Teaching and learning · Checklist

Planning with purpose.

Use this when you plan a lesson or a sequence of lessons. Each of the nine habits below comes with a question to ask of your plan. Tick the ones your plan meets, and look again at the rest.

1 2 3 4 5 6 7 8 9

1 Prime the learning

Students learn more when they know what they are learning, why it matters and how it links to what they already know.

- [ ] **Does the lesson open by linking to what students already know, and saying why it matters?**

2 Set clear goals

When students can picture what good work looks like, they can judge their own progress.

- [ ] **Will students see what success looks like, from an example or a model, before they start?**

3 Teach with clarity

New material goes in more easily in small steps, with expert thinking shown and practice guided before students work alone.

- [ ] **Have I broken the new material into steps, and planned guided practice before independent work?**

4 Use visuals with intent

A diagram placed beside the explanation it supports helps students understand. A decorative one gets in the way.

- [ ] **Does every image in my slides help to explain something, and have I removed the ones that do not?**

5 Return and reconnect

Ideas stick when they come back after a gap and in new contexts.

- [ ] **Does the lesson bring back something taught weeks ago, and does the sequence return to today's content later?**

6 Make thinking visible

When students explain and justify their thinking aloud, and hear you reason through a problem, you can see what they understand.

- [ ] **Where will students explain their thinking, and where will I model mine?**

7 Practise to secure learning

Regular, low-stakes practice strengthens memory and shows you what is secure.

- [ ] **Is there time for every student to practise, with a quick check of what they have got right?**

8 Give feedback that moves learning on

Feedback helps when it is timely and specific, and when students act on it.

- [ ] **When will students get feedback in this lesson, and when will they act on it?**

9 Build independence deliberately

Students learn to work on their own when support is withdrawn a step at a time, and when planning and checking their work are taught explicitly.

- [ ] **Which support will I withdraw next, and have I shown students how to plan and check their own work?**

Not every lesson will tick all nine, but over a sequence of lessons, aim to tick as many as you can.