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| SBS Educational | **Key lesson features checklist** | | |
| **Feature – pace and time** | | **Yes, partly, no, N/A** | **Notes** |
| From first pupil entering classroom to all being ready to listen & learn is no more than 3 minutes | |  |  |
| Introduction to whole class is no more than 10 minutes | |  |  |
| Teacher does not address class for more than ten minutes at any point of the lesson | |  |  |
| Teacher checks pupils have understood activity and know what to do/ intended learning | |  |  |
| Teacher initially works with those pupils who have not fully grasped learning from previous lesson | |  |  |
| Two groups work independently, without adult support for extended periods | |  |  |
| Teacher works with one focus group for to-12 minutes | |  |  |
| Teacher then checks for misconceptions, correcting where found | |  |  |
| Where pupils know, understand or can do well, teacher quickly moves them on to more challenging task | |  |  |
| Teacher then focuses on single group (that needs most support) for five minutes | |  |  |
| Teacher again checks for misconceptions/ moves pupils to further challenge | |  |  |
| **Feature - learning** | |  |  |
| For more able pupils, tasks are adjusted, planned differently, started in a different place, etc. | |  |  |
| For less able pupils, tasks are adjusted, simplified, based on what they can already do or know, etc. | |  |  |
| The TA (unless assigned to a particular pupil) works with all pupils equally across the week | |  |  |
| The teacher’s questions are adjusted depending on the ability of the pupil asked | |  |  |
| The lesson is one of a sequence | |  |  |
| All pupils are challenged by the tasks given | |  |  |
| Pupils readily talk about their learning | |  |  |
| Pupils are sitting in groups, and no pupil is sitting alone | |  |  |
| Pupils work in ability groups. Where they do not, the teacher justifies why | |  |  |
| Behaviour is well-managed, and there are no mentions of, or reminders about poor behaviour. | |  |  |
| The teacher sits alongside pupils, rather than bends or kneels | |  |  |
| The teacher keeps a good pace, but does not appear to be rushed | |  |  |
| Learning in the lesson is ‘inevitable’ and obvious | |  |  |