

# THE LITTLE BOOK OF

# BIG

# TEACHING STRATEGIES



stand  
**out**  
teaching

OUTSTANDING LESSON PLANNING





**WELCOME  
TO STANDOUT  
TEACHINGS  
LITTLE BOOK OF  
BIG TEACHING  
STRATEGIES.**

*The strategies shared within this book are successful, tried and tested techniques which I would openly invite all teachers to try.*

Over several years and through many lessons they have been developed and refined and have contributed not only to outstanding lessons on a personal level but also on a whole school platform.

The aim of all of our strategies is to place the students at the heart of the lesson, ensuring engagement, maximising progress.

Please take a look at the next few pages which contain summaries for each strategy to get you thinking and started. And if you like them why not take the plunge and subscribe to the Standout Teaching website to access more detailed advice, training materials and resources.

All the best

John Winwood  
*Founder and teacher*



# STANDOUT APPROACH

## TEACHING THE 'STANDOUT' WAY

### SYNOPSIS:

The Standout approach has been developed to support teachers' planning by encouraging them to consider the types of activities they are using and how much time they are allocating to them. The main goal is to deliver challenging, student centred lessons.

### WHAT TO DO:

The **STANDOUT** approach is based upon 8 key elements to consider when planning. These are:

- **PAIRS**
- **ACTIVITIES**
- **AFL**
- **PLENARIES**
- **TEACHER LED**
- **GROUPS**
- **INDIVIDUAL**
- **STARTERS**

Consider how you combine these aspects to focus on student led learning.

### TIPS:

Take a look at your most recent lessons and reflect upon how much time involved the students 'doing' compared to the teacher leading. Try and maximise student activities to support rapid gains in progress.

### BENEFITS:

- High levels of student engagement
- Rapid progress made within lessons
- Develops the role of the teacher as a facilitator





# SKY HIGH LEARNING

## CHALLENGE THE 'ASPIRATIONAL' WAY

### SYNOPSIS:

Set aspirational Sky High questions to challenge the learning of all your students. Try this and in lesson learning objectives will become a thing of the past.

### WHAT TO DO:

Using the aims of the lessons learning as a starting point, develop one or several challenging questions that you would expect your students to be able to answer by the end. These must be the most aspirational questions you can think of! You now have your 'Sky High' questions!

### TIPS:

Don't just use your 'Sky High' question at the start of the lesson to set the picture.

Not only can they be used as a starter but also as an interim check and a plenary to track progress.

### BENEFITS:

- Challenge all learners of all abilities
- Track progress throughout the lesson
- Raise aspirations



# GAP

## DIFFERENTIATION THE 'EASY' WAY

### SYNOPSIS:

Improve your existing differentiation strategies through using the 3 'GAP' colours to signpost the levels of challenge within a task.

### WHAT TO DO:

The simplest way to use 'GAP' is to follow this process-

**AMBER** What is the task you would like students to undertake. This will be your amber task, so add the amber colour to this section of your resource in a format of your choice.

**PINK** Consider the amber task, how could you make this more challenging? Try not to make the task longer, but focus on higher order thinking skills instead to provide the extra difficulty. This is your pink task, now add the colour pink.

**GREEN** The final stage is to consider the amber task and add support for those students who may find it difficult. Last but not least add your green colour and you now have your completed differentiated 'GAP' task!

### TIPS:

To colour code using the 'GAP' colours try coloured paper, highlighters, pencil crayons or if you're feeling flush try colour printing. No colour? Then just label!

### BENEFITS:

- Create differentiated tasks
- Students can independently select the level that suits them
- Visual signposts to support easy understanding





# CONNECT LITERACY THE 'SIMPLE' WAY

## SYNOPSIS:

Create literacy focussed lessons which students can take ownership of. Learn to incorporate active reading and assessment along with the use of icon sets to create a common approach to teaching literacy skills.

## WHAT TO DO:

There are many aspects to the Connect strategy but try this simple technique as a starter;

Research has shown that correcting students spelling mistakes for them limits their learning. Instead highlight the spelling mistakes and ask them to look them up in a dictionary or from a keyword list as a short activity at the beginning of the following lesson. Simple yet very effective.

## TIPS:

When using literacy skills within lessons, highlight their use so that students understand when they are used, what purpose they are used for and why they are important.

## BENEFITS:

- A consistent, considered approach to literacy in your lessons
- Develop student ownership of their literacy skills
- Maximise the impact of reading and extended writing



# FEEDING FORWARD

## ASSESSMENT THE 'EFFECTIVE' WAY

### SYNOPSIS:

How often do you allow students' to act upon the feedback that you provide? To benefit from the true value of assessment comments use this signposting strategy to track your students use of your advice.

### WHAT TO DO:

One of the key aspects to the strategy is the 'FF' code. A fantastic starting point is to ask students to label any work they update with 'FF'. This will immediately allow you to identify and assess students attempts to act upon your feedback they have been feeding forward!

### TIPS:

Link this to self and peer assessment comments, but remember to instruct the students to add the 'FF' code once the advice has been acted upon.

### BENEFITS:

- Ensure students act upon feedback
- Easily track updated work
- Maximise the use of feedback to improve students' skills





# GREEN PEN REFLECTION THE 'FOCUSED' WAY

## SYNOPSIS:

How students react to feedback from their teachers and peers is an ever important aspect to their progress and development. The simple use of a green pen, along with structured activities can ensure that this type of assessment is frequent, of a high quality and effective at supporting progress.

## WHAT TO DO:

There are many ways to use a green pen for self and peer assessment. Get your students to try our GAP approach to peer and self-assessment to challenge their reflective skills:

**GREEN** State something that you need support with to improve

**AMBER** State something that you did well

**PINK** State something you could do to improve the work even further

## TIPS:

To guarantee high quality comments provide your students with questions, keywords or sentence starters to avoid the generalised statements which could be produced.

## BENEFITS:

- Develop your students' independent reflective skills
- Support your students to develop high quality, constructive feedback
- Support progress through easily identifying feedback through the use of green pen





# Q-TIME

## QUESTIONING THE 'CHALLENGING' WAY

### SYNOPSIS:

Learn to use your questions to their maximum potential with the '4Q' approach. Ensure you focus on open, challenging questions, give time for thought and spread your questions to truly stretch the understanding of all students.

### WHAT TO DO:

Using structured, planned questioning can maximise its impact and support progress for all students.

Try our 4 step approach:

**Question** Pose the question

**Quiet** Pause to allow students to consider their answer

**Quiz** Ask for the answer

**Query** Ask students to check and expand the answer

### TIPS:

Try to plan your questions in advance so that they are challenging and specific to the learning. You could even differentiate them so that you can target certain students.

### BENEFITS:

- Maximise the impact on learning of your questions
- Create the environment for higher quality answers
- Track students' understanding so that you can adapt your teaching accordingly





# PEP

## LESSONS THE 'OUTSTANDING' WAY

### SYNOPSIS:

Student learning can be maximised every lesson through considering PEP- Pitch, Engagement & Progress. Learn to reflect on and develop these 3 core areas to ensure your lessons are outstanding every time.

### WHAT TO DO:

PEP has many layers to it. A simple strategy to try for engagement would be to reflect on how student centred your lessons are. Note down each section of your lesson then decide if they were student focussed or teacher led. Finally total up each and see which is dominant. The best lessons are student orientated. Go on challenge yourself and see if you can make them totally student led!

### TIPS:

Create a table on a sheet of paper with two columns, teacher and student. As your lesson progresses note down how long you spent on each activity so that you can track and adapt as required. This will take seconds but will have a lasting impact on the engagement in your lessons.

### BENEFITS:

- Develop your self-reflection skills
- Ensure your lessons are engaging and tailored towards your students' learning needs
- Plan and deliver challenging, inspiring lessons



# R8 REVISION

## REVISION THE 'STRUCTURED' WAY

### SYNOPSIS:

With the move towards more terminal exams how much time are you investing in students revision skills? Use our 8Rs of revision to support their development of independent skills which they can use both at home and in school.

### WHAT TO DO:

At Standout Teaching we have developed the 8Rs-

- **Revision planning** Plan, plan and plan some more
- **Research** Use Boolean Operators to maximise research
- **Reading** Not just any reading, active reading!
- **Reflection cards** An old classic, the reworked flash card
- **Reflection mats** The trusty mind map with a twist
- **Repetition** Believe it or not, research identifies repeat looking and testing as high impact
- **Review** Test yourself with self-generated questions
- **Revisit** Use the '1s' to revisit the revision material at the right times

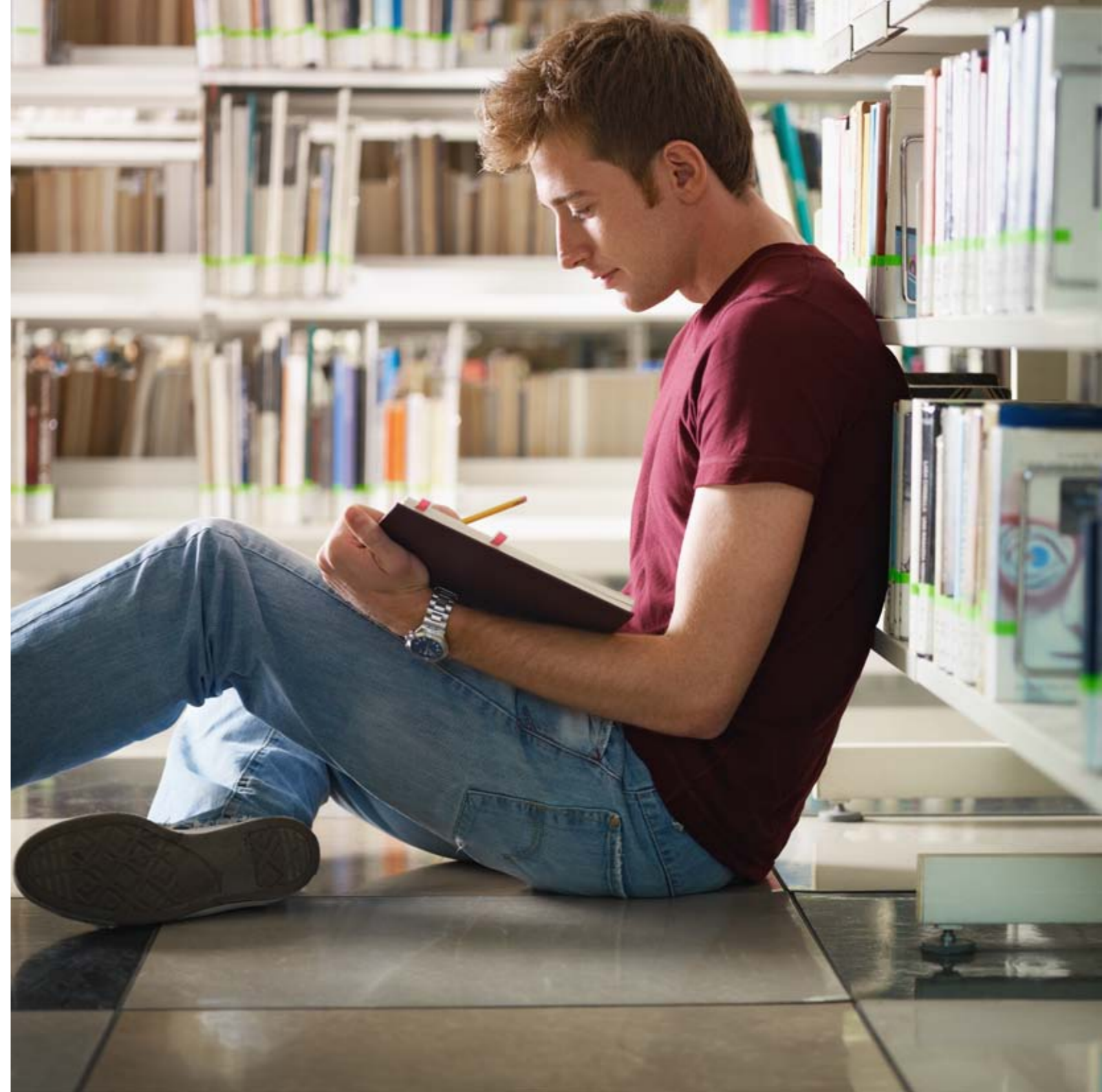
Based upon research and combining established and new techniques the combination of these 8 stages will support your students through the revision process.

### TIPS:

Research consistently points towards 'distributed practice' as one of the most successful techniques. In other words, the more you do over a longer period of time the better. Make sure your students plan well in advance!

### BENEFITS:

- Improve revision impact
- Provide a consistent approach to revision
- Maximise your students' chances of exam success





# LESSON DOUGHNUTS

## SYNOPSIS:

Successful lessons are built around consistency in content and structure. Lesson Doughnuts is a planning model that will help you ensure that your lessons contain the essential ingredients for success in the correct quantities.

## WHAT TO DO:

Lesson doughnuts follows a simple process to use when you are planning-

- Set your objectives
- Decide how you would like your students to show the new learning
- Decide how you will assess the outcomes
- Give them opportunity to act upon the assessment
- Apply your timings and sequence using a doughnut map
- Decide which activities require literacy support and differentiation

## TIPS:

Create a simple pie chart which outlines the length of each of your activities and whether they are teacher led or student focussed.

This will give you a visual clue as to the focus of your lesson.

## BENEFITS:

- Gives you a clear recipe to follow
- Ensures your lesson contains all the key ingredients
- Helps you to individualise your teaching



# LESSON PLAN CREATOR

## SYNOPSIS:

Great lessons take time and thought to plan and prepare and at Standout Teaching we recognise this, after all we are teachers ourselves. This is why we developed the 'Lesson Plan Creator' tool.

A simple to use, online tool, which allows you to plan your lesson. Incorporate ready prepared resources from the Standout Teaching website and download your finished plan, complete with activity descriptions and hyperlinks to the selected resources, to save you valuable time. What's more the online tool will also give you advice regarding your planned lesson to help you succeed.

## WHAT TO DO:

Access the Standout Teaching website to plan your lesson. Follow the online training or just give it a try. Choose your activity type, select a resource from the Standout Teaching website, give an activity length and repeat for each aspect of your lesson. Then check, download and that's it!

## TIPS:

Want to know more?  
Take a look at  
[www.standoutteaching.co.uk/about-us/lpc-demo](http://www.standoutteaching.co.uk/about-us/lpc-demo)  
to see the tool in action.

## BENEFITS:

- Plan fully resourced lessons
- Download your prepopulated lesson plan
- Receive expert feedback on the quality of your planning





## 'BIG' THINKING

### SYNOPSIS:

Do you allow enough opportunities for students to use assessment to improve? 'BIG' Thinking is a model for use within lessons to ensure that students act upon assessment to improve and make progress. A simple three step approach, that can be used with self, peer or teacher feedback.

### WHAT TO DO:

'BIG' Thinking is a simple 3 step process:

- Benchmark- Assess the work that had been completed
- Improvements- Outline areas of strength and areas to develop further
- Go- Apply the improvements to the work that has been benchmarked

Apply this consistently within your lessons following feedback to ensure that students utilise this valuable source of information.

### TIPS:

Combine the 'BIG' Thinking model with a peer assessment activity and then allow students time immediately after the reflection to apply the findings.

### BENEFITS:

- Ensures feedback is used to improve work
- Helps to provide consistency to link feedback to further progress
- Helps to support student progress



# LESSON BASICS

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## SYNOPSIS:

Lessons will always contain those basic elements that we use to deliver the learning content. These can vary from instructions, to reading, to observing. Yet how often do we give them a structure and enough thought that they support learning? Lesson basics are simple structures given to these every day lesson activities which will help you to maximise their effectiveness and retain the pace and progress to your lesson.

## WHAT TO DO:

Access the Standout Teaching website and take a look at our range of Lesson Basics resources. They are simple to use, give you tips on how to structure these common activities and provide you with resources to use within your lessons.

## TIPS:

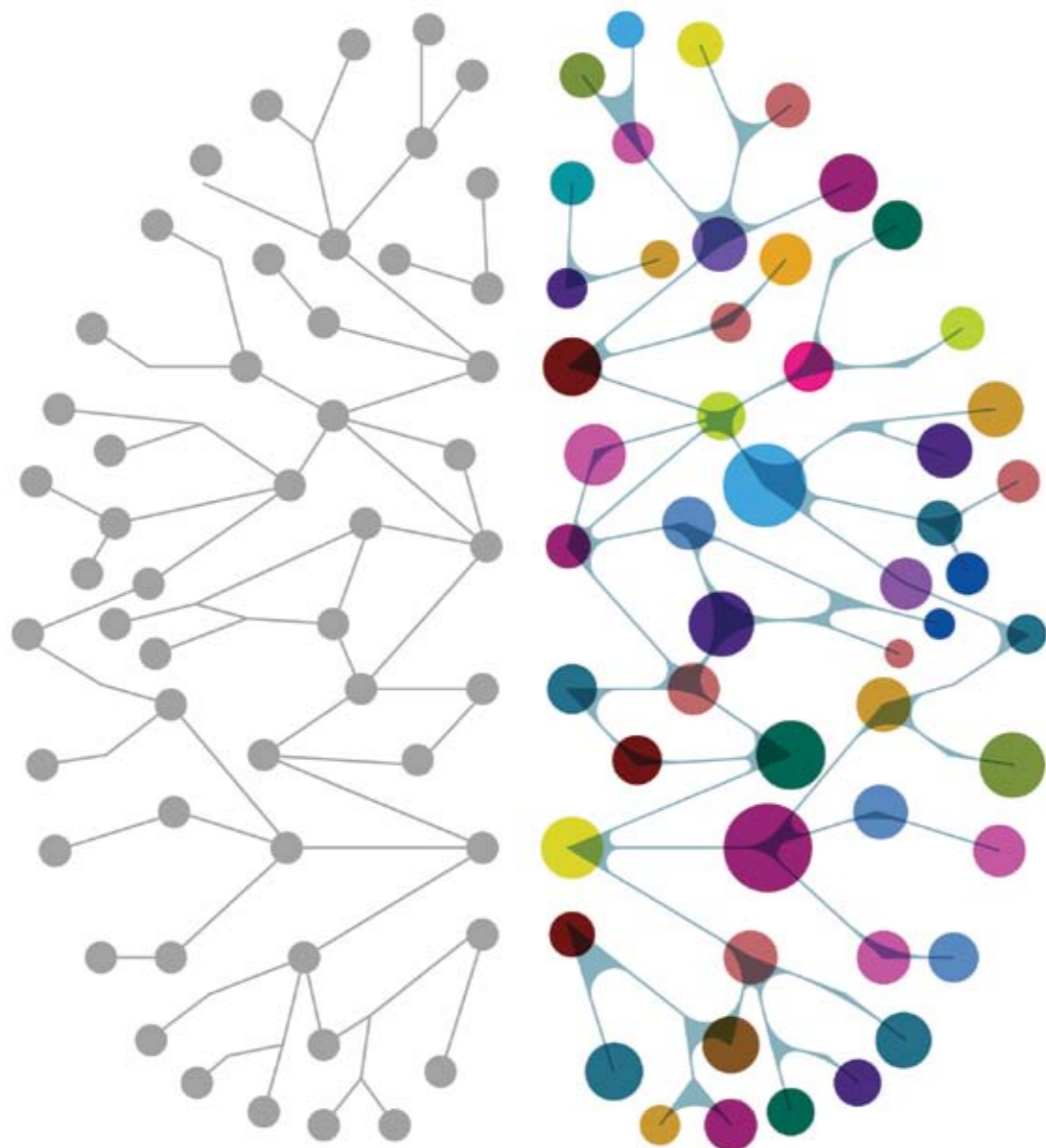
Next time you undertake an explanation or demonstration, set yourself a specific time and try to stick to it. This helps to keep your lesson student focused and avoid those drawn out lectures.

## BENEFITS:

- Gives your everyday activities a structure to support high quality delivery
- Supports student focused teaching
- Develops your thinking in relation to how you communicate information



BACK TO  
BASICS



# SOLO TAXONOMY: DEVELOPED BY BIGGS AND COLLIS- 1982

## SYNOPSIS:

Ensure you avoid using activities to tick boxes through giving your activities depth to really challenge and support learning. SOLO taxonomy (Structure of Observed Learning Outcomes) is a refined version of Bloom's taxonomy which is focussed around the use of 5 simple visual cues.

## WHAT TO DO:

Utilise the 5 stages of SOLO taxonomy, Prestructural, Unistructural, Multistructural, Relational and Extended Abstract to support your planning of tasks. This will give you layers of challenge to meet the needs of a range of learners. This can be incorporated into starters, activities, assessments, plenaries and all of Standout Teaching's strategies.

## TIPS:

Introduce SOLO taxonomy through using the GAP strategy from Standout Teaching. An example could be:

- Green- Create a list of your learning
- Amber- Explain what you have learnt
- Pink- Explain what you have learnt and how this links to previous learning

Take a look at the Standout Teaching website to incorporate the SOLO icons to further support this approach.

## BENEFITS:

- The SOLO icons give simple to follow visual cues as to the depth of learning required
- Helps you to differentiate tasks
- Gives your tasks depth to challenge learning and support progress





# EASY RESOURCES

## SYNOPSIS:

How often do you try something different when teaching? Our resources are setup to be student focussed and are ideal to give you something a bit different to freshen up your lessons. Not only that they are ready to use saving you valuable planning time.

## WHAT TO DO:

Once you have entered the Standout Teaching website you can access our 'Easy Resources'. Use the filters to search for the type of activity you require. Once you have it, launch the flash presentation, download the student worksheet and glance at the instructions to guide you through the task. And there you have it, your resource is ready to go!

## TIPS:

Use our 'Easy Resources' in conjunction with our Lesson Plan Creator on a regular basis to help hone your teaching and spice up your delivery through using new ideas.

## BENEFITS:

- Ready to use resources
- Student focussed to promote progress
- Integrated with the Lesson Plan Creator to save valuable time





## **IF YOU LIKED OUR LITTLE BOOK OF BIG IDEAS THEN WHY NOT TRY OUR STANDOUT WEBSITE.**

For a small subscription you can access over 100 resources, tips, interactive tools, downloads, ideas and teaching strategies. Everything you need to deliver fantastic lessons. What's more, all of our ideas are tried and tested by outstanding teachers on a daily basis so you can trust that they are the real deal. Go on, give us a try!

**[WWW.STANDOUTTEACHING.CO.UK](http://WWW.STANDOUTTEACHING.CO.UK)**