

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.	1. Learning Intention 2. Success Criteria 3. Meta skills
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.	1. Open and Closed questions 2. HOTS questions 3. Children creating questions.
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.	1. A variety of learning activities. 2. Pace and Challenge 3. Different activities including discussion, written, carousel and outdoor tasks. 4. Links to World of Work if relevant.
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.	1. Differentiation 2. Mild, Hot, Spicy tasks 3. Differentiation presented in various ways including, in tasks, expectations, support given, grouping of children, questions asked, success criteria given and technology.
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.	1. Feedback given to inform pupils. 2. Verbal and written feedback. 3. Marking scheme used. 4. Teacher, self and peer assessment/feedback used.
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.	1. Plenary used to recap learning. 2. Plenaries used include, questioning, summaries, quizzes, thumbs up/down.