



8 steps to a successful lesson

1. Identify what the learners already know about the topic.
quiz, mindmap, brainstorm, remember 5 things, work with your talk partner, card sort, use artefacts to trigger memory
2. Provide a clear learning intention.
WALT, draw on APP or NC level descriptors, differentiate LIs, encourage learners to identify SC, design SC as a class or in groups, WILF and TIB, design a pre-flight check list of SC
3. Use success criteria throughout the lesson to support the learners understanding of what they need to do next/ to produce a valued outcome.
WILF, pre-flight check list, display SC, give four examples to be graded or ranked, display annotated outcomes showing SC, promote self and peer assessment against the SC, review progress and clarify what is required to meet each identified criterion
4. Chunk the lesson into short bursts of teacher input and learners activities to ensure good pace.
good pace is varied, build in reflection time, allow time for review of previous work (marking), have fast paced chunks, change the activities to engage and challenge learners
5. Provide time for learners to talk about, reflect and feedback on their learning.
use talk partners, collaborative group work with clearly identified roles,

develop questioning skills, use ground rules for group work, give clear timescales and deadlines, use IWB and individual whiteboards, laptops

6. Provide differentiated activities which match individual learning needs.
plan activities for the most able and least able, offer learners choices, use a range of intelligences and styles, expect outcomes to be presented differently, use video, photo, posters, pictures, diagrams, mindmaps, hot-seating, learners as teachers, presentations, challenge all learners, communicate high expectations for all abilities

7. Involve any other adults in both delivery and assessment.
Consider how to maximise the impact of other adults, which interventions will be most effective? Consider equitable access to teaching, request feedback information on learners' performance during lessons and group work

8. Make sure the plenary (and mini plenaries during the lesson) provide an opportunity to assess current learning.
Refer learners back to the LI and SC during the lesson and at the end, use a wide range of engaging starters and plenaries to make learning fun, assume learner is first marker – was the LI achieved?