissed in an orderly way in time to get to their next lesson.