Before learning starts:

**Good learners should**

- know what they are going to learn about
- know what they are trying to improve about their own learning
- know what needs to be done to be successful
- know what the expected standard looks like
- know how they might use their current learning in other situations
- can sometimes determine the success criteria for themselves
- can sometimes explain how well different pieces of work meet the expected standards

**High quality teachers should**

- Use their knowledge of pupil’s prior learning and the expected standards to carefully plan the focus of the session
- Identify learning objectives that are appropriately challenging for all pupils and are based on the 2014 National Curriculum.
- communicate sharp, focused, context free learning objectives as ‘To...’ statements
- provide pupils with clear success criteria to achieve a successful outcome
- where appropriate, effectively model or explain the standard and/or process required
- occasionally provide examples of outcomes for pupils to demonstrate standards
- explicitly tell pupils what the expected outcome looks like in terms of quality and quantity (at different levels where appropriate)
- sometimes provide opportunities for pupils to see how their learning could be transferred or used in a different context
- make the learning of knowledge, understanding or skills explicit to pupils
- sometimes involve the children in deciding the success criteria
- often provide well-chosen and aspirational examples of outcomes for pupil to discuss and identify quality features / successes

During learning:

**Good learners should**

- be able to tell you what they are learning and why
- make changes / improvements to their work based on feedback in the session
- show good relationships and work effectively with others
- show growing independence and confidence when working
- are motivated and are on task
- enjoy being challenged
- achieve success
- listen and respond to adults and other pupils ideas respectfully
- have regular opportunities to talk individually and in groups
- be given access to quality resources (including adults) to help them learn
- know that making mistakes is part of how they can learn
• aim to show high levels of resilience and creativity in new learning situations and often challenge themselves
• sometimes independently transfer skills from one area to another
• sometimes confidently engage in dialogue with others, using relevant detail
• sometimes can explain their own choices of resources to help them learn
• usually know how to make effective use of their time

High quality teachers should

• act as vigilant assessors – continually monitoring and providing feedback on the progress of individual pupils, groups or the whole class (as relevant)
• design meaningful activities that help all learners achieve the objective (and where relevant, apply their English and Mathematical learning)
• expect pupils to accept responsibility for their own learning and make sure all pupils take an active part in the session
• confidently use good subject knowledge and have high expectations of all pupils
• structure lessons or sequences of lessons using the best techniques and the most effective organisations (including the use of additional adults)
• know when best to intervene or provide different types of support for pupils
• be organised, prepared, enthusiastic and teach with good pace including carefully planning the amount of teacher talk
• swiftly, confidently and using a range of techniques, deal with inappropriate behaviours to make sure learning can happen
• encourage high quality speaking and listening: ask pertinent and searching questions; insist pupils explain their ideas in depth; encourage discussion and dialogue between peers; model good practice
• make appropriate use high quality resources
• consistently encourage and praise quality learning and behaviours
• promote a classroom culture whereby mistake are seen as a vital part of the learning process
• respond quickly and effectively to pupils needs using a range of techniques that carefully balance the need for direction with promoting pupils thinking and independence
• regularly provide pupils with non-routine, open-ended tasks and investigations
• plan targeted questions and mini-plenaries to give pupils a chance to reflect on their learning and progress
• precisely target adult support based on pupils prior achievements
• explain techniques for effective learning (including time management)
• challenge pupils if their explanations do not reflect their abilities
• model constructive feedback

After learning:

Good learners should
• be able to tell you what they have learnt
• know how well they have achieved in relation to the objectives / success criteria of a session – sometimes giving examples from their work
• be usually given time in lessons to improve their work
• be able to give feedback on their own or others work in relation to the objective / success criteria
• understand how they have been successful and what to do next
• be given time to make changes / improvements to their work based on feedback
• be routinely given ample time to respond to feedback and make improvements
• be able to precisely identify where they have been successful and set their own targets for their future learning

High quality teachers should

• have a secure understanding of who has / not made progress in a session
• let pupils know how well they have done in relation to the learning objective / success criteria
• consider when best / plan when to give which type of feedback in order to maximise its impact on pupil progress
• indicate where pupils have received support / feedback during the session
• explain what pupils have to do next in order to either: correct mistakes, consolidate what they have done, make improvements or progress to the next step
• provide opportunities for self / peer assessment
• allocate sufficient time for pupils to respond to feedback
• expect and follow up pupils completing / responding to feedback given
• use what they find to adjust their teaching to match pupils needs for the next session, the remainder of the unit and possibly their longer term planning
• regularly model effective peer and self-assessment
• rigorously monitor and evaluate intervention strategies for underperforming groups
• provide additional examples of how pupils can make progress