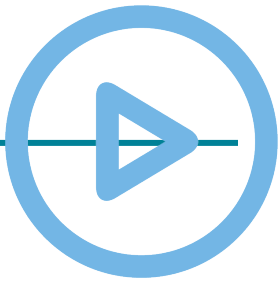


- Clear simple model based on Rosenshine's principles and incorporates best practice.
- Icons to be used on all PowerPoints.
- All lessons to include a sharp start and deliberate practice





Engage the students as they enter the classroom; all students should begin a '**Do Now!**' within **60 seconds**.

This may include:

Retrieval Practice – daily short reviews of prior learning to support fluent recall and secure knowledge and understanding.

Prep Learning review – purposeful development of students' independent lesson preparations.

Hook - begin a sequence of learning by generating curiosity and intrigue around the topic.



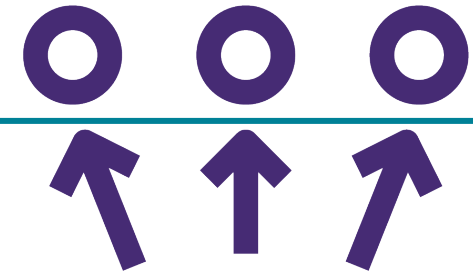


Introduce **new material** in **small steps**.

The **Learning Question/Learning Outcomes** should be shared, deconstructed and referred to throughout the lesson.

Other 'input' considerations:

- Introduction and clarification of **technical vocabulary**.
- **AFL strategies & Questioning** to check understanding and identify misconceptions.
- **Responsive Teaching** – How will learning be reshaped to tackle any misconceptions



Show students '**how**' through **Guided Practice**.

Teach to the top and **Scaffold** the learning to the highest level, resource carefully and **question** appropriately. Consider **WAGOLs** and **success criteria** as strategies to model.

Clarify misconceptions through questioning and demonstrations.

Plan for **cooperative learning** opportunities (pair/group) that engage/involve all students and limit '**opt out**'.

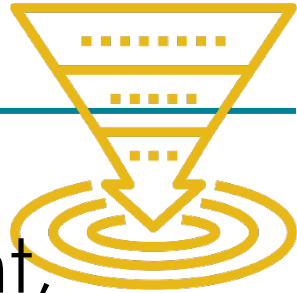


Every lesson, build in adequate time for students to practice skills, processes and techniques through **independent, deliberate practice** to prepare students for assessments.

The iZone should be:

- A feature of every lesson.
- A **challenge** for all students and be closely **linked to assessment** and **examination material**.
- A **specific length of time** set by the teacher but no less than 10 minutes to **develop writing stamina** (this may be modified in practical lessons where assessment does not require extensive writing).
- Preceded by a period of **guided practice**.
- Followed by a **period of reflection** that is linked to a **success criteria** and/or **assessment criteria**.





Provide time for students to **reflect** on what they have learnt, evaluate whether they have reached the desired outcome(s) and review their 'iZone' performance.

Verbal or written **feedback** (teacher/peer) should be given in order for students to clarify **misconceptions** and understand the **progress** that they are making.

'Prep Learning Out' – should play a purposeful role in upcoming lessons and be given with one week's lead-time.

As part of the teaching staff at MA – you will be observed teaching lessons by

Learning Enquiry & Learning Walk
Proforma 2019/2020

THE MLT STANDARD

At Maltby Academy

1. LIVE FILES

- a. **Live Files:** IEPs filed. Strategies enacted and impactful.
 - Teacher clearly knows all students and addresses needs.
- b. **Use of Other Adults:** (where applicable)
 - Plan completed (drawn on specialist advice). Strategies enacted and impactful.

2. PRECISE PLANNING

- a. **Accessible Learning Question and Progressive Outcomes:** designed to secure investment (appeal emotively).
 - Contextually relevant (specification).
 - Informed by diagnostic use of assessment, marking and feedback.
- b. **Clarity on success criteria and modelling:** Planning ensures teacher provides real clarity on what success looks like including examples e.g. modelling of answers, listing the success criteria, WAGOLs and WABOLs.
 - Students can clearly and confidently articulate what success looks like.
- c. **Effective Differentiation:** Planning ensures: every activity ambitiously and appropriately challenges every student from their starting point (particularly the most-able).
 - Scaffolding supports all students to meet the high levels of challenge.
 - Every student has access to every activity given their need.
- d. **Literacy development at every relevant opportunity:** Clear planning, informed from previous marking, to impactfully address common literacy and SPAG errors.
- e. **Homework/Prep learning** embedded and purposeful:
 - Read, Apply, Research or Extend to consolidate or prepare; maximise lesson time.

3. CLASSROOM CULTURE

- a. **Quality classroom environment:** visual metaphor of teachers' expectations:
 - Clean, tidy, organised, bright classroom. Up-to-date, attractive displays support learning.
 - Professional-looking PowerPoints and resources follow Academy expectations. Books neatly and carefully stored.
- b. **Sharp start:** Organisation delivers purposeful and impactful start:
 - Teacher at door welcoming students. 'Data based' seating plan in place and use.
 - Planner, conduct card, equipment, all class books/portfolios out on desks.
 - Engaging and purposeful 'Do Now!' starter on desks or IWB stimulates and challenges all, clear links to retrieval practice.
 - Register complete (first 10 minutes) doesn't interrupt 'flow'.
- c. **Independent, active engagement by all students:** fully absorbed in stretching 'learning challenges':
 - Tackling with positivity, showing solid inner resilience.
 - Motivator; enthusiastic, purposeful body language and work output. Purposeful pace and atmosphere.
- d. **Active engagement by teacher** in delivering lesson; positive role model:
 - Teacher not sat at desk other than when lesson delivery requires it.
 - Between 'knowledge input', constantly navigating classroom, checking student progress, feeding back on the move, supporting and sharing misconceptions (where relevant).
 - Teacher models passion for subject. Aspirational dialogue fosters academic standards.
- e. **Consequences** and range of strategies to maintain positive behaviour for learning and pace used effectively:
 - Praise and rewards evident/embedded and motivational.
 - Effective routine used to achieve silence.

4. DELIVERY: AFL, QUEST

- a. **Challenging Pitch and Appropriate maintaining pace:**
 - Teach to the top and expect more.
 - Give clear and concise instruction.
 - Guided practice to develop skills.
 - Move on quickly once student challenging activities and exit.
 - No low-level 'down time' tasks something, poster work etc.
- b. **Effective AFL:** identifies learners'
 - Throughout with e.g. mini-white.
 - Teacher uses to adapt lesson;
- c. **Good quality structured talk (Or)** purposeful discussion and dialog
 - Use of Oracy structures (back).
 - Use of specific and effective talk.
 - Teacher models technical/academic.
 - Students discuss with confidence.
- d. **Effective targeted questioning:** T questions to gain an accurate understanding
 - Planning for questioning evidence.
 - Thinking time and No-hands up.
 - Deeper and more challenging more students.
- e. **Articulating Progress:** High expectations
 - What they are learning in line.
 - The progress they have made.

5. PROGRESS

- a. **Data evidences** good progress
- b. **In lesson:** All students make clear progress
- c. **Assessment books:** Work shows improvement driven and subject literacy codes.
 - Substantial, good quality work.
 - CTG is acknowledged in the.
 - Presentation is of a high standard.
- d. **Class books:** Work shows good progress
 - Common SPAG errors regularly.
 - Substantial, high quality work.
 - Presentation is of a high standard.

P1: COGNITIVE SCIENCE CURRICULUMS
– SHARP START RETRIEVAL

P2: DELIBERATE PRACTICE - IZONE

P3: QUALITY AND QUANTITY OF WORK



THE MLT STANDARD



At Maltby Academy

Proving / Improving (delete as appropriate) *Please note - Proving activities are linked to the appraisal process

Form completed by:		Teacher:		Class:		Date:		Period:	
--------------------	--	----------	--	--------	--	-------	--	---------	--

Summary of strengths:

Summary of development suggestions:

Strength & Sharing priorities: (please provide MLT T&L standard codes)
(Provide 2 suggestions)

Development priorities: (please provide MLT T&L standard codes)
(Provide 2 suggestions)

RESILIENCE

ASPIRATION

CONFIDENCE

RESPONSIBILITY

COMMUNITY

