

Teaching and learning at Langholm Academy 2-18 School

Langholm Primary



Teacher Name: _____

Primary 6 - Mrs Anderson

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.	Learning Intentions and Success Criteria are shared or co-created during every lesson. Meta-skills will be referred to during each lesson, often linked to real life & the world of work.
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.	Varied questioning is used consistently to provide ongoing assessment of pupils' understanding and learning. Pupils are also encouraged to question during lessons.
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.	Pupils are often given the choice of 'Mild', 'Hot' or 'Spicy' tasks. Tasks are varied and often in response to pupil voice, e.g. pupils' ideas in the class Topic Overview: using technology, active/outdoor learning, using visual aids or concrete materials and individual, paired and group activities. Throughout each term pupils will have a range of 'Make, say, write, do' activities.
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 often have the choice of 'Mild', 'Hot' or 'Spicy' tasks. Differentiation is shown in many ways and can be used flexibly throughout lessons to provide pupils with the best support: support, ability/mixed ability groupings, outcome, differentiated Success Criteria and technology for support.
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.	Pupils receive ongoing verbal feedback during lessons/tasks. Pink and green comments and Success Criteria grids are used regularly to provide positive praise and constructive feedback and areas for pupils to develop.
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 and mini-plenaries are used regularly throughout lessons to recap on previous and new knowledge. Plenaries take many forms: quizzes, 'think, pair, share', thumbs up, hand/number ratings, explaining and recapping the Success Criteria.