

Teacher Planned



Shift responsibility Consistent Practice



Learner Cultural/Habitual

Learning Nutrient

1 star

2 star

3 star

4 star

5 star



1. Ambition

Positive routines

Establish positive routines, model high expectations and build positive teacher/pupil relationships based on trust and mutual respect

Positive learning environment

Create and sustain a safe, stimulating and purposeful learning environment

Engaged Learners

Every learner is engaged and striving to achieve, demonstrating resilience when faced with challenge

Motivated learners

A desire to improve and succeed permeates every lesson, evidenced by student self-awareness and self-regulation

Ambitious learners

No ceiling to learners' ambition and challenge is demanded



2. Planned learning progression

Activate prior learning

Share outcomes and make links to previous learning

Defined outcomes

Communicate outcomes in learners' language, with check for understanding

Clear learning progression

Scaffolded activities align to support children to achieve the outcomes

Negotiated outcomes

Learners negotiate next steps/ learning goals with support

Self-actualisation

Learners ready to take active responsibility for next steps and decision making



3. Deliberate practice

Know why, know how

Deconstruct a composite skill into sequential knowledge steps and provide effective models, demonstrations and examples

Guided Practice

Enable learners to have deliberate practice, repetition and reinforcement, with careful scaffold and thoughtful feedback to build competencies

Building Fluency

Learners demonstrate self-disciplined practice of composite skill to develop automaticity

Guided application

Learners apply in a specific familiar context with increasing competence and fluency leading to automaticity

Generalisation

Learners actively select, apply and transfer skills to multiple and less familiar contexts



4. Adaptive teaching and learning

Early success

Ensure early success for all learners in each lesson/episode

Stretch and challenge

Provide a task in every lesson just beyond a learner's independent capability that, with incremental practice and support, they will achieve

Accepting failure

Each learner embraces progression through planned sequences of success and failure

Learning through failure

With support and feedback, learners identify areas of strength and weakness and select appropriate interventions to progress

Embracing failure

Learners proactively seek challenge and demonstrate a willingness to work on weaknesses



5. Praise for positive behaviours

Whole group praise

Give at least one verbal feedback to group for positive behaviour and whole group praise for effort or attitude

Individual praise/feedback

Learners receive regular, specific praise for positive behaviours before suggesting improvements

Peer praise

With support, learners take opportunities to give praise for identified learning behaviours

Peer feedback

Learners provide mutual praise and improvement feedback through a range of pre-planned opportunities

Unprompted peer praise/feedback

A culture of appropriate, non-prompted positive peer feedback for key learning behaviours is established



6. Coaching and supporting others

Observe and encourage

Provide opportunities for learners to observe and encourage others

Demonstrate and discuss

Enable learners to demonstrate, show or discuss knowledge, a skill or behaviour to each other, i.e. early/small leadership roles

Feedback sensitively

With support, learners give sensitive, critical feedback to partner or group members

Collaborate and learn

Learners share and learn from each other through planned, collaborative opportunities

Peer coach

A culture of reciprocal peer coaching is an integral part of all lessons



7. Celebration and review of progress

End of lesson review

Plenary incorporated at the end of each lesson, to include questioning and funnelling answers following small group/partner review

Regular review

Partner and group review skilfully incorporated throughout the lesson to check for and reinforce learning, and celebrate progress.

Clear learner voice

Learners use a broad range of review methods including non-verbal communication

Learner led review

Peer led plenaries celebrate partner/group members' progress

Embedded review

A regular and continuous mix of planned and habitual review by learners through teacher, self, and peer review is established