LEARNING, TEACHING & ASSESSMENT

OUR JOURNEY TO EXCELLENCE

Our aim is to have the **'voice of each person'** [1] at the heart of learning, teaching and assessment. *(Article 12, UNCRC)*

BEGINNING OF LESSON

- There is a starter activity (as appropriate) – a pupil-centred activity which allows learners to make links with what they already know **(retrieval practice)** and, perhaps, other curricular areas.
- Learners understand the purpose of what they are learning: a context for the learning is set. Why are we learning this today?
- **Learning intention**s are shared with the pupils. What are we learning today?
- Learners can help to create the **success criteria**. How will I know I have been successful?
- Links are made with other, previous or current learning (connecting the learning).

DURING LESSON

- A range of **differentiated resources**/strategies are used to support and engage learners to meet the needs of all learners.
- **Effective questioning** is used to enhance learning.
- There are opportunities for **thinking** to take place - supported by effective questioning - and strategies such as 'thinking time' or 'think, pair, share' are used.
- Pupils have the opportunity to work independently, in pairs and/or groups: there are opportunities for **collaborative working**.
- There are opportunities for pupils to take on leadership roles.
- Assessment opportunities have been planned alongside the learning. There are opportunities for self- and/or peer-assessment.
- **Effective feedback** is provided in a considerate and timely manner to inform next steps.

END OF LESSON

- There is a plenary: time is set aside to reflect on the learning intentions and success criteria.
- There is an opportunity to evaluate the lesson using a range of activities, e.g. AifL strategies

1 Charter for Catholic Schools in Scotland