



Differentiating the plenary upwards

■ List 3 things you learnt today

List the 3 most important things you learnt today
Compare with a partner and justify your choices/ranking
Write 3 top tips/golden rules for...
Identify one other text type where these rules apply

■ Draw a spider diagram showing what you have learnt today

Draw a mind-map showing what you have learnt today

■ Students put questions on post-it notes at lesson start after aims/objectives have been shared by teacher (good base-line exercise)

Other students answer questions at the plenary

■ If lesson aim was set as question, students answer question on whiteboards

Set word limit for answer
Require key technical vocabulary in answer

■ Write definitions for 3 new terms learned today

Compare with partner and select best, justifying your choices

■ Show finished class work to partner – judge against criteria provided by teacher (colour coding, +/-)

Give each other a level or grade
Set each other one target for improvement

■ Show extract from anonymous student's work – class identify 2 strengths and 2 weaknesses

Give a level/grade against extended criteria

■ Prediction exercises - what will happen next?

Why? Reason? Justify with evidence?



- True or false? Relevant or irrelevant? Alike or different? Fact/opinion?

Why? Reason? Justify with evidence

- Draw a timeline or chart showing cause and effect, sequence, chronological order

Highlight the hotspots/definitive moments in terms of... (sharpen the criteria for selection)

