

Identifying the starting points of learning

- Have teachers reflected on the learning progress their students have made?
- Have teachers identified a range of formative assessment measures to assess the progress that students' have made?
- Have subject departments reviewed subject specifications and/or syllabuses and identified learning outcomes that are priorities for the return to school?
- Have cross curricular learning opportunities been identified and planned collaboratively to maximise learner outcomes?

Preparation for Teaching & Learning

- Has my lesson planning taken account of collaborative decisions about teaching and learning including decisions about essential learning, the sequencing of learning, the pace at which students learn and the activities and experiences through which they learn?
- Do the planned learning experiences provide for social interaction and collaboration between students?
- Do the planned tasks assess the learning outcomes or objectives that have been prioritised over a series of lessons?
- Are planned learning tasks and activities accessible to all students, including those with special and additional educational needs?

Learning Approaches

- Prioritising practical lessons to enable students to demonstrate skills and knowledge developed during remote learning
- Providing learning experiences based on pair work and group work that support student interaction and engagement in meaning-making; this will help in achieving learning outcomes/objectives across the curriculum, particularly in the areas of language, mathematics, business, science and technology and the arts
- Integrating digital technologies in a responsive and innovative way into teaching, learning and assessment
- Questioning, tasks and student-teacher conferencing; these are practical and effective assessment approaches that will be helpful in identifying the priority areas in which students' learning needs to be progressed.