

# A 'Language for Learning'

## Standout Teaching Glossary



Here at Standout Teaching we love our strategies, each has its own individual brand to help be easily recognisable within lessons and across a learning community. As such, we have put together this Glossary to support you in keeping pace with our 'Language for Learning'.



### Sky High Learning

Lesson objectives set as a single or several aspiration questions known as 'Sky High' Questions.



### Q-Time

A teacher or student questioning structure based upon the 4 'Q's'- Question, Quiet, Quiz & Query  
Designed to ensure high quality question and answering.



### Lesson Basics

Identification of common teaching strategies, which are then given a structure and focus to ensure that they maximise student engagement and progress.



### Feeding Forward

The process of providing informative, specific feedback to students who then use this directly to improve a piece of work or develop a skill.



### Lesson Doughnuts

An approach to planning a lesson that ensures all the correct strategies are used at the right times. Also addresses activity length and type to ensure that students are engaged and progress is maximised.



### Connect

A common approach to using literacy within lessons with formulas and commonly used teaching strategies. All under the Connect branding umbrella to aid identification and cross subject use.



### GAP

A signposting approach to differentiation. Differentiated tasks are colour coded: *Green*- A Supportive version of the task, *Amber*- The standard version of the task & *Pink*- A challenging version of the task.



### Green Pen

Student self or peer assessment focused on giving specific feedback to be used to improve a piece of work or specific skills. Ideally undertaken using a green pen.



### Lesson Infographics

Summary graphics detailing the type of tasks undertaken in a lesson and their content. Can be placed together to create PowerPoint presentations or Learning Mats to show the structure of the lesson.



### 'BIG' Thinking

Ensuring that students use feedback to improve their work or skills. Based upon 3 stages: Baseline- The piece of work undertaken, Improvements- The provision of feedback & Go and Improve- Using the feedback to improve the work.



### PEP

A three-part process to ensure that you have a clear structure to your lesson: Pitch- The quality and use of lesson objectives, Engagement- the range of activities used for learning & Progress- The expected outcomes from the lesson.



### Learning Blooms

Activities designed to give students various choices to promote independence and the ability to shape a task to their preferred learning style. Students are given 8 tasks based around a key learning focus.

# STUDENT<sup>1</sup><sup>ST</sup> TEACHING

Student First Teaching is based around a set of seven Core Teaching and Learning principals.

Each one is represented by a symbol as outlined within this glossary.



## Lesson Objectives

This symbol represents lesson objectives, where they are used within a lesson and where resources relate to the use of lesson objectives.



## Activities & Outcomes

This symbol represents activities used within the lesson for learning; these will also contribute towards the end outcomes for the lesson.



## Lesson Sequence

This symbol represents how activities are sequenced within the lesson to create the structure of learning.



## Literacy & Numeracy

This symbol represents literacy & numeracy, where they are used within a lesson and where resources have a literacy and numeracy skills focus or support for students.



## Differentiation

This symbol represents the use of differentiation, where it is used within a lesson and where resources are differentiated.



## Assessment

This symbol represents when assessment is used within the lesson and where resources relate to the use of assessment.



## Use of Assessment

This symbol represents when feedback from assessment is used within the lesson and where resources relate to the use of feedback from assessment.