

# BEACON HILL ACADEMY

## Every Lesson Expectations



### Purpose:

- ✓ To further develop the consistency and impact of day-to-day teaching on learners' progress.
- ✓ To outline our T&L every lesson minimum expectation that are simple, clear and manageable for all teachers.

### 1. Entering the Classroom:

- ✓ Planners must be out while learners are lining up outside your classroom
- ✓ Teacher must greet learners at the door and check planners are out, uniform is correct and no coats are on
- ✓ Any uniform issues, learners place planners on teachers' desk
- ✓ Lines to be issued during the lesson for any uniform/equipment issues
- ✓ Learners to enter the classroom quietly and complete the DNA task
- ✓ DNA to be on the board or handed to learners or on the desk – this activity must be done in silence unless otherwise instructed.
- ✓ If a learner is late, after the second bell, a line is to be issued (B code). If the learner has genuine issue for their lateness, then proof will be needed to have the line removed.

### 2.Planning:

- ✓ PROGRESS INDICATORS: Every lesson must have challenging (pitch to the top, support below) but achievable progress indicators that are clear and precise about what you want students to learn and not what you want them to do: 'learning focused not task focused'.
- ✓ SEATING FOR PROGRESS: Use seating plan to account for the profile of all teaching groups and be used as an effective teaching tool to aid differentiation and progress of all students within the group.

### 3.Teaching:

- ✓ START OF LESSONS: Aim to start every lesson with a 'Do Now Activity' that either reviews previous learning, checks what students already know or engages them in future learning.
- ✓ REGISTER: Take the register within the first 10 minutes of the lesson.
- ✓ READINESS TO LEARN: Equipment and Planners (open at the right week) must be on desks at the start of lessons.
- ✓ INDEPENDENT WORK: Learners should complete independent work in silence.



Sponsored by  
Dudley College of Technology



- ✓ **VALUES DRIVEN EXPECTATIONS:** (Use the principle of 'losing a line' for a behaviour consequence and a positive stamp for recognising achievement) To be agreed.
- ✓ **GROWTH MINDSET:** Routinely promote positive behaviour, effort, resilience, independence and improvement in learners learning: 'effort focused not talent focused praise'
- ✓ Learners will not leave their seat unless given permission by a teacher or LSA (unless in a T&L capacity e.g. collect a dictionary).
- ✓ A Learners does not shout out across the room and must raise their hand to ask a question
- ✓ **EXITING LESSONS:** Learners stand behind their chairs silently, ready to be dismissed sensibly, quietly and on time.

#### 4. Assessment and Feedback:

- ✓ **WRITTEN FEEDBACK:** All written feedback (teacher, self or peer) must be written using a **red pen** in the form of formative comments using What Went Well (WWW) and Even Better If (EBI) terminology.
- ✓ **STUDENT RESPONSE TO FEEDBACK:** All learners responses to feedback (written, verbal, self or peer) must be completed using a **green pen** (Green for Growth GfG).
- ✓ **LITERACY FEEDBACK:** Subject appropriate Spelling Punctuation and Grammar (SPaG) must be identified using a highlighter and differentiated according to the individual needs of each student. The following standard symbols are used when identifying errors: SP = spelling, P = Punctuation, C = Capital letter, // = paragraph, Gr = Grammar
- ✓ **PRESENTATION OF WORK:** Use the student expectations guidance in planners and on classroom walls to ensure excellent presentation of learners work.
- ✓ **PROGRESS TRACKING SHEETS:** All learners books/folders should have a learners progress tracking sheet at the front so students can assess their progress and identify strengths and gaps in their learning.