

What makes a great lesson?

- Learning from mistakes, having fun, enjoying your learning
- Having a mixture of different questions, so we can choose where to start
- Having a challenge
- Investigating and using different methods
- More independent work
- Give me time to improve my learning
- Change think pinks into green
- It makes me feel happy, excited YES!
- Active lesson
- Enjoy the lesson
- Different places
- Creative
- Challenges
- Inspire other people
- New learning
- Children persevering
- Inspiring teacher
- Listening carefully
- Learn something we can actually use
- Seeing something exciting
- Chance to have own ideas
- Learn something new
- Make something
- Exciting hook books / thinking about it more deeply
- Making it fun & learning something new at the same time
- Having an option at challenge (if it's too easy)
- Being taught so I know the learning & feel confident
- You get better
- Feel pleased, excited, happy, more confident, more interested / curious

Ingredients list for the recipe of a great lesson

- Fun and Inspiring
- Learn something new (don't want to keep learning things we already know)
- Exciting: hard & new things
- Teachers help when we're stuck
- Make sure that we really know something before we move on to new learning
- Teachers explain just a bit and they let you get started (and then check later)
- Let us explore & discover.
- Not always in the classroom.
- Enthusiastic teacher
- Positive attitude from children
- Not afraid of mistakes
- Huge dollops of encouragement
- Clear teacher modelling
- Courage to try new ideas / ways / things
- Lashings of independence
- Copious amounts of enjoyment
- Be a good role-model to others
- Excellent listening skills
- Super manners
- Sprinkle of inspiration
- Suitable resources
- A dash of understanding / if we don't know, don't get angry
- A couple of questions
- Put the grown-ups and children together
- Make it challenging, but not too hard / achievable
- Have fun, but don't get silly
- Friendly teacher
- Challenges for everyone
- Things on the learning walls and around the classroom to help us
- A box of equipment to help you out
- Showing how on the whiteboard (modelling) before we have a go
- Quiet and calm space to learn in.
- Pinch of fun.
- Teachers helping you throughout the lesson
- Interesting stimulus
- Think Pink and Great Green
- Quiet learning time
- Hard working
- Confidence

Feedback to staff to make feedback work better for our learning

- Need time to re-think, practise and improve. Don't always get time for Think Pinks
- Model example on board, then children have a go
- Give you more time to think
- Suggest possible equipment and strategies before starting a learning task
- Teachers give examples in book
- Do the Think Pinks at the same time as getting them
- More time to do them, sometimes we only get 5 mins
- Tell us what they are looking for at the beginning of lesson
- Things that you can improve, but not overload because they make my brain hurt
- Sometimes you don't know what they mean, they need to explain it and a smiley face
- Writing what you need to improve
- More Think Pinks and Great Greens
- A grown-up to explain problems and help me think
- Tell me in a way I understand
- Give us more time to work it out
- It's better to tell you and then write the things you didn't understand
- I like it when we ask aloud to have a friend to help and a teacher to explain
- Areas to focus on
- Way to improve
- Learning from mistakes