|  |  |
| --- | --- |
| Writer’s chair | The final step in the writing process. A special time and place is allotted to writers who wish to share their final products with an audience. Because the writing has already gone through revising and editing based on constructive criticism, Author's Chair is an opportunity for the writer to receive positive feedback from their classmates. |
| Highlighting | Use highlighters to mark success when learning intention or success criteria has been met e.g. green for good, think pink when it has still to be achieved.  Highlight VCOP:  Vocabulary – Blue  Connectives – Pink  Openers – Green  Punctuation - Yellow |
| SMART Targets | ***SMART*** (**S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**ime bound) targets are to ensure that they are meeting their long-term outcomes.  SMART slips could be prepared in advance for pupils to complete. |
| Chilli Challenge | The success criteria are usually broken down into 3 steps that become more challenging. These are often referred to as ‘mild, spicy and hot (chillies)’In this way children of all abilities can be challenged appropriately. |
| No Hands Up | Select a student at random such as using names on lolly sticks in a jar, randomising software, rolling a die etc.) This is very powerful as it keeps students on their toes all the time, there’s nowhere to hide so not knowing something no longer becomes an option.  Use professional judgement to challenge pupils (no requirement for tools to randomly generate who is to be asked). |

|  |  |
| --- | --- |
| Talking Token | Each group member is provided with a few tokens. Each time a contribution is made, the student places aside a token. When all tokens have been placed aside, the student is no longer able to contribute to the discussion. Two colour tokens may be given, one to represent talk contributions and the other to represent questions to pose to the group. |
| Take A Question | Could be used as an exit pass to show understanding of a topic. |
| Thumbs | Thumbs up – I have a good understanding.  Thumbs to the side – not sure but will have a go.  Thumbs down – I don’t understand. |
| Gallery Walk | Students interact with different stations set up around the classroom. At each station there is a question written on a large sheet of paper that students have to think critically about to answer. Students usually write their response on a sticky note or directly on the large sheet of paper and then continue to the next station. At the end of the walk, a student at each station reviews what is written on the paper. |
| What went well | Pupils reflect on how well they worked, individually or as part of a group. |
| Marking Guide | Assess learning using Dunbarney marking code or answer booklet. Corrections to be made after feedback. |
| Practising | Consolidating learning . |
| Target Setting | Children set goals on what they want to achieve. |
| Investigating | A technique/skill to answer questions, discover learning using sources. A variety of sources should be used – IT, books, provided texts. |

|  |  |
| --- | --- |
| Numbered Heads | Students are placed in groups and each person is given a number (from one to the maximum number in each group). The teacher poses a question and students "put their heads together" to figure out the answer. The teacher calls a specific number to respond as spokesperson for the group. By having students work together in a group, this strategy ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, all team members must be prepared. |
| Teacher Directed | Teacher-directed instruction involves explicitly teaching rules, concepts, principles, and problem-solving strategies. This often includes modelling a variety of examples and guiding students during their review and practice. |
| Fat or Thin Questions | **Thin questions** lower-order thinking skills, short answers, yes/no e.g. have you read chapter 1?  **Fat questions** higher-order thinking skills, longer answers e.g. What is your opinion of chapter 1? |
| Brain Break | Children stop during a lesson for a break. This could be a chat, Let’s Move type of activity, discussion with learning partner. Then they return to task. |
| Snowball | Everybody writes a question on a piece of paper and then crumples it up. Everybody can either throw their ‘snowball’ of paper around the class and then everybody has to pick up a different snowball, read the question and try to answer it. Teacher asks children to read out the question that they picked up and listens to the answer. |
| Snowball | Alternatively, one snowball can be thrown to a member of the class, who picks it up, reads it out and has a go at answering it. Learning partners can of course help with the answer. The child who has just answered, throws his/her snowball question to a new child and so it continues. |
| Appointment Card | Every child draws a clock face and enters 12, 3, 6, and 9 o’clock. Everyone then finds a talking partner for 12 o’clock, then 3, then 6 and then 9. Each time must have a new partner.  Children have prepared questions that they ask at each new time and they either listen to/write down the answers. As all of the class have the same 4 questions, the teacher can ask anybody the question for each time on the clock and gather answers. |
| Fist of Five | This can be used as a plenary. Children hide hands under desk, behind back etc. The teacher may ask how they found the work etc and the children use their fingers to show how they felt they managed.  1 – Not very well at all. I need help.  3 – Ok but may need a bit more help.  5 – Great. I thoroughly understood it. |
| Two Stars and a Wish | This should link to success criteria, with the two stars being criteria achieved. The wish is something that the child has omitted from their work, an obvious improvement which is needed (handwriting) or perhaps that the child needs to listen more or ask for help if really stuck. |
| Thinking Time | This is quiet, uninterrupted time where children are given time to think about their answer before either writing it or verbally giving it. |
| Discussion | Children discuss various aspects of their work with their Learning Partner. This could be part of Big Write, where children talk and develop their ideas, or discussion on how to solve a problem or even perhaps sharing news etc and the partner needs to really listen because the teacher may ask them to retell their partner’s news/ideas. |
| Co-operative Learning | When starting, children are put into groups randomly, or as selected by the teacher. Ways to group children range from lining up shortest to tallest, birthday months, number of letters in their name, having jigsaw pieces to put together to form your group.  Once in their groups, which are generally groups of 4, children have to come up with a group name, and produce a group banner. The groups of 4 stay together for perhaps 3 or more weeks.  Each child is given a number and a role, for example:  1 – Time keeper 2 – Encourager  3 – Recorder 4 – Presenter  Other roles could be materials/resources manager. Before any task, success criteria are formed and as a group, children have to work together to produce their work, be it a poster/art piece etc. |
| Sharing Good Work | This can be used many ways:  1 – Before a lesson to demonstrate good work – presentation/content etc  2 – During a lesson as a reminder to everyone what good work looks like.  3 – As a plenary – Were success criteria achieved and how well?  4 – Children peer assess each other’s work – both the good and poor aspects, reflecting on the success criteria of the lesson. |
| Walkabout Talkabout | Children walk about and on the teacher’s say so, children stop and find a partner. Useful for new class, children getting to know each other. Teacher presents a question which children take turns to ask each other. Children have to listen as teacher may ask for their partner’s responses. Each time, children have to find a new partner.  Could also be used for developing ideas for writing, problem solving, sharing of news, or perhaps daily/weekly reflection time. |
| Verbal Feedback | This could be a teaching group where instead of marking in jotters etc, the teacher provides verbal feedback on the task given. |
| Post-Box Comments | Children are given a post-it note/paper to write down what went well, what didn’t go well for themselves.  Parents can also feedback after Assemblies, Performances etc, to give their positive or helpful feedback. |
| Reflection Time | Children are given time to think/reflect upon their work, behaviour etc. Reflections can be verbally relayed or written in a reflection journal, learning jotter. |
| Problem Solving | Tasks in which children have to determine how to solve a problem/go about a task etc and use differing strategies, investigate using different sources. |
| Review of Learning | Using the large class book, pupils fill in an exit slip that is stuck down into the book so that they can go back throughout the year to review learning regularly. |
| Lollypop Sticks | Sticks used to select pupils to answer or sharing learning at random. Pupils should try their best to share what they are thinking. ‘I don’t know’ is not really acceptable as they should be listening and be able to share some understanding. |
| Tic Tac Toe | Split class into two teams. Pose questions to one team at a time (one pupil at a time). If they get the answer correct they can place a 0/X on the grid for their team. First team to get 3 in a row wins. |
| Two Truths and a Lie | Pupils must make up two truths and a lie about the lesson and then quiz talking partner. Could be done in pairs then quiz another pair or quiz the whole class. |
| Two Things | Pupils must tell you two things they have learned. This can be done at the start of a lesson as a reminder from previous learning or at the end of a lesson as a plenary. |
| Exit Pass | Children complete a task before they can leave the room – could be written on specific format or high five a word and spell etc (Post-it notes are useful). |
| 4 Finger Check | Does your work have Capital Letters, Full Stops, Finger Spaces and does it Make Sense. |
| Write-Pair- Share | Like Think-Pair –Share but first response is written down. Good for up-levelling VCOP. |
| Think-Pair- Share | Pupils are given time to think independently and then time to discuss in a pair before sharing with class. |
| Learning/ Talking Partners | Discussion in pairs, peer assessment to support one another.  Working collaboratively to help one another learn. |
| Wait Time | Significant time given for thought before anyone speaks – all members of the class are silent, taking the time to think. |
| Hot Seating | One pupil is asked to sit in the Hot Seat (this can be whole class or small groups) and peers/teacher quiz them. |
| Even Better If… | This should refer to the success criteria and could be verbal or written feedback providing next steps for learning. |
| + = - | + represents improvement  = same level of work  - not met success criteria |
| Question Openers | Who, What, When, Why, Where, How questions to stimulate discussion/ learning/ thinking. |
| Traffic Lights | Green, Amber, Red to be used as self-assessment prior to learning or at the end. |
| Independent Work | Working quietly. |
| Peer Marking | Following the success criteria and/or marking guide or answer sheet. |
| Learning Pit | Pupils move their avatar or wee me onto the place in the pit they feel that they are at. This can be done before and/or after lesson. |
| Group Work | Working as a part of a team to complete tasks. |
| Travelling Discussion | Discussion begins at a certain person, then everyone must answer following on from the person beside them. Discussion led by teacher (generate questions). |
| Carousel | 4 or more activities and groups move around each activity. Pupils given limited time to work at each activity. |
| Kind Calling Out | Class teacher poses question and children are asked to kind call out answers for everyone to ‘collect’. Collection can be carried out by the teacher on the board and/or children audit and add to answers they already have. |