



TUNBRIDGE WELLS GRAMMAR SCHOOL for BOYS

Policy on Ground Rules for Effective Lessons

Aim of policy - to promote effective, respectful and courteous relationships between students and staff.

To this end teachers should expect and implement the following:

1. Students and teachers should arrive punctually for all lessons.
2. Teachers should 'meet and greet' the students as they arrive.
3. Students should be properly equipped.
4. Students should be in correct school uniform.
5. The teacher should insist on silence when giving instructions.
6. The teacher should set objectives for the lesson; the what, the why and how, and always share them with the pupils.
7. The teacher should ensure work can be differentiated, liaising with support staff where appropriate.
8. The teacher should allow enough time to focus on homework during the lesson, either to set, check or collect in. Additionally, it should be written clearly on the board for students to copy into planners and clear deadlines set.
9. The teacher should deal with any incidences of rudeness or classroom disruption appropriately. Behaviour Management Policy should be applied consistently.
10. Should a teacher need to leave a room for a vital reason, it is necessary to inform a colleague in an adjacent room (if class is KS3 or 4). Leaving the room should be avoided if at all possible.
11. Lessons should have a beginning [e.g. "starter" activity], middle and a structured completion and/or plenary, when appropriate.
12. The teacher should ensure that the room is left tidy, the white-board clean, computer logged-off and the teacher's desk tidy.
13. Students should enter and leave the teaching room in an orderly way, and **promptly**, so that they can arrive at their next lesson on time. Uniform should be checked on departure.

Many of these directives will also apply to extra-curricular activities and clubs. It is important that standards are both set and expected in these "informal" activities, so that they are properly valued in the eyes of students.

PROPOSED BY: John Harrison September 2006
Amended by staff 4 September 2006
Review October 2007, Jan 2011
Next Review: July 2013.

Appendix 1

The Effective Teacher

- Is consistent and fair
- Has explicit learning objectives for the lesson, which are shared with the class
- Believes in strong work ethos and on task behaviour
- Recognises the needs and individuality of all pupils
- Values and encourages contributions from all pupils
- Is enthusiastic, confident and relaxed and creates an ordered and calm working environment
- Has good subject knowledge and is interested in seeking ways of improving the curriculum and its delivery - aims for quality in learning
- Uses a variety of teaching styles to suit the learning needs of the pupils
- Uses a variety of appropriate teaching materials and strategies – differentiates work for pupils
- Prepares thoroughly for each lesson - evaluates to improve future delivery.
- Shows flexibility within the structured planning- responds positively to unexpected outcomes from pupils
- Uses humour sensitively to defuse difficult situations
- Avoids confrontations where possible
- Supports the schools values and expectations
- Has clear shared values and standards- protected by rules. Boundaries are clear
- Ensures feedback to pupils is constructive and diagnostic
- Ensures pupils work is marked regularly and promptly - uses assessment [including self and peer assessment] to set appropriate targets for future work – assessment for learning
- Keeps records in an effective and systematic way
- Is available and approachable - likes and has time for pupils
- Uses rewards to celebrate achievement and effort
- Uses assessment and SEN information to inform planning
- Enables pupils to show an understanding of what they have learnt from the lesson
- Is confident to share successes and to ask for guidance when necessary
- Is supported by school systems, management and colleagues
- Has high expectations
- Is up to date with curriculum developments and subject initiatives

The Effective Classroom

- Uses furniture layout to maximise the learning benefits for pupils
- Celebrates pupils' work by using regularly changed, colourful displays
- Displays have clear headings as to what they are about and who has done them
- Is appropriately equipped with resources
- Is well decorated
- Is appropriately furnished
- Is clean and tidy throughout the day
- Provides a stimulating environment
- Has useful terms/ words displayed for reference
- Has on display all relevant information for pupils- code of conduct/ progress charts/ health and safety information
- Is well lit, ventilated and heated and has appropriate blinds