

2.3 Learning, Teaching and Assessment

What does an effective classroom look like?

#RRSA #Article29

- Clear, valuable, effective learning intentions for learners
- Success criteria developed and understood by learners – linked to LI
- Learners chosen at random to contribute to class discussion and to answer questions
- Questions that make students think – not just questions looking for the “right” answer
- Learners and not the teacher dominate discussions
- 80% learner voice / 20% teacher voice
- At least 80% of learners involved in answering questions/discussion
- All learner response system used – mini whiteboards, fist of five etc...
- Teacher uses appropriate wait time after posing question – allow think time
- Learning and teaching isn't a race
- Variety of different learning strategies and approaches used
- Differentiation built into all aspects of learning
- Creativity evident in approaches to learning
- Variety of independent, group and whole class approaches to tasks
- Digital Learning used to support learners where relevant
- Learners support each other's learning – peer support
- Learners take responsibility for own learning and lead learning
- Teacher gives constant oral formative feedback – linked to LI/SC
- Evidence of comments that advance learning linked to LI/SC
- Teacher finds out and informs learners on what has been learned/successes
- Teaching adjusted after data collection – teacher and lesson self-evaluation