

| Feature                                           | What it could look like                                                                                                                                                                                                                                                                                                                                                                                       | What it will look like in my class:                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning Intentions &amp; Success Criteria</b> | Teachers use Learning Intentions and success criteria which may be spoken or displayed at some point during the lesson. This may not necessarily be at the start but at an appropriate teaching point within the lesson. These are sometimes co-created with the pupils. Teachers will also discuss links to meta-skills. Pupils are not expected to copy these into jotters.                                 | The learning intention and success criteria will be shared at the start of every lesson. Children may have the opportunity to co-create part of the success criteria. Where suitable, links to Meta-skills will be made by the children explaining how they may use (or have used) a specific skill.                                    |
| <b>Questioning</b>                                | Teachers use a variety of questioning techniques which will be evident throughout lessons. These may be open or closed questions and ideally developed further through HOTS style questions allowing pupils to explore their learning and ask why and how as well as what.                                                                                                                                    | A variety of questioning strategies will be used throughout the lesson. Children will scaffold and support each other by building on previous answers to support differentiation. All questions will come with specific quiet thinking time to allow all children the chance to engage.                                                 |
| <b>Purposeful Activities</b>                      | Teachers use a range of different types of learning activities to engage and motivate pupils in their learning while ensuring pace and challenge. These may include but are not limited to HOTS, active learning, links to employability skills, meta-skills, the world of work and STEM. Activities undertaken may take differing formats such as discussion, written tasks, carousels and many other forms. | The pace of the lesson will be dictated by the pace of learning. Children will engage in a variety of activities to support learning, engagement and to remove barriers to learning. The children will have various opportunities to explore their learning in a manner of different ways. Technology will be used to support learning. |
| <b>Differentiation</b>                            | Teachers use differentiation which is relevant to the task and activity set in relation to the specific topic/subject/class. Differentiation can be presented in many forms such as but not limited to alternative tasks/worksheets, expectations of outcome, support given, seating/grouping, questioning, marking/success criteria, technology.                                                             | Differentiation will be seen in the first instance through mild, hot and spicy levels of work.<br><br>Technology will also be used to support the young people by removing barriers to learning.<br><br>Children may work collaboratively in in groups to support each other.                                                           |
| <b>High Quality Feedback</b>                      | Teachers use high quality feedback to inform pupils of where they are in their learning and what they can do to improve, supporting pupils to take ownership of their learning and progression. This may take the form of verbal or written feedback and may be given by the teacher, a learning assistant or by other pupils, following our marking criteria.                                                | Verbal feedback will be given throughout the lesson to act upon instantly. Written feedback and additional challenges will be used strategically. Pupil ownership of learning will be evident through self and peer assessment.<br><br>The children understand the marking codes and can act upon them.                                 |
| <b>Plenary / Recap</b>                            | Teachers use plenaries to recap learning that has taken place within the lesson. This may take place throughout the lesson and not necessarily at the end. Plenaries may be in the form of questioning, summaries, exit passes, quizzes, thumbs up or any other activity which recaps learning. Teachers will also recap on meta-skills, as well as knowledge.                                                | Plenaries used specifically to observe retained knowledge and to check for understanding.<br><br>Children will collaborate on quizzes, digital mind maps and group discussions to display knowledge.<br><br>If suitable, the children will identify what Meta-skill they have been using.                                               |