**THE VERULAM LESSON**

**Opening phase of the lesson:**

* Teacher welcomes students at the door and checks uniform.
* Students enter the room in an orderly way, sit according to plan, then place equipment & planners on desk.
* The door to the classroom is closed when the lesson bell sounds. Students who are late wait outside and knock on the door to gain entry.
* *Silent lesson start at KS3* – register.
* *Learning objectives / title are shared with students*
* Starter activity takes place, where students are doing/thinking/being questioned.

**Main body of the lesson:**

* Teacher provides the input needed for students to be able to understand the key learning in the lesson.
* Students given the opportunity to learn independently. Clear and suitable A4L is provided. Appropriate pace and pitch. Effective and varied questioning to be used in all lessons to engage learning.
* Homelearning given to students and written in planners before the plenary – shared online via Show My Homework
* Coloured pens & highlighters used to highlight key learning.
* Book polishing opportunity may be given.

**Close of lesson:**

* Plenary - must establish what students have learnt.
* Students pack away and stand behind their desks. The teacher checks that the classroom is tidy and uniform is correct.
* Teacher stands by the door and dismisses the class a group at a time.

**Why use the Silent Lesson Start?**

We must ensure that pupils are aware of our expectations and know not to interrupt or ask questions across the classroom. Routines for silent starts can include reading, writing down objectives or attempting a task.

Staff should also establish routines for dealing with pupils who are not equipped for learning – e.g. no exercise book.

**Why Highlight Key Learning?**

Pupils do not always recognise what the key learning points are from a lesson and so it is useful to emphasise these through highlighting or drawing a box around key ideas. Not only does this practice make revision far easier, it can also be used at the start of the following lesson if we ask boys to refresh their memories of what was learnt previously.

In the classbooks **Book Polishing** is to take place. The two key elements of Book Polishing are**:**

 **B.R.A.G.** Blue Highlighted Box around key learning or end of unit learning. R.A.G – students colour their learning in relation to how well they know it. Red – don’t know it, amber – know parts of it, green – really know this.

**D.I.R.T** – Dedicated improvement and reflection time. Students must be given time to reflect on their work and set themselves clear next step SMART targets.

**Book Polishing should also focus on:**

* Complete unfinished work
* Consider and respond to A4L advice
* Correct spelling errors
* Underline titles etc.
* Glue in sheets and handouts
* Complete target / assessment records.