Earlston Cluster
Learning, Teaching and Assessment Framework

Relationships, Culture and Environment ❤️

Strong relationships, a positive culture and a calm environment help every learner to thrive.

Ready To Learn 🧠

Routines Established: *Routines are explicitly taught, co-created, and consistently applied until learners can follow them independently.*
Whole Class Starter Task: *Starter tasks are accessible, engaging, vocabulary-rich, and encourage collaboration, critical thinking and connections.*
Review of Prior Knowledge and Learning: *Prior knowledge is reviewed using questioning, formative assessment, digital tools and real-world links.*

Focus For Learning 👁️

Sharing Learning Intentions and Success Criteria: *Learning intentions and success criteria are shared, co-created, referenced and revisited to guide progress and feedback.*
Presentation of New Intended Learning: *New learning is modelled, interactive, paced, linked to real life and assessed with varied questioning strategies.*
Modelling: *Practitioners model thinking, vocabulary and examples while learners gradually develop and share their own strategies.*

Practice 🎯

Practice of Learning: *Learners practise skills through varied tasks, digital tools, feedback and real-life application, with regular formative assessment.*
Differentiation and Adaptive Teaching: *Teaching is continuously adapted using assessments, scaffolds and responsive strategies to meet evolving learner needs.*
End of Lesson Plenary: *Plenaries revisit goals, check understanding, address misconceptions and identify next steps through self, peer, or digital assessment.*

Feedback 🗣️

Feedback: *Feedback is timely, precise, balanced, and actionable with opportunities for learners to reflect, respond, and improve.*