# PLENARIES

*** summarising learning *** assessment for learning *** checking *** links to new learning ***

- Can be used at any point in the lesson
- Often occur at the end of lessons
- Help pupils to understand and remember what has been learned
- Create a sense of gain, satisfaction and completion
- Take stock of where the class is in the learning sequence

Ask pupils to generalise from their experience

Ask pupils to draw out most interesting points, tips for others, golden rules

Pupils draw review posters

Games eg guess the object being described

Demonstrate a new skill

Shared marking, editing redrafting

Give the main points and ask pupils to illustrate each one

- Recognise the achievements of the class and individuals in it
- Allow the teacher an opportunity to assess learning and plan accordingly

Pupils give a prepared presentation – allows the best thinking to be shared

Compare conclusions with predictions and share how their thinking changed

Ask pupils to think of consequences, implications, parallel issues, exceptions

- Take learning further and deeper where possible
- Stimulate anticipation for the next phase
- Occur at strategic moments in the teaching sequence

Linking work to the next session eg homework, new targets

Pupils identify transfers contexts

Class question a group on the learning eg what have you learned? What did you find difficult?

Questions to get at the how rather than what eg Describe how you did the task . Did any group do it differently? Are some methods better than others?

- Instil a habit for reflection on learning
- Highlight not only what the pupils learn, but how they learn
- Rely on challenge within the lesson

**IDEAS FOR SUCCESSFUL**
PLENARIES

- Allow thinking time to prime the discussion
- Tell pupils who is going to feed back
- Note what groups are doing during an activity to give some starting pints in a debriefing
- Use jigsaw groups instead of whole class feedback
- Have one or two questions written up – perhaps introduce at the beginning of the lesson
- Leave time for the plenary
- Plan variety
- Involve pupils in delivering the plenary
- Give the pupils an opportunity to change their minds if they wish