



A Guide to Alford Academy Lessons and Learning

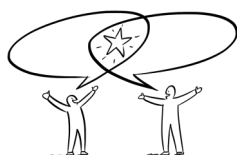
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Effective learning and teaching is at the very heart of an effective school. To achieve this there needs to be a **shared understanding of the expectations on both teachers and pupils**. This guide is based on guidance developed over a number of years as to what an Alford Academy lesson should look like, and contains the following sections

- Alford Academy Teacher Characteristics
- Alford Academy Pupil Characteristics
- Features observable at the start of a lesson
- Features observable during a lesson
- Features observable at the end of a lesson

During a lesson the following should be observed the majority of the time

- ◇ Pace of learning is appropriate to all learners
- ◇ Pupil engagement is maintained
- ◇ Teachers monitor pupil's progress
- ◇ Pupils are motivated
- ◇ Pupils are challenged by and enjoy their learning
- ◇ Appropriate feedback is given
- ◇ Positive behaviour and effort are recognised
- ◇ The provision of appropriate range of activities including where appropriate extension activities
- ◇ Opportunities for appropriate group work are taken (especially cooperative learning)
- ◇ Times activities rather than open ended where applicable
- ◇ Promotion of deeper thinking
- ◇ Development of higher order thinking skills



At the end of a lesson the following should be observed the majority of the time

- ◇ Activities are used to check pupils comprehension (whole class or group, think, pair, share, probing questions, assessment activities)
- ◇ Pupils are given the opportunity to think about / express what they have learned
- ◇ Learning intentions are revisited
- ◇ Next steps in learning are identified
- ◇ Work is reviewed in the context of the overall course or unit.
- ◇ Pupils and teacher feel they have achieved objectives.
- ◇ Pupil remain seated until dismissed by the teacher*



* Changes to this version

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An **Alford Academy Teacher** should always model the following characteristics

- ◇ Display high levels of respect in all we do
- ◇ Foster positive relationships
- ◇ Be enthusiastic
- ◇ Recognises their role as agents of change
- ◇ Be aware of course overviews
- ◇ Be physically and mentally prepared for lessons
- ◇ Be on time to class
- ◇ Have and share clear expectations
- ◇ Actively listen to pupils
- ◇ Provide timely interventions, appropriate support and positive feedback
- ◇ Encourage independent and deep thinking
- ◇ Use a variety of approaches to cater for differing learning styles
- ◇ Teach through dialogue not monologue
- ◇ Provide challenge through progression of task
- ◇ Ensure work is appropriately differentiated
- ◇ Provide a relevant context (the 'why' of learning)
- ◇ Identify and share weaknesses or gaps in a student's learning
- ◇ Work with pupils to set achievable personal targets and goals
- ◇ Reflect on our own lessons, to evaluate the effect of our teaching on students learning and achievement

We encourage **Alford Academy Pupils** to always model the following characteristics

- ◇ Display high levels of respect to everyone.
- ◇ Recognise the rights of others to education
- ◇ Do their very best, with maximum effort
- ◇ Be committed to studying their subjects
- ◇ Meet deadlines
- ◇ Take personal responsibility for their own learning (be physically and mentally prepared)
- ◇ Be on time to class
- ◇ Be equipped with pen/pencil, planner, and other learning resources (be organised)
- ◇ Actively listen to teachers
- ◇ Communicate their difficulties
- ◇ Fully participate through listening, speaking and doing (as appropriate)
- ◇ Endeavour to meet expectations and be aware consequences
- ◇ Revisit prior learning before next lesson
- ◇ Think about their next steps in learning
- ◇ Consolidate prior learning
- ◇ Develop a growth 'can do' mind-set
- ◇ Try difficult things
- ◇ Reflect regularly on their effectiveness as learners
- ◇ Set meaningful targets to support learning

At the **start** of a lesson the following should be observed the majority of the time

- ◇ Pupils welcomed to the classroom by staff*
- ◇ Pupils given the opportunity to feedback on their previous lesson using the online Pupil Learning Survey*
- ◇ All resources necessary for lesson available to hand
- ◇ A welcoming environment
- ◇ The register completed quickly and accurately
- ◇ Pupils settled and engaged in learning quickly
- ◇ Revisiting and reinforcing prior learning
- ◇ Demonstrating progression in learning from previous work
- ◇ An outline of the day's lesson
- ◇ Learning intentions / outcomes being shared.
- ◇ An established routine

