



Learning and Teaching

DEVELOPING OUR STANDARDS FOR SUCCESS



LEARNING INTENTIONS

All staff use consistent scripting/wording...

"We are learning to..."

LEARNING INTENTIONS SHOULD ALWAYS

- ✓ Be shared in child friendly language.
- ✓ Be focused on the development of knowledge and/or the application of a skill.
- ✓ Be decontextualised.

SUCCESS CRITERIA



Success Criteria should always be linked clearly to the Learning Intention to ensure it is measurable.

Where appropriate and prior knowledge allows, all SC should be developed and agreed with learners.

Consistent language to ensure learners are clear on how to achieve success - I can...

Ensure Success Criteria are separated clearly from everyday classroom expectations.

PROCESS - specific steps to take to achieve success.

PRODUCT - necessary components to include to achieve success.



ASSESSMENT AND FEEDBACK

FORMATIVE ASSESSMENT

Ongoing assessment developed in every lesson:
Observational.
Questioning.
Linked to SC to monitor progress and success.
Plenaries in every lesson.
Recap prior learning and devise next steps.

BROAD RANGE OF ASSESSMENT APPROACHES

Summative - make, say, write, do - assesses achievement of a group of Es and Os.

Feedback - live, verbal and written feedback which refer to SC and learning targets. From teachers and peers.

SA/PA/TA - consistent use of traffic lighting in jotters WITH JUSTIFICATION FOR CHOICE

HQA - consider all learners' styles. Active learning, practical tasks, IT assessments, written assessments to gather a profile of each learner.

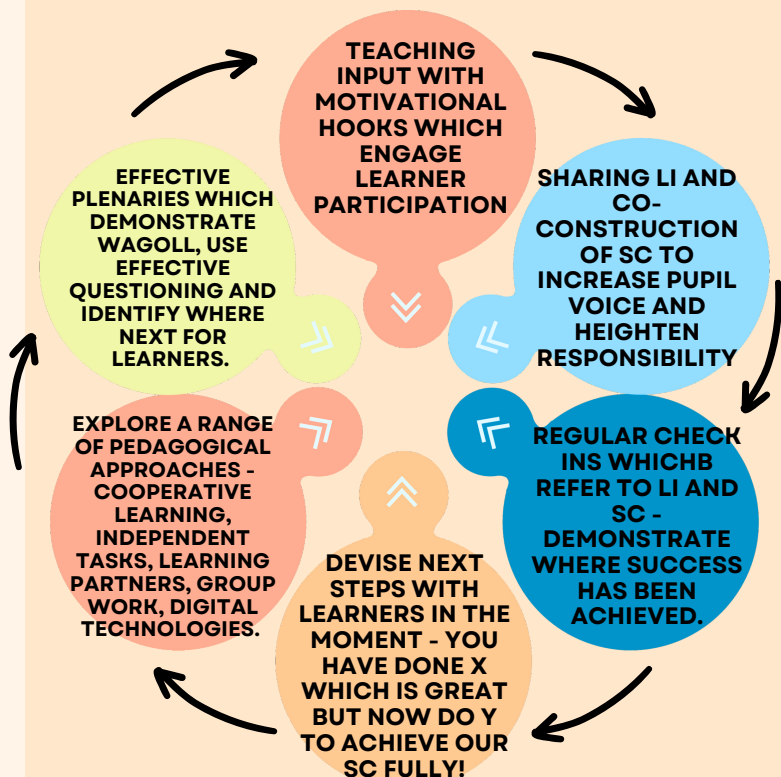
SUMMATIVE ASSESSMENT

Developed in relation to a bundle of Es and Os and planned for in termly planning to summarise learning and teaching.
Considered before teaching - what do I hope my learners will achieve and how will I get them there?
Breadth, challenge and application of multi-skill learning to different contexts.

STRUCTURE AND EXPECTATIONS



While teaching styles can differ, consistency is key for all learners. Each lesson should combine a range of the following components to ensure our standards are high:



Consider the attention span and abilities of your age and stage - keep learners engaged to ensure the learning taking place is purposeful.

CHALLENGE AND SUPPORT



Ensuring everything we do is accessible for all at St Fergus!

DIFFERENTIATED ACCORDING TO THE NEEDS OF LEARNERS - CHALLENGE HA AND SUPPORT LA.

ACCESSIBLE ENVIRONMENT FOR ALL. SEATING, PARTNERS, RESOURCES, MANIPULATIVES, LABELS, LEARNING AREAS TO PROMOTE INDEPENDENCE.

DIFFERENTIATE BY TASK, CONTENT, SUCCESS CRITERIA, OFFER CHOICE TO ENSURE LOW FLOOR HIGH CEILING LEARNING OPPORTUNITIES.

DEVELOP INDEPENDENCE THROUGH CONSISTENT LANGUAGE - ALL MOST SOME- ENSURING LEARNERS KNOW HOW TO CHALLENGE THEMSELVES APPROPRIATELY.

ENSURE VARIETY IN MIXED ABILITY AND ABILITY GROUPINGS TO AVOID DISCOURAGING LEARNERS AND ENSURE TIME FOR BOTH GROUP/SUPPORTED AND INDEPENDENT TASKS.