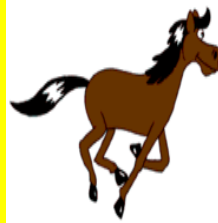


What Makes a Lesson Outstanding?





Session Aim and Objectives



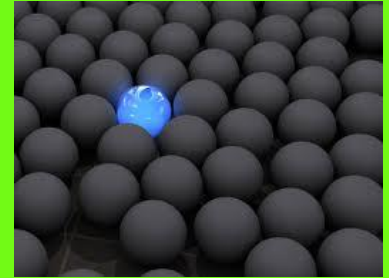
- Aim: To appreciate differences between 'good' and 'outstanding' lessons

Objectives: By the end of the session delegates will be able ---

1. To list some of the major differences between lessons which may be graded 'Outstanding', 'Good', 'Satisfactory' and 'Inadequate';
2. To identify some of the main characteristics of an 'Outstanding' session vis-a-vis just a 'GOOD' session;
3. To compose a lesson which may be deemed 'Outstanding' in their own curriculum area.

Some quick points to remember

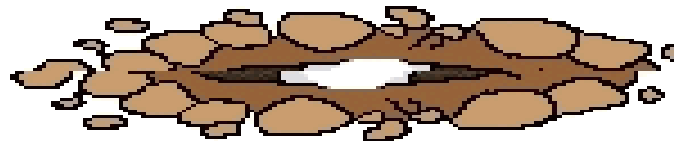
- Outstanding means it STANDS OUT
- Planning and preparation is 70% of it
- Actual Implementation is only 30%
- If the teacher is working harder than the learners in the session the session is UNLIKELY to be 'outstanding'



NB Ultimately the judgement of what is an 'outstanding' lesson is subjective. However if one has done everything which may make it 'outstanding' and eliminated or minimised those aspects which may prevent it from being so one stands the best chance.

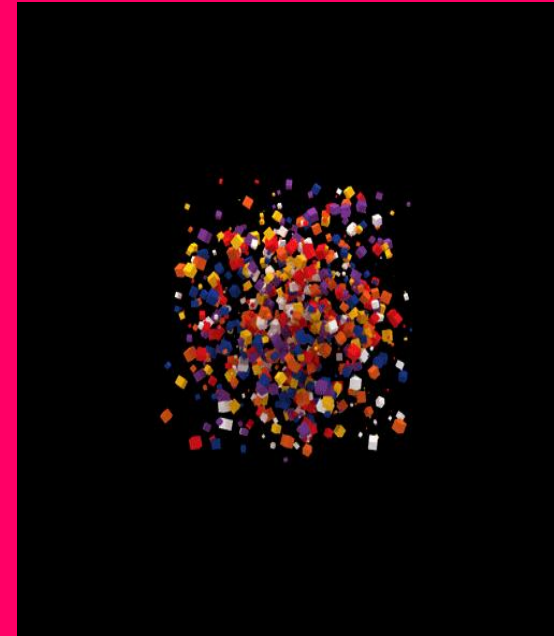


Does it
stand out?



For the Session to be Outstanding:

- It needs to have at least **ALL** the elements which make it **GOOD**;
- It needs to have the planning and documentation which is very good/excellent;
- It needs to have activities which are engaging and **FUN** for **ALL** learners;



Some examples of Planning and DOCUMENTATION 1

- Up to date and detailed Scheme of Work (includes references to the ECM, differentiation and Individual Learning needs of each of the learners and other initiatives such as safeguarding, preferred learning styles of each learner and VAK, also INCLUSIVITY);
- Assessment Plan and Calendar for the term and/or year
- Group profile and how each one has fared thus far in tests, homework and exams in general;
- Does each learner have a target? How has each fared against them thus far?
- Examples of work of each child etc..





Some more examples:



- Detailed Lesson plan which includes **'SPARKLE'** as well as:
 - *meticulously worded aim/s;*
 - *meticulously worded and measurable objectives;*
 - *indicates WHAT is going to be learned;*
 - *indicates HOW they are going to learn it;*
 - *indicates HOW you aim to check that they have learned it;*
 - *indicates DYNAMIC PACE and continuous checking on learning*



Some more reminders

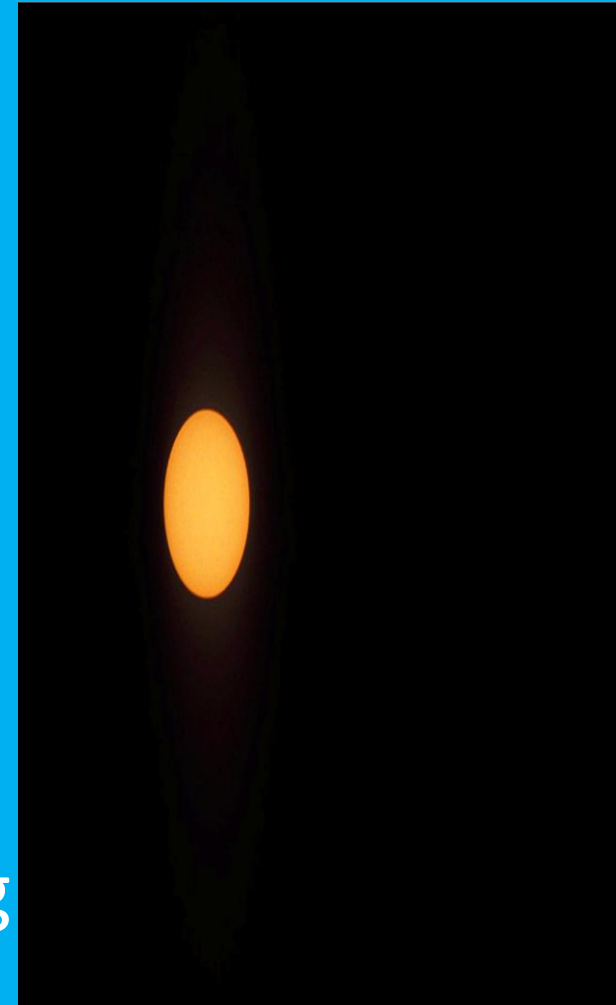
- A Good Lesson begins with contextualisation and the big picture for the learners. So questions of WHAT are they going to be learning, WHY are they going to be learning it, HOW are they going to be learning it, and How will they know if they have learnt it and How they will be assessed on it. Recapitulation etc..
- Part of that contextualisation will be sharing meticulously worded and measurable Aim/s and Objectives

Contd...

- Then a warm-up activity (if this has not occurred already) which engages ALL learners;
- The main activity followed by a debrief;
- Continuous checking on learning by the teacher (remembering that their attention span is 15 mins max);
- Then a concluding segment which consolidates their learning from that session as well as facilitating a big picture appreciation which links future sessions.

- Is your lesson 'run of the mill'? Is it better than average? Is it good enough to be in the top 20%? 10%? Or 5%? Think of your lesson in an objective way!
- If it is extraordinary, what makes it so? (eg. Safe lesson, slightly risky or 'Out on a limb' but sparkles)
- Is the PACE of the session Dynamic?
- Are all learners engaged, learning and having FUN?

Does your lesson stand out?

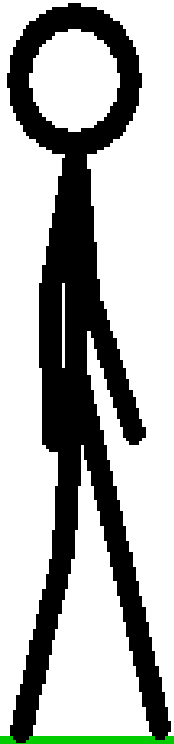


Does your Lesson have DYNAMIC PACE, FULL ENGAGEMENT and a worthy CHALLENGE?

- Does it have Dynamic Pace? Each segment of the session cannot be longer than 15 minutes;
- Are ALL learners engaged ? Do you ensure and check that they are learning?
- Are they sufficiently challenged?
- Are they having FUN?
- How have you ensured and checked that each individual learner has made progress in their learning?



Questions?



Let's make a start!



Does it
stand out?

