

PACE in lessons

<p>Progress</p> <p><i>Planning and teaching for progress.</i></p>	<ul style="list-style-type: none">• All lessons begin with silent retrieval using the SBHS template to aid recall and connect prior and new learning. Students must recall from memory.• The objectives and purpose of the lesson are shared with students. They should be made aware of how every lesson fits into wider schemes of work or units of learning.• Students are guided in their progress in incremental steps and new learning is linked <i>explicitly</i> to prior knowledge.• MWB are used each lesson in addition to a range of AFL strategies to check progress frequently.• Cold calling is used in every lesson.• A range of modelling strategies is used to show processes and review ideas.• Scaffolding is provided for early stages of learning and removed slowly as students become more independent.
<p>Assessment</p> <p><i>Assessing for progress.</i></p>	<ul style="list-style-type: none">• Students should know what their target grades are. They should know how to make progress towards their target using the summative assessment tracker.• <u>All</u> assessments must follow the feedback loop: Meaningful Assessment, WWW and EBI, AOF (Acting on Feedback), close the loop with a department stamp.
<p>Challenge and Adapt</p> <p><i>Adapting and challenging for progress.</i></p>	<ul style="list-style-type: none">• Teach to the top; scaffold and support upwards. Learning Objectives are not differentiated.• The literacy mats must be available each lesson and used consistently by students.• Scaffolding is provided for relevant students to support confidence and accuracy. Over time the scaffolding is removed for independent learning.
<p>Expectations</p> <p><i>Expectations for progress.</i></p>	<ul style="list-style-type: none">• The school prayer starts each lesson.• Students are expected to behave with respect for themselves, others (students and staff) and their learning by completing work to the best of their ability and always striving to progress.• Students and teachers are expected to be just in their interactions with others and in upholding the values of the school.• Students are expected to serve one another by displaying attention, focus, kindness and engagement.• The learning environment is optimal: the room is clean, clear and engaging.• Meaningful and visible positive praise is given in each lesson linked to CST.

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| | <ul style="list-style-type: none">• Students and teachers are actively engaged in the process of learning throughout the lesson. Teachers are active in circulating during lessons to support learners.• Students are expected to speak accurately and use the ‘like an expert’ key words. |
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