

# St Bede's Lesson Toolkit V3



The Lesson Toolkit must be adhered to alongside our St Bede's Classroom Routines guidance: 100% approach.

The Lesson Toolkit underpins the shared understanding of the expected components of high-quality lessons supporting consistency in learning across St Bede's. The Lesson Toolkit supports professional development by acting as an aide-memoire and self-reflection tool for teachers and will be used by leaders in Quality Assurance to ensure **excellence in all that we do**.

Components	Illustration	Self Reflection	
		R A G	Notes
<b>Positive classroom climate</b>	<ul style="list-style-type: none"> <li>Positive reinforcement of routines</li> <li>Least invasive corrections: gesture, proximity, directional language</li> <li>Praise for students meeting expectations</li> <li>Clear routines for gaining silence, questioning etc</li> <li>Use of core values language</li> </ul>	R A G	
<b>Responsive planning</b>	<ul style="list-style-type: none"> <li>Well-chosen tasks that are appropriate for the needs and progress of the class</li> <li>Adapted lesson/curriculum materials where appropriate</li> <li>Respond to previous lessons' learning where appropriate</li> </ul>	R A G	
<b>Do Now Retrieval</b>	<ul style="list-style-type: none"> <li>Low stakes and all students involved</li> <li>Quizzing of prior material – last lesson, last week, last topic</li> <li>Multiple choice quiz questions or open quiz questions</li> <li>Respond where misconceptions/patterns of error occur</li> </ul>	R A G	
<b>Clear learning intentions and success criteria</b>	<ul style="list-style-type: none"> <li>Clear learning intentions that are communicated with students: <i>what specific knowledge are students going to learn?</i></li> <li>Clear communication of what success looks like: <i>how will students demonstrate their learning?</i></li> <li>Return to these throughout and at end of lesson</li> </ul>	R A G	
<b>Clear explanations</b>	<ul style="list-style-type: none"> <li>Precise use of language; key vocabulary is explained</li> <li>Use of appropriate subject vocabulary where needed</li> <li>Dual coding/use of visuals/diagrams where appropriate</li> <li>Checking for understanding throughout and responding where needed (rephrasing/repeating where needed)</li> <li>Clear timings and countdowns for tasks that are shared with students</li> </ul>	R A G	
<b>Modelling</b>	<ul style="list-style-type: none"> <li>Use of visualiser/teacher whiteboard to model processes and demonstrate success</li> <li>Exemplar responses: WAGOLLS (what a good one looks like)</li> <li>I do-We do-You do</li> <li>Responds to student needs and may need multiple models</li> </ul>	R A G	
<b>Active supervision and support to scaffold learning</b>	<ul style="list-style-type: none"> <li>Teacher circulating during independent work</li> <li>Teacher checking in on priority Spotlight Strategy students</li> <li>Prioritising the most vulnerable (PP, SEND, LAC, attendance concerns)</li> <li>Responsive teaching where students are struggling/not successful</li> </ul>	R A G	
<b>Questioning that assesses learning and involves all students in thinking</b>	<ul style="list-style-type: none"> <li>Maximising participation through: think time, think-pair-share, cold calling, pose-pause-pounce-bounce, mini whiteboards (show-me boards), turn and talk</li> <li>Responding to student answers to challenge misconceptions, ensure accurate understanding and extend learning</li> <li>All students expected to think and be prepared to participate</li> </ul>	R A G	

<b>Clear and actionable feedback</b>	<ul style="list-style-type: none"> <li>• Clear and precise feedback throughout lesson to groups/ individuals</li> <li>• Clear and actionable next steps</li> <li>• Links to learning intentions and success criteria for lesson</li> <li>• During questioning or during active support phases of lesson</li> <li>• Responsive to student needs during lesson</li> </ul>	R A G	
<b>High standards of student work</b>	<ul style="list-style-type: none"> <li>• Reinforcement of Gold Standard expectations</li> <li>• Active supervision and circulation during independent work to reinforce Gold Standard – this includes transcription (handwriting and spelling) and presentation of work. Respond immediately where concerns are noted</li> </ul>	R A G	
<b>Effective homework</b>	<ul style="list-style-type: none"> <li>• Linked to previous/upcoming classwork</li> <li>• Retrieval</li> <li>• Clear purpose</li> <li>• Clear signalling of importance from teachers</li> <li>• Weekly for KS4/at least weekly for KS5</li> </ul>	R A G	
<b>Deployment of LSAs</b>	<ul style="list-style-type: none"> <li>• LSAs are directed to support and scaffold learning as appropriate for the needs of SEND individuals/groups in class</li> </ul>	R A G	

<b>We do...</b>	<b>We do not...</b>
Set clear time limit for every learning task; provide halfway prompt; countdown to completion	Set learning tasks with no expected completion time set
Use visualisers to model and show student work to signpost success using clear verbal commentary from teacher	Use visualisers to fill in a worksheet with students or instruct students to copy large chunks of teacher writing
Maximise participating during questioning by using strategies such as think time, show me boards and cold calling	Require instant answers from students or rely on hands up as our only method of gaining students' responses
Ask probing and follow on questions to make students explain answers and think	Rely on basic recall questions during questioning
Plan time to explain and set homework properly, ensuring students write it in planners	Set homework in the final minute of the lesson with no explanation and no checking whether students have written it into planners
Stand/ circulate to deliver all teaching content and create highly visible presence in the classroom	Sit at teacher desk for any extended period of time
Prioritise our Spotlight students for support and check in during lessons	Neglect the needs of our most vulnerable students during lessons; remain by teacher desk whilst students work independently
Challenge students to work hard and think for themselves by planning independent tasks for students	Do the hard work and thinking for students
Give precise and specific feedback	Give vague feedback such as, "Write with more detail"
Adapt the lesson where needed to support student learning	Follow a PowerPoint when adaptations are needed to support student learning

