



# TRINITY HIGH SCHOOL

## Elements of an Effective Lesson Toolkit



Teacher: \_\_\_\_\_ Class: \_\_\_\_\_ Observer(s): \_\_\_\_\_ Date: \_\_\_\_\_

PLP Focus: \_\_\_\_\_

ELEMENT	ILLUSTRATIONS	GTCS Standard For Registration
<b>Purpose</b> <i>(why are pupils learning?)</i>	<ul style="list-style-type: none"> <li>• Sharing learning intentions (written or verbal)</li> <li>• Shared success criteria</li> <li>• Links to prior learning</li> <li>• Links to future outcomes</li> </ul>	2.1.3, 2.1.4, 3.1.1, 3.2.1
<b>Learning Approaches</b> <i>(how are pupils learning?)</i>	<ul style="list-style-type: none"> <li>• Teacher-led learning</li> <li>• Independent tasks</li> <li>• Co-operative learning</li> <li>• Modelling</li> <li>• Active learning</li> <li>• Retrieval practice</li> <li>• Effective use of digital resources</li> <li>• Effective questioning</li> <li>• Discussion-based tasks</li> </ul>	2.1.1, 3.1.2, 3.1.4, 3.2.2
<b>Learner Engagement</b> <i>(how are pupils involved in the lesson?)</i>	<ul style="list-style-type: none"> <li>• Contributions</li> <li>• Demonstrating responsibility</li> <li>• Positive interactions</li> <li>• Pupils are on task, engaged, interested, motivated.</li> </ul>	2.1.3, 2.1.4, 2.2.1, 2.2.2, 3.1.1, 3.1.3, 3.2.2, 3.2.3
<b>Inclusion</b> <i>(how are pupils supported?)</i>	<ul style="list-style-type: none"> <li>• Appropriate challenge</li> <li>• Differentiated materials</li> <li>• Effective use of resources (scaffolds, writing frames, vocabulary lists)</li> <li>• Effective use of support staff and ICT</li> </ul>	2.1.1, 2.1.3, 3.1.3, 3.2.1, 3.2.3
<b>Assessment</b> <i>(how is learning being assessed?)</i>	<ul style="list-style-type: none"> <li>• AifL strategies:</li> <li>• Starters and plenaries</li> <li>• Effective questioning</li> <li>• Visible Learning</li> <li>• Self and peer assessment</li> <li>• Feedback</li> <li>• Target/ goal setting</li> <li>• Discussion</li> <li>• Formative and summative assessment</li> <li>• Homework</li> <li>• Show-me boards</li> </ul>	2.1.1, 2.1.4, 3.1.2, 3.1.4
<b>Learning Environment</b> <i>(Where are pupils learning?)</i>	<ul style="list-style-type: none"> <li>• Positive relationships</li> <li>• Established routines</li> <li>• Organised resources</li> <li>• Classroom displays</li> <li>• Calm, ordered, safe</li> <li>• Effective management of time, pace, structure.</li> </ul>	3.1.1, 3.1.2, 3.2.1, 3.2.3,

## Observations

## Take-away Ideas and Next Steps