



CHANNING

Defining the
Principles of
Great T&L at
Channing



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At Channing we acknowledge that:

- each teacher has their own style
- that students make the most progress when teachers plan lessons that focus on learning and pay attention to the research behind how students learn
- that great teaching & learning cannot be achieved by following a recipe, but there are some clear pointers in the research to approaches that are most likely to be effective and that there are clear recognised 'moves' of the Expert Teacher that make pupil progress and learning more likely.

This document and our Lesson Planning and Lesson Observation Form support the Principles of Great T&L at Channing

Use this document to aid you in thinking about lesson planning.

This is not a tick-list - more a guide to help you plan - a flavour of what you should be thinking about whilst planning / observing lessons

Students Context (what you know of individual students)	
STUDENTS MAKE MOST PROGRESS WHEN THEY....	(BECAUSE) THE TEACHER.....
<ul style="list-style-type: none"> • Their teacher knows them • Their learning is tailored to their needs 	<ul style="list-style-type: none"> • Knows the students, knows the data and uses this to inform their planning • Considers pairings / groupings • Knows their students and uses assessment data to inform lesson design • Sets goals that stretch and challenge students of all backgrounds, abilities and dispositions • Has a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
Prior Learning Context - What have they learnt already? How does it fit into the bigger picture?	
STUDENTS MAKE MOST PROGRESS WHEN THEY....	(BECAUSE) THE TEACHER.....
<ul style="list-style-type: none"> • Make connections across lessons 	<ul style="list-style-type: none"> • Begins the lesson with a review of previous learning • Directs student attention to the crucial similarities between existing knowledge and what is to be learned • Knows where their students are starting from and what previous learning they need to revisit in today's lesson • Takes into account students' prior knowledge when planning how much new information to introduce.



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Knowledge & skills to be acquired	
STUDENTS MAKE MOST PROGRESS WHEN THEY....	(BECAUSE) THE TEACHER.....
<ul style="list-style-type: none"> • Are clear about what they are doing • Understands what success looks like • Knows what they are focusing on learning and why 	<ul style="list-style-type: none"> • Identifies outcomes in their planning • Starts with the end in mind - Begins their planning with the question: what knowledge and skills do I want my students to have learnt by the end of the lesson? • Communicates the ' Bigger Picture' • Strives for excessive clarity about what they want their students to be able to do as they progress through the lesson • Is clear about what they are focusing on - technical proficiency or conceptual understanding • Knows the key points they want students to remember and bring back to the next lesson - 'stickability'
Potential Misconceptions	
STUDENTS MAKE MOST PROGRESS WHEN THEY....	(BECAUSE) THE TEACHER.....
<ul style="list-style-type: none"> • Have confidence in their teachers • Have misconceptions pointed out to them 	<ul style="list-style-type: none"> • Identifies possible misconceptions for this topic and which parts of the lesson the students will struggle most with. Plans how to prevent these from forming • Has a deep and fluent knowledge and flexible understanding of the content they are teaching and how it is learnt, including its inherent dependencies • Has an explicit repertoire of well-crafted explanations, examples and tasks for each topic they teach



Lesson Learning Stages

Activate students' thinking.

Lean on your deep, fluent knowledge and flexible understanding of the content you are teaching and how it is learnt

Draw on your expertise / repertoire of well-crafted explanations, examples and tasks for this topic

STUDENTS MAKE MOST PROGRESS WHEN THEY....	(BECAUSE) THE TEACHER.....
<ul style="list-style-type: none"> • Get involved and stay involved • Acquire new knowledge and skills • Engage in deliberate practice • Know how to apply the knowledge and skills • Develop their knowledge and skills • Made to think hard with breadth, depth and accuracy • Are clear in independent work about the teacher's expectations / instructions • Are encouraged to develop metacognitive strategies, including how to plan, monitor, and evaluate their learning • Know how to organise and effectively manage their learning independently 	<p>Structuring:</p> <ul style="list-style-type: none"> • Starts with a short review of previous learning • Sequences lessons so that students' secure foundational knowledge before encountering more complex content • Gives students an appropriate sequence of learning tasks; signalling learning objectives, rationale, overview, key ideas and stages of progress • Doesn't over-complicate lesson activities; reduces distractions that take attention away from what is being taught (eg keeping the complexity of a task to a minimum, so that attention is focused on the content) • Encourages active engagement • Checks students' understanding of instructions before a task begins <p>Explaining:</p> <ul style="list-style-type: none"> • Communicates with clarity of purpose - clear and detailed quality instructions • Avoids overloading working memory • Pays attention to the 'cognitive load' new material presents to their students: limiting the number and complexity of new elements; breaking complex ideas or procedures into smaller steps • Uses high quality explanations of new concepts and ideas; presents and communicates new ideas clearly, with concise, appropriate, engaging explanations; connecting new ideas to what has previously been learnt (and reactivating/checking prior knowledge, builds on students' prior knowledge and links what students already know to what is being taught) • Makes content explicit through carefully paced explanation • Exposes potential pitfalls and explains how to avoid them • Displays expert modelling walking students through problems and procedures - thinks aloud and models steps • Has outstanding subject knowledge and understands how students think about their subject and appropriate teaching strategies • Combines verbal explanation with a relevant graphical representation of the same concept or process, where appropriate. • Uses concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples). <p>Questioning:</p> <ul style="list-style-type: none"> • Uses questions and dialogue to promote elaboration and connected, flexible thinking among learners • Uses questions to elicit student thinking • Gets responses from all students; using high-quality assessment to evidence learning students

Lesson Learning Stages

Activate students' thinking.

Lean on your deep, fluent knowledge and flexible understanding of the content you are teaching and how it is learnt

Draw on your expertise / repertoire of well-crafted explanations, examples and tasks for this topic

STUDENTS MAKE MOST PROGRESS WHEN THEY....	(BECAUSE) THE TEACHER.....
	<p>Interacting:</p> <ul style="list-style-type: none"> • Responds appropriately to feedback from students about their thinking/ knowledge/understanding • Gives students actionable feedback to guide their learning (see section on feedback) <p>Embedding lasting learning</p> <ul style="list-style-type: none"> • Provides opportunity and support for a high level of active practice for all students • Increases likelihood of material being retained by balancing exposition, repetition, practice and retrieval of critical knowledge and skills • Designs practice, generation and retrieval tasks that provide just enough support so that students experience a high success rate when attempting challenging work. • Increases challenge with practice and retrieval as knowledge becomes more secure • Gives students tasks that embed and reinforce learning; requiring them to practise until learning is fluent and secure; ensuring that once-learnt material is reviewed/revisited to prevent forgetting <p>Activating</p> <ul style="list-style-type: none"> • Makes the steps in a process memorable and ensures students can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories). • Helps students to plan, regulate and monitor their own learning; progressing appropriately from structured to more independent learning • Plans regular opportunities for deliberate practice • Encourages students to share emerging understanding and points of confusion so that misconceptions can be addressed • Challenges students to identify the reason why an activity is taking place in the lesson



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Learning Outcomes and Assessment and Feedback Opportunities

~ plan to check for understanding

STUDENTS MAKE MOST PROGRESS WHEN THEY....	(BECAUSE) THE TEACHER.....
<ul style="list-style-type: none"> Think about how to further develop their knowledge and skills Demonstrate and check their understanding and reviews what they have learnt Know their target and how to progress towards them 	<ul style="list-style-type: none"> Plans a large number of skilful, scaffolded, effective questions and checks for understanding of all students Plans opportunities for effective ongoing assessment Checks prior knowledge and understanding during lessons by using assessments to check for prior knowledge and pre-existing misconceptions Structures tasks and questions to enable the identification of knowledge gaps and misconceptions Prompts students to elaborate when responding to questioning to check that a correct answer stems from secure understanding. Monitors pupil work during lessons, including checking for misconceptions. Plans formative assessment tasks linked to lesson objectives and thinks ahead about what would indicate understanding Provides opportunities for consolidation and asks students to explain what they have learnt Gives systematic meaningful feedback and uses this to modify future practice - reteaches when necessary Focusing on specific actions for students and providing time for students to respond to feedback Responds appropriately to feedback from students about their thinking/ knowledge/understanding and gives students actionable feedback to guide their learning Thinks carefully about how to ensure feedback is specific and helpful when using peer- or self-assessment. Use relevant data to monitor progress, set targets, and plan subsequent lessons

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Adaptive Teaching	
STUDENTS MAKE MOST PROGRESS WHEN THEY....	(BECAUSE) THE TEACHER.....
<ul style="list-style-type: none"> Have high expectations of what they can achieve Try more difficult tasks to stretch themselves Gain in confidence and takes risks 	<ul style="list-style-type: none"> Has an understanding of different pupil needs Identifies students who need new content further broken down. Makes use of formative assessment. Makes effective use of teaching assistants. Builds in additional practice or removes unnecessary expositions. Reframes questions to provide greater scaffolding or greater stretch Checks responses from all students Designs activities that help as many students as possible to feel success - keeps as many students in the zone of challenge, and out of the zones of comfort or confusion Creates challenge through work that makes them 'struggle' - Sets tasks that stretch students, but which are achievable Considers carefully whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of students Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these Demonstrates an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
Literacy / Vocabulary	
STUDENTS MAKE MOST PROGRESS WHEN THEY....	(BECAUSE) THE TEACHER.....
<ul style="list-style-type: none"> Develop their literacy 	<ul style="list-style-type: none"> Demonstrates an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject Teaches unfamiliar vocabulary explicitly and plans for students to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught Models reading comprehension by asking questions, making predictions, and summarising when reading Models and requires high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring students to respond to questions in full sentences, making use of relevant technical vocabulary)

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Creating a supportive environment and managing behaviour	
STUDENTS MAKE MOST PROGRESS WHEN THEY....	(BECAUSE) THE TEACHER.....
<ul style="list-style-type: none"> Believe in their academic potential Engage in tasks that are challenging but achievable Take risks and understand that making mistakes, effort and perseverance are an important part of learning Have a growth mindset 	<p>Lesson habits / mindsets</p> <ul style="list-style-type: none"> Communicates a belief in the academic potential of all students Uses intentional and consistent language that promotes challenge and aspiration. Creates a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine Acknowledges and praises pupil effort, emphasising progress being made Creates a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go Encourages students to attribute their success or failure to things they can change Helps students to journey from needing extrinsic motivation to being motivated to work intrinsically Lures students into learning and makes the learning exciting and meaningful (without you working too hard) Treats fun as a by-product - success breeds enjoyment Promotes a love of learning and children's intellectual curiosity <p>Managing Behaviour</p> <ul style="list-style-type: none"> Creates a culture of respect and trust in the classroom that supports all students to succeed (e.g. by modelling the types of courteous behaviour, positive attitudes and values expected of students) Teaches and rigorously maintains clear behavioural expectations (e.g. for contributions, volume level and concentration) - Has clear expectations of behaviour Establishes a supportive and inclusive environment with a predictable system of rewards and sanctions Applies rules, sanctions and rewards in line with school policy Develops a positive, predictable and safe environment for students Manages the classroom to maximise opportunity to learn Uses consistent language and non-verbal signals for common classroom directions. Uses early and least-intrusive interventions as an initial response to low level disruption Responds quickly to any behaviour or bullying that threatens emotional safety Establishes effective routines and expectations that maximise time for learning (e.g. setting and reinforcing expectations about key transition points) Manages the classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them

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Next Steps ~ assessment of progress today to plan for learning tomorrow (The relationship between lessons is just as important as what happens within them)	
STUDENTS MAKE MOST PROGRESS WHEN THEY....	(BECAUSE) THE TEACHER.....
<ul style="list-style-type: none"> Understand what they need to do next 	<ul style="list-style-type: none"> Gives good feedback that is specific and clear; focused on the task rather than the student; and is explanatory and focused on improvement rather than merely verifying performance Encourage students to take a responsible and conscientious attitude to their own work and study. Sets homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired Reflects systematically on the effectiveness of lessons and approaches to teaching





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