

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 4 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.