Bedford Borough Council School Improvement Services

How do we engage students in their learning?

	Feature	What it might look like
1	**Meet and greet**	a) Teacher present and ready to receive pupils ----------> Teacher not present b) Pupils greeted positively ----------→ Pupils met with negative verbal comments c). Positive body language/facial expressions---------- -> closed, defensive body language/expressions
2	**Students follow recognised procedures prior to the lesson**	a) Students arrive on time ----------> Students are late b). Students line up sensibly outside the classroom ----------→students noisily congregate in corridor c) Students have coats off and are in full uniform---------- -> Incorrect uniform, not addressed by teacher d) On entry, students go sensibly to assigned places -> Students enter rowdily and sit where they want.
3	**Prompt and organised start**	a) Formal routine established for start of lesson----------> Disorganised start b) Register taken within first 5mins of entry----------> Register not taken c) Materials and classroom organised ----------> Materials and classroom not ready d) Date written on board (eg. Monday, 10th March, 2006)---------- -> No date e) Coherent and informative lesson plan on teacher's desk---------- -> No lesson plan
4	**Learning Objective(s)**	a) Learning Objective on the board, discussed with pupils and linked to outcomes -> Learning Objective not shared b) Learning Objective clear and made comprehensible to pupils ----------> LO is unclear c) Learning objective is focussed on learning---------- -> Learning Objective is focussed on doing d) Learning Objective is recorded in ex. books/files/record sheets with date –> Learning Objective is not recorded e) Learning objective referred to during the lesson---------- -> Learning objective not mentioned
5	**Learning and Teaching**	a). Lesson broken down into clear parts ----------→ Lesson has no clear structure b). Different learning styles catered for ----------→ No consideration of different learning styles c). Engaging activities built into the lesson ----------→ Lesson dominated by teacher talk d). Students are challenged and needs catered for ----------→ Little pace/challenge or differentiation
6	**Positive climate for learning**	a) Rich, vibrant classroom---------- -> Dull and uncared for classroom b) Appropriate use of body language ----------> Defensive and/or aggressive body language *(open, direct, decisive, polite, confident)* *(confrontational, threatening)* c) Appropriate use of positive language ----------> Aggressive / Accusatory language *(Describe reality and redirect / Certainty / Respectful)* *(Severity / Disrespectful)* d) Code of conduct /rules, routines are displayed ------->No evidence of code of conduct/rules/ routines
7	**Use of Plenaries**	a) There are several plenary activities during the lesson + final summary of learning based on learning objectives at the end of the lesson –----------→No plenary b) Pupils reflect (+ record) what they have learned---------- -> No check on learning
8	**Closing routines**	a) Work is reviewed and ruled off at the end of the lesson------- ----------> No clear end to the lesson b) Teacher praises/rewards students ----------→ No praise/rewards given c). Formal ending routine ----------> Pupils straggle out of class when they please