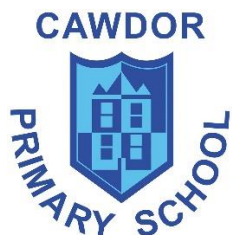


A Team Cawdor Lesson



Our Ingredients

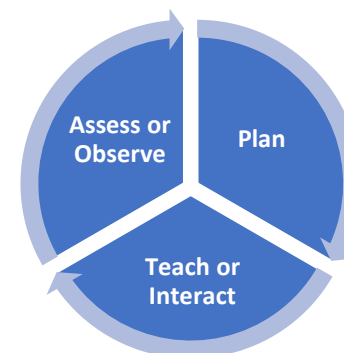
Assess – Plan – Teach

Planning for learning through teaching in Cawdor uses the **Assess-Plan-Teach** model.

We use what we know about children's strengths and areas of development using our **assessment** of and **observation** of learning.

We **plan** individual lessons as part of a series of lessons using our curriculum overview and progression frameworks.

We **teach** concepts through approaches relevant to the content, assessing children's learning both throughout and at the end of a lesson/ series of lessons to inform next steps and make judgements on progress.



Reviewing Prior Learning

We review children's prior learning at the beginning of a lesson to support children to make connections to what they have learned previously, and give context for their learning.

When planning for the review of learning, we identify the most appropriate timescale:

- Daily review – learning from the previous day
- Weekly review – learning from the previous week
- Monthly/ termly review – learning from the previous month/ term

Learning Intentions

We plan learning intentions using the Es and Os and the progression frameworks. When planning learning intentions we identify what we want the children to:

- know
- understand
- be able to do.

We share our learning intention(s) with children verbally. We may also choose to display these:

- on the board
- digitally
- on a table-top where children are learning.

Success Criteria

When planning for success criteria, we identify the criteria that children will need to have to be successful. **SUCCESS CRITERIA:** The audience is the children.

PRODUCT	PROCESS
Remember to: <list of ingredients>	Remember to: <steps to follow>

With children, we co-construct success criteria using a **co-construction of success criteria strategy** that is most relevant to what is being learned.

Plenary and Feedback

Throughout the lesson we use the success criteria to support children's understanding of what they need to include or the steps to follow to be successful. We use a plenary in our lessons to revisit the learning intentions, success criteria and main points.

We identify the most appropriate opportunities to provide feedback. This will be throughout the lesson as well as when we are assessing children's application. When giving feedback, we use the success criteria to identify children's strengths and next steps.

Thinking and Inquiry

Children's thinking is supported and extended through our use of questioning in our lessons. We select **effective questioning techniques** that are appropriate to the content and the level of understanding to support and challenge children.

When planning for application of the learning intention, we identify opportunities for children to inquire both independently and in collaboration with their peers. This may be through a playful provocation or through an area of research.

Modelling and Practice

When teaching a concept, we support children's learning through modelling, e.g. modelling

- a grammatical feature an author uses in a text
- a travelling movement in hockey
- strategies to solve an equation.

Children are supported through guided opportunities to practise before independent practice. Between guided and independent practice, supported practice for individuals/ groups will be identified. The success criteria are referred to throughout modelling/ practice.