

# Lift the Lid off Learning for **M**ore **A**ble **L**earners

## Student data

**Do you use accurate and up to date information to help plan for appropriate individual progress?**

*Targets clearly displayed on books; students able to explain their current progress and how to improve; clear plans for individual students where appropriate; students seated or grouped appropriately; using knowledge of student data to pitch lessons appropriately; MAL students know who they are.*

## Subject expertise

**Do you really know your stuff?**

*Teachers are subject experts and use their knowledge to challenge students, to ask them high order questions and to provide engaging activities that encourage students to think deeply; curriculum content which is challenging and inspirational; challenging home learning that further develops student progress.*

## Teach to the top

**Do you pitch teaching to the level of the most able learners in the classroom?**

*Most able learners are at the heart of the lesson, not a bolt-on extra; challenging home learning extends learning beyond the classroom, scholastic excellence is rewarded, creating an environment that normalises academic achievement; learning is scaffolded for other students.*

## Modelling excellence

**Do students know what excellence looks like?**

*Exemplar work is modelled during the lesson so that students know what an excellent response looks like; model answers/ performances are pitched to grade A/A\* or equivalent; successful student work is spot-lighted within lesson; students analyse exemplars to pick apart what makes them excellent.*

## Questioning

**Do you ask questions that require all students to think hard?**

*The classroom is a space for exploring ideas; thinking time and oral rehearsal are used to help develop more thoughtful responses; use of 'no hands-up' strategies such as Think-Pair-Share or Pose-Pause-Pounce-Bounce; ask "why" and "how" questions that require students to analyse and evaluate; Socratic questioning.*

## Academic language

**Do you know and plan for your students to use key terminology?**

*Formal, subject-specific, academic language is modelled by teachers and encouraged from students; tier 3 vocabulary is planned and explicitly taught; nominalisation; students are routinely expected to give extended, reasoned answers ('speak it like an essay').*

## Challenge

**Are all students appropriately challenged?**

*High expectations of all students, all of the time; learning objectives are challenging for all, with appropriate support and scaffolding in place to enable all students to achieve this level of expectation; content is 'scaled up' by taking into account the expected knowledge, concepts and skills in our subject and teaching just beyond that point; a challenging classroom ethos is embedded through the language we use with students and helps motivate them to accept tough challenges.*

## Feedback and DIRT

**Does feedback move learning forwards?**

*Written work is marked regularly but sparingly with specific targets / questions for students to act upon and show improvement; written feedback results in more work for students than it does for teachers; peer assessment is kind, specific and helpful; evidence of DIRT (direct improvement and reflection time) throughout the academic year.*