



Learning and teaching strategies – whole class teaching

Starters

- ◆ Set investigations across a sequence of lessons.
- ◆ Select pupils to set the starter activity.
- ◆ Address the same objective through texts and tasks at varying levels.
- ◆ Use pair or small group work with ability pairings or groupings at times.
- ◆ Expect pupils to articulate rules or patterns to clarify understanding.
- ◆ Have tasks or examples that require higher-order thinking skills.
- ◆ Use differentiated or open-ended questioning.
- ◆ Make a statement and ask for it to be justified.
- ◆ Exploit the power of the follow-up question: 'What makes you think that?'
- ◆ Have a range of tasks based on the same text or focus.
- ◆ Ask abler pupils to articulate the skills involved in completing particular tasks.

Whole class

- ◆ Use differentiated questions.
- ◆ Differentiate expectations.
- ◆ Prepare questions targeted on particular pupils that reflect their needs and personalities.
- ◆ Prime able pupils for contributions that extend the experience of all.
- ◆ Pitch texts just above the independent reading level of the class.
- ◆ Avoid over-exposure of able pupils.
- ◆ Direct questions to individuals to involve able pupils in interactive discussion.
- ◆ Expect able pupils to articulate what has been learned.
- ◆ Give an oral commentary with the more able in mind.
- ◆ Involve pupils in modelling if appropriate.
- ◆ Ask able pupils to articulate explanations and principles.
- ◆ Make it possible for able pupils to enter tasks at a higher point.
- ◆ Use modelling to build the confidence of able pupils.
- ◆ Model problem-solving at different levels.
- ◆ Use the terminology to support meta-cognition.
- ◆ Model only that which able pupils need to know.

Group work

- ◆ Recognise that able pupils are entitled to teacher time.
- ◆ Identify able pupils' shared needs and group accordingly.



- ◆ Use additional adults as mentors.
- ◆ Create task-specific groups.
- ◆ Vary group membership.
- ◆ Ensure that there are times when the ablest pupils work together.
- ◆ Ensure that able pupils have the opportunity to follow and to lead.
- ◆ Give able pupils roles in group work that reflect their abilities.
- ◆ Have group/pupil targets, not just class targets.
- ◆ Promote self-evaluation.
- ◆ Recognise and use the linguistic expertise of multilingual pupils.
- ◆ Use out-of-lesson conferencing, for example with mentors.
- ◆ Encourage pupils to set questions, not just to provide answers.
- ◆ Negotiate over objectives, styles of response and criteria for evaluation.
- ◆ Be open to suggestions that build on the pupils' cultural backgrounds.
- ◆ Decide together on the objectives to be addressed by able pupils.
- ◆ Discuss possibilities over presentation .
- ◆ Allocate challenging roles in group work, for example, chairing the group, taking responsibility for moving discussion forward.
- ◆ Use peer editing or marking.
- ◆ Require the articulation of principles and development points.
- ◆ Expect 'different' rather than just 'more'.
- ◆ Help able pupils to contribute to the success of others.
- ◆ Focus on qualitative outcomes.
- ◆ Explore possibilities for acceleration.
- ◆ Give all learning a time frame, but match timing to potential.
- ◆ Compact the task and give a limited focus to promote depth.

Independent work

- ◆ Marking should be formative, not just celebratory, and should be focused on specific criteria.
- ◆ Share differentiated success criteria in advance.
- ◆ Vary styles of response and avoid excessive pressure.
- ◆ Offer the inspiration that can come from meeting older pupils who are gifted or talented.
- ◆ Encourage self-checking based on prompt sheets for self-analysis.
- ◆ Monitor independent reading round the subject.
- ◆ Learn about the process of enquiry via the published comments of practitioners.
- ◆ Extend and exploit the conventions of different text types.
- ◆ Match texts and tasks to pupils' abilities through negotiation based on high expectations.
- ◆ Establish extracurricular groups.
- ◆ Foster originality, independence and initiative.



- ◆ Set investigative, research-based tasks.
- ◆ Make time for individual feedback.
- ◆ Promote extended reading and writing.
- ◆ Expect the use of ICT and encourage (monitored) e-mail link-ups with able pupils in other schools.
- ◆ Consider having students in training as e-mentors for able pupils.
- ◆ Ensure appropriate access to ICT.

Plenaries

- ◆ Expect pupils to offer explanation, not just presentation.
- ◆ Exploit the possibilities of presenting in role and reporting back.
- ◆ Encourage able pupils to take notes for feedback.
- ◆ Allow able pupils a different timescale for feedback, for example via OHP or ICT at the end of the week.
- ◆ Be aware of the attitudes of other pupils.
- ◆ Focus on the articulation of what has been learnt, using appropriate terminology.
- ◆ Tackle demanding objectives.
- ◆ Instil the habit of reflection on learning.
- ◆ Build understanding of the big ideas.
- ◆ Enable able pupils to work with others of similar ability.