

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 are shared on the board and spoken about in each lesson. Meta-skills are visible on the board and spoken about. The children might be asked why I have chosen those skills. SC is sometimes created by the children or they are asked what the SC might be before being shown them.
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.	HOTS style questions used during teaching time and throughout activities and work. Children may have their learning extended through a challenge question. Pupils are encouraged to ask and answer questions during class lessons & discussions.
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.	Children have experience of a wide range of different activities in different curricular areas. Worksheets, computer/iPad tasks, carousels, group & class discussion, jotter work, board games adapted to learning & more. Links are made to meta-skills and world of work.
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.	Pupils are grouped in some subjects but have free flow groups in others. Chilli challenges are used to allow children to choose their own challenge. Targeted support, mixed ability pairs/groups, different SC, expectations and outcome through verbal feedback and marking.
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.	Marking criteria is followed and pink and green is evident in jotters across all subject areas. Verbal feedback given to individuals, groups or whole class depending on subject/task/lesson.
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.	Plenaries take place at different times of the lesson. Different forms are used such as questioning, Blooket quiz, thumbs, sharing work, peer & self-assessment & feedback. Recap of previous learning is evident at starts of lessons.