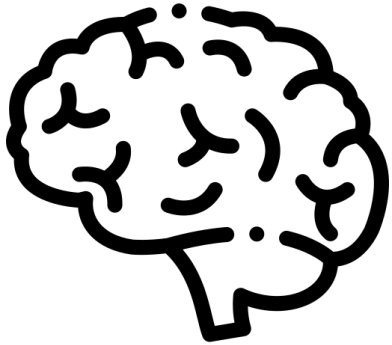
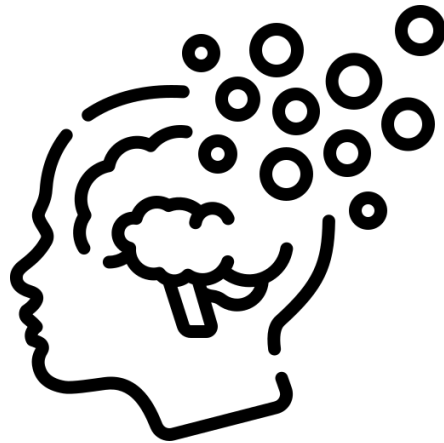




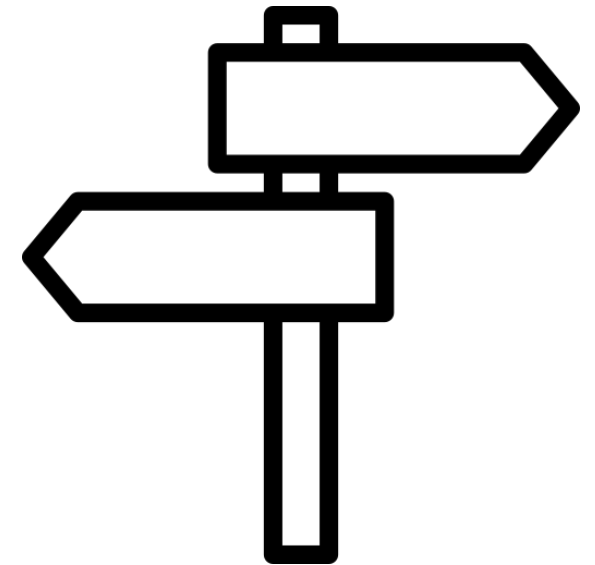
At St Benet Biscop, our lessons are designed to support students with the acquisition of new knowledge, and remembering knowledge over time, so that they are able to apply this knowledge, and make great progress through our planned curriculum.



KNOW MORE



REMEMBER MORE



GO THE EXTRA MILE / CAN  
DO MORE

# What are lessons like at St Benet Biscop?

**Resources are high quality, and appropriately challenging for students. This includes what students read in lessons.** Developing students as readers and disciplinary literacy activities are integral to every lesson.

**All lessons support and develop students as readers.** Reading material is relevant to the subject and level being studied. Reading material is appropriately academic. Students are supported with their decoding, comprehension and reading fluency at all key stages. Pre-teaching unfamiliar vocabulary is key to supporting reading.

**All lessons are rich in assessment.** Assessment is used to check student understanding and to fill gaps in student knowledge and understanding. 'Deep feedback' on selected work. Marking up to date 3-4 weeks for KS3 and 2-3 weeks for KS4 & KS5. Marking must include the marking of exercise books, so progress in lessons can be assessed.

**Lesson always begin promptly and always start with a 'bell' task to engage students as soon as they are in the classroom**

**High Expectations of Students.** Presentation of work – dates / titles underlined, meeting deadlines, attitude to learning, relationships with peers and staff, uniform, equipment

**Lessons are inclusive and carefully planned to maximise the potential of all students.** All students contribute to the lesson. Teachers know the most vulnerable students in the class, including PP and SEND students.

## Lessons at St Benet Biscop



**Lessons routinely include retrieval / recall of prior knowledge.** This helps to support students' long term memory of taught knowledge, and they apply this knowledge to more challenging, conceptualized ideas, over time

**Homework is set regularly to: prepare for learning, consolidate learning, enrich/extend learning.**  
Per subject:  
Y7&8 - 30mins of hmk every 4 lessons.  
Y9, 10&11 – 1 hour every 4 lessons.  
Y12&13 – 1 hour for every hour taught

What lessons are like will depend on the subject. However, using Rosenshine's Principles, we have a broad framework of different pedagogical elements, that should be a regular feature of lessons, whatever the discipline. These elements make 'The St Benet Biscop Lesson'.

**Modelling is a regular feature of lessons, to support students in their understanding.**

**Teacher explanations of concepts and instructions are always clear and explicit.** They are given verbally and in writing, to aid students' understanding. Dual coding of explanation is aimed to support vulnerable learners.

**Lesson objectives and success criteria are always set, and clear in every lesson.** Students understand the end points of teaching sequences. They know and are told explicitly what they are working towards. They will be told why they are studying what they, and why at that point in their learning journey.

**Seating plans are determined by the teacher.** Seating of students is strategic to support student achievement and engagement. This is particularly pertinent for PP, higher ability and students with SEND.

**Learning environments are ordered and tidy.** Displays are used to support students in their learning and to celebrate student achievement.

**There is a logical sequence of activities within lessons and across lessons, that builds student knowledge and skill-set incrementally.** Lessons always allow students to apply their knowledge, or practice what they have learnt. In terms of the sequence of learning, students can answer the question: 'why this?' and 'why now?'.

**Lessons are routinely rich in high quality discussion and questioning, where student thinking is developed, challenged and celebrated.** Misconceptions are always corrected in a supportive way. Teachers convey their expert subject knowledge effectively.