

Teaching and learning- A guide for Governors and staff

Planning process	Ask Assessment for learning questions to find out what the children know and what gaps need to be filled.		
	Plan the lesson using AFL.		
Introduction to lesson	Improve work from the previous lesson referring to 'DIRTING' our work.		
	Share the learning objective. It can be recorded on the board with one word.		
	Display and discuss the key vocabulary. Ask the children to use the vocabulary in context.		
	Ask the children what the success criteria may be and record it. You can have it recorded and then reveal it after discussion.		
Main teaching and learning	Use any method to deliver the learning. This may include demonstration, modelling, drama, technology, books or group work collaboration.		
	Use talk partners to ask open ended question. Ask child A to explain what B thought.		
	Ask key groups such as pupil Premium children, SEND or children working below age related expectations to explain their understanding.		
	Display the expectations for each group or expectations for good, very good or excellent learning.		
	Give clear and concise instructions to the children and teaching assistant		
Children completing learning	Children to learn individually, in pairs or in groups.	Children to work in ability or mixed ability groups	Children to choose which level of challenge they feel confident to attempt
	Stop the class for sharing of learning and feedback. (Lets go and Magpie learning)		
Feedback DIRT	Check the learning objective and ask for reflection referring to 'Lets DIRT our work.' Always take three suggestion of how to improve learning.		
Plenary	Talk about the learning and use the word metacognition if appropriate. Ask the children how the learning could be further improved for the next lesson and ask AFL ready for the next lesson.		
Metacognition Planning process			