

Feature	What it could look like	What it will look like in my class:
Learning Intentions & Success Criteria	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.	Li & SC shared with pupils. When appropriate, pupils help create the success criteria. These are referred to during the lesson. They will be displayed/spoken during the lesson. At times, pupils will copy these into their jotters.
Questioning	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.	Lots of questioning used in a range of different ways to help support learning. Questioning will be seen more often at the start and end of lessons as well as a mid point check in. Pupils will be given time to consider their answers/talk to a partner about what has been asked at times.
Purposeful Activities	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.	A range of different types of activities will be provided to engage pupils with their learning. Active learning opportunities will be provided where appropriate as well as developing employability/meta-skills. These activities will be completed in a variety of different ways such as discussion, whiteboard work, carousel or even written.
Differentiation	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 can be seen in a range of different ways. Often children will be provided with a mild/hot/spicy option for their work. Other times, differentiation can be seen through the level of support offered during the task. In writing, sometimes this differentiation can be seen through the SC of the lesson.
High Quality Feedback	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.	Feedback is given in a variety of different ways. Feedback can be given verbally, which allows pupils to know instantly how they are getting on with the task. Sometimes, feedback can be written. Pupils are given opportunities to mark their own work or a peers work. This allows misconceptions to be discussed at the time of learning.
Plenary / Recap	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.	Recaps will be given where appropriate at the start/end of lesson. If this has been a series of lessons, a recap of learning will take place at the start of the lesson. Pupils will be given the opportunity to discuss any struggles/what went well during different lessons to give me feedback on how to progress their learning further.