

Teaching and learning at Langholm Academy 2-18 School

Langholm Primary



Teacher Name: _____

Mrs Wright Primary 1

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.	L.I. displayed on daily timetable, teaching board and on must do task sheets. S.C. written on teaching board and must do task sheet. These are spoken throughout the lesson to remind children of how they will be successful. meta skills to be developed are on teaching board which is referred to throughout lesson, also displayed on the class wall.
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.	Open questions and HOTS are used during teaching time and teacher-led tasks. Whilst children are at play, provocations or completing must do tasks adults will develop learning and next steps through their questioning.
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.	Teaching is a mixture of free play, provocations, teacher-led tasks and must do tasks. During teaching time reference is made to meta skills and world of work. Chilli challenges are provided to allow children's choice and encourage pace and challenge. Children are given the choice of when and in which order they complete their must do tasks.
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.	Through mild, hot and spicy challenges, children are encouraged to think about which level of task they should choose which matches ability and challenge. SLA's are used to complete interventions, work with small groups or on a 1:1 basis where support is needed.
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 and assessment of work is completed throughout lessons in order to give immediate feedback and allow children to correct mistakes. Verbal feedback is given directly to the child and school marking code is followed. Observations are completed throughout the term. Meta skills, E's and O's and next steps are identified through these.
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.	During plenaries whiteboards are sometimes used to check individual learning and knowledge. A variety of active techniques will be used dependant on task/learning.