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## **Teaching and Learning Policy**

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**Policy produced/reviewed by: Headteacher**

**Ratified by the SAC committee of the governing body: 05.03.18**

**Signed:**

**Position:**

**Date of next review: February 2021**

## **St Martin's CE (Aided) Primary School**

### **Teaching and Learning Policy**

At St Martin's CE (Aided) Primary School, we:

- Value learning
- Value all learners

#### **Introduction**

At St Martin's CE (Aided) Primary School we believe that learning should be engaging and promote an enthusiasm and love of learning in all stakeholders. We believe that through their learning experiences children build resilience by taking risks, making mistakes and developing strategies to overcome difficulties. Learning develops independent thinkers through opportunities for investigation and enquiry. Children are encouraged to be resourceful, to show initiative and to celebrate their own and each others' successes.

We believe that engaged learners, both adults and children, are constantly looking to develop and improve themselves through knowing what they have achieved, understanding their next steps and aspiring to be the best they can be. We support children in this, through effective Assessment for Learning, cross reference Assessment Policy.

In our community of learners we promote a sense of belonging and teamwork through developing effective, respectful relationships based on the principles of a Rights Respecting School.

#### **Aims**

We believe that high quality teaching and learning should aim to:

- develop confident learners for life who are able to embrace new challenges and experiences,
- inspire and engage all children, promoting a positive attitude towards learning,
- ensure the best possible progress and the highest attainment for all children,
- meet the needs of all individuals, by focusing on personalised learning and using Assessment for Learning to inform the ways in which children learn and are taught,
- provide a range of relevant learning experiences that challenge, stimulate and promote thinking and independence in learning,
- promote spiritual, moral, social, cultural, mental and physical development,
- enable children to be creative and to develop their own thinking skills,
- help children to respond positively to challenge and persevere in order to solve problems,
- develop the capacity of children to learn and work independently and collaboratively,
- enable children to take their place as responsible citizens in society with the life skills necessary for them to be successful,
- ensure children have respect for themselves and empathy for others,
- ensure aspirations and develop ambition within all children,
- prepare children for the transition between key stages and the next stage of their education.

We aim to ensure high quality teaching and learning across the school in a nurturing environment which ensures that children feel a sense of belonging, safety and security.

## Effective Teaching and Learning

<p>Children learn best when they:</p> <ul style="list-style-type: none"> <li>• Feel safe and secure</li> <li>• Know that they are understood and cared for</li> <li>• Are motivated and excited by their learning</li> <li>• Are valued, respected and listened to</li> <li>• Are interested in what they are learning</li> <li>• Enjoy being at school</li> <li>• Have appropriate, stimulating resources</li> <li>• Know what they are trying to achieve</li> <li>• Know the purpose of their learning</li> <li>• Learn in context</li> <li>• Have their basic needs of warmth, rest, food and clothing met</li> <li>• Have an audience for their learning</li> <li>• Have clear expectations of them</li> <li>• Have ownership of their learning</li> <li>• Know their parents are engaged</li> <li>• Know their teachers as individuals</li> </ul>	<p>Our teaching aims to:</p> <ul style="list-style-type: none"> <li>• Engage all learners by providing a creative and stimulating curriculum</li> <li>• Personalise learning</li> <li>• Encourage aspiration</li> <li>• Offer opportunities to: <ul style="list-style-type: none"> <li>*use the outdoor environment</li> <li>*be creative</li> <li>*develop teamwork</li> <li>*develop independence</li> <li>*investigate and solve problems</li> <li>*practise skills</li> <li>*develop confidence and self-esteem</li> </ul> </li> <li>• Celebrate children's achievements and successes</li> <li>• Be challenging</li> <li>• Encourage self reflection</li> <li>• Enable risk taking by children and adults</li> <li>• Develop lifelong learners</li> <li>• Ensure everyone is valued through listening and respecting everyone's contribution</li> </ul>
<p>Opportunities are given for effective learning through:</p> <ul style="list-style-type: none"> <li>• A balance of independent, paired and group work</li> <li>• Providing an appropriate level of challenge and high expectations for all</li> <li>• Providing a stimulating, exciting and safe learning environment</li> <li>• Opportunities to apply skills in a range of real life, purposeful contexts</li> <li>• Personalisation</li> <li>• The use of technology</li> <li>• Learning outside the classroom</li> <li>• Engaging parents in all aspects of school life</li> <li>• A relevant, creative and stimulating curriculum</li> <li>• Encouraging questioning and giving opportunities to pursue own lines of enquiry</li> <li>• Self and peer assessment</li> <li>• Opportunities to reflect</li> <li>• Cross phase learning</li> </ul>	<p>Learning takes place when our environment is:</p> <ul style="list-style-type: none"> <li>• Inclusive</li> <li>• Stimulating</li> <li>• Current</li> <li>• Welcoming and friendly</li> <li>• Respectful</li> <li>• Calm</li> <li>• Safe</li> <li>• Clean, tidy and organised</li> <li>• Well equipped</li> <li>• Interactive</li> <li>• Happy</li> <li>• Celebratory</li> <li>• Supportive</li> <li>• Consistent and policies and practices are equally and fairly implemented</li> </ul>

We have developed a tiered model which details our expectations for high quality teaching and learning (Appendix 1).

## Inclusion

At St Martins CE (Aided) Primary School we are fully committed to including all children in the full range of educational opportunities. We strive to ensure that all children achieve their potential through carefully planned learning opportunities. For vulnerable children we take into account their Personal Learning Plans (PLPs) and their Personal Support Plans (PSPs), through the use of appropriate resources, through adaptation and through the deployment of adult support - cross reference the SEN Policy.

We are aware of, and understand, that all children have different learning needs and we are committed to planning for a range of learning opportunities to meet those needs. Tasks and resources will be differentiated, modified and adapted to suit the needs of all learners to include support or challenge.

We acknowledge that children achieve more highly when staff and parents work closely together. We will ensure we provide opportunities for school staff, support agencies and parents to communicate openly regarding a pupil's needs and to agree consistent approaches when working with a child.

Learning Support Assistants are deployed to provide support according to the needs of individuals, groups and whole classes. Wherever possible we utilise the expertise of staff members when deciding on deployment.

## **Planning**

The curriculum is planned to ensure coherence, continuity, progression and full coverage of all aspects of the statutory curriculum and areas of learning - cross reference the Curriculum Policy.

## **The Learning Environment**

As a school we ensure the learning environment is safe and secure so that all children learn effectively, trust one another and are trusted. We aim to create a learning environment where children have ownership of their learning and are confident to take risks, make mistakes and demonstrate resilience in their learning. Our school values underpin our commitment to the development of the holistic child and the promotion of spiritual, moral, social and cultural education in order to prepare children for the opportunities and responsibilities of life in society in the 21<sup>st</sup> century.

Within each classroom, we undertake to provide a learning environment where:

- resources are neatly stored and readily available for all;
- resources are clearly labelled, including a photograph where appropriate, and correctly sorted;
- displays support learning and celebrate achievement;
- working walls for English and maths are relevant, current and support children's learning;
- a theme board is added to with children's work as the theme progresses;
- a class charter, developed with the children in September, reflects the Rights Respecting School's agenda and is signed by all members of the class;
- there is a visual timetable to support everyone;
- a display of the school behaviour management system (sunflower) with a peg for each child is actively used;
- there is an area where work that the teacher is proud of is displayed;
- children are aware of their next steps in learning in English and maths.

In our schools we value all children's work and the displays will reflect this. Children's best efforts and evidence of progress for individuals will be apparent - cross reference the Learning Environment Policy.

## **Mixed Age Classes**

Where children are taught in mixed age classes due regard is given to the appropriate learning objectives, relating to both the level of learning and the age of child, and teachers are responsible for ensuring that they set appropriate expectations.

## **The Role of Governors**

Our governors determine, support, monitor and review the school's policy in teaching and learning. In particular they:

- support teaching by allocating resources effectively,
- ensure that the school buildings and premises are best used to support effective teaching and learning,
- monitor the work of the schools in light of health and safety and safeguarding requirements, including the Prevent Duty,
- monitor the quality of teaching, learning and assessment,
- monitor pupil progress and attainment,
- ensure that staff CPD and performance management procedures promote good quality teaching and learning,
- monitor the effectiveness of the school's teaching and learning policy through the Monitoring and Evaluation Plan.

## **The Role of Parents/Carers**

We believe that parents have a fundamental role to play in helping children to learn and that children do best when school and parents work in partnership. We actively encourage parents to support their children's learning by:

- running regular curriculum workshops for parents,
- sending curriculum information home at the start of every half term, detailing curriculum content for the half term,
- sending an annual written report to parents of their child's progress and achievements during the year. In this report, we also identify children's next steps in learning for the forthcoming school year,
- meeting with parents in the autumn and spring terms at formal parental consultation meetings to share information about their child's overall personal development, their attainment and progress and their next steps for learning. Where relevant, class teachers also share children's Personal Learning Plans or Personal Support Plans,
- explaining to parents how they can support their children with homework.

We have an active 'Open Door' policy and encourage parents to contact the school if they have concerns about any aspect of their child's work.

## **The role of Children**

We believe that children should be active participants in their learning and consistently demonstrate our school values of respect, friendship, courage and creativity and our school learning skills of teamwork, perseverance, reflection, curiosity, resourcefulness and concentration.

## **Monitoring and Evaluation**

Within an inclusive environment with a strong team ethos, all staff will monitor and support each other to achieve the aspirations within this policy.

This Teaching and Learning Policy will also be monitored by governors on with a focus on:

- Are all children making maximum progress and achieving their potential?
- Do the children carry out tasks independently and confidently, showing an ability to co-operate with others?
- Is there consistency in the standards achieved by children throughout the school?
- Does monitoring show appropriate teaching, learning and assessment within lessons?
- Are classroom environments stimulating, innovative, well managed and resourced?
- Are children enjoying and engaged in their learning?
- Do the children know how well they are doing and what they need to do to improve?



## Appendix 1

### Tier 1 - Non-Negotiables for High Quality Teaching, Learning and Assessment

#### Cross-reference to the Teaching and Learning Policy

The following are non-negotiables at St Martin's CE (Aided) Primary School (what will any visitor to your classroom see?)

Ethos	Planning and Preparation	Resources	Communication, Listening and Questioning	Management of Behaviour	Assessment for Learning
Cross Reference Teachers' Standard 1	Cross Reference Teachers' Standards 4 and 5		Cross Reference Teachers' Standard 3	Cross Reference Teachers' Standard 7	Cross Reference Teachers' Standards 2 and 6
<p>Calm, purposeful atmosphere with children engaged during all activities</p> <p>Positive relationships (adults:children, children:children, adults:adults)</p> <p>Children show pride in their learning and achievements</p> <p>Respect shown by adults and children to include quiet, calm voice tone and volume</p> <p>Children demonstrate resilience and independence</p> <p>High expectations and aspirations for all children</p> <p>Equal opportunity for all children</p>	<p>All topics have a clear hook and outcome</p> <p>Learning is contextualised where appropriate</p> <p>Planning is informed by the outcomes of pre-assessment activities in English and maths</p> <p>Planning saved on network for each half term, accessible by all staff</p> <p>All curriculum areas taught to include: *Daily – English, phonics/spellings, guided reading, maths * Weekly – PSCE, 2 hours PE, French (KS2), music, handwriting (in line with handwriting progression) *As identified in the long term plan – RE, geography, history, art and design, design technology, science, computing</p>	<p>Technology is used effectively to enrich and support teaching and learning across the curriculum</p> <p>Classteachers effectively deploy support staff to ensure learning is maximised for all children through class support and SEND interventions</p> <p>Classteachers ensure required resources are in place in advance of them being required, to include collections from Curriculum Centres, museums etc</p> <p>Classteachers ensure visits and visitors are used regularly to enrich the curriculum</p>	<p>Adults establish positive relationships built on respect, trust and empathy for all</p> <p>Use of ideas from 'getting to know your class' programme (from BST) to establish positive relationships</p> <p>Up to date pupil information file (includes medical issues, home arrangements ) easily accessible</p> <p>Regular conversations between teacher and LSA re pupil progress and attainment</p> <p>All children are regularly given the opportunity to share their learning, celebrate their success and experience the feeling of pride</p>	<p>Consistent use of school behaviour management procedures</p> <p>Classteachers make active use of the pupil reward systems</p> <p>All adults and children promote and model behaviours in line with a Rights Respecting School</p> <p>Classteachers undertake weekly review of behaviour management and reward systems to identify and report patterns emerging</p> <p>Children demonstrate self-discipline</p> <p>Behaviour plans are in place for vulnerable children, all staff are aware of plans and follow them</p>	<p>At the end of a session, support staff feedback pupil progress and attainment to classteacher verbally</p> <p>Pupil progress data priorities inform planning</p> <p>All teachers demonstrate 'responsive teaching' - AfL strategies are used to monitor progress of all children in lessons and teaching adapted as necessary</p> <p>Knowledge of the needs of <b>all</b> children and their next steps for learning inform planning</p> <p>WALT and WILF shared with children</p> <p>Pupils self-assess against WALT</p> <p>Children have ownership of their next steps in learning</p>

<p>Promotion of active healthy lifestyle</p> <p>Promotion of a 'love of reading' culture</p> <p>Class charters agreed with class at start of year and displayed in classroom</p> <p>Displays relevant, current and professionally presented</p> <p>Balance of children's work and learning displays weighted in favour of children's work</p> <p>Each class has:            *current working walls for English and maths,            *learning displays which can be accessed by all children</p>	<p>Learning objectives clearly displayed for each lesson and accessible for all children</p> <p>Task design linked to Levels of Learning (SOLO)</p> <p>Marking follows the marking policy, is up to date, linked to the WALT and identifies next steps in learning</p> <p>Children have opportunity to reflect on, and respond to, marking</p> <p>Teachers reflect on the quality of their teaching and adapt planning and provision within lessons and across time</p> <p>Intervention strategies (as identified on provision map) in place and operating as timetabled.</p> <p>Homework set and marked according to policy</p>	<p>Stimulating, relevant and good quality resources</p> <p>Resources labelled (with photo where appropriate), neatly stored and easily accessible for all children</p> <p>Key literacy and maths resources available and easily accessible to all children</p> <p>Visual timetable easily accessible to all children</p> <p>Teaching resources (including displays) easily visible when being used</p> <p>Adults model agreed handwriting style when appropriate</p>	<p>All children's contributions and opinions valued and respected by all adults and children</p> <p>All children included through questioning relevant to their level of learning</p> <p>Children are active partners in their learning</p>		<p>All children make progress</p> <p>Class teachers set and review SMART targets for PLPs and PSPs with support from the SENCo as required</p>
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## Appendix 1

### Tier 2 - Key Elements of High Quality Teaching, Learning and Assessment



<b>Ethos</b>	<b>Planning and Preparation</b>	<b>Resources</b>	<b>Communication, Listening and Questioning</b>	<b>Management of Behaviour</b>	<b>Assessment for Learning</b>
<b>Cross Reference Teacher Standard 1</b>	<b>Cross Reference Teacher Standards 4 and 5</b>		<b>Cross Reference Teacher Standard 3</b>	<b>Cross Reference Teacher Standard 7</b>	<b>Cross Reference Teacher Standards 2 and 6</b>
<p>Teacher is passionate and focussed on progress in learning for all children</p> <p>Children are engaged, motivated and have ownership of their learning</p> <p>Mutual respect is shown to, and by, all members of the class</p>	<p>Lesson objectives are clearly focussed on intended learning</p> <p>Activities engage, challenge and enthuse children</p> <p>Planning ensures opportunities for children to: *develop fluency *consolidate learning through practise *apply learning in new context</p> <p>Task design provides opportunities for children to develop independence and resilience in their learning</p> <p>Children clearly understand the context and purpose of their learning</p> <p>Structure of lesson and pace of lesson supports children to achieve at all levels of learning</p> <p>Planning includes outcomes for different levels of learning</p>	<p>Resources are appropriate and engaging</p> <p>Resources used to support children at all levels of learning</p> <p>The technology available is appropriate: video clips, sound, images etc.</p> <p>Effective use of LSA to support, prompt, probe and promote learning</p> <p>Effective use of LSA to deliver interventions which enable children to make rapid progress and 'catch up'</p>	<p>Use of an engaging hook to motivate and set the tone for the learning</p> <p>WALT and purpose of activity explained succinctly – focus on learning rather than task</p> <p>Children are active learners - balance of teacher and pupil talk – who is talking to whom and for what purpose?</p> <p>Structure of talk and use of peer support – teacher/pupil and pupil/pupil</p> <p>Learning is collaborative</p> <p>Opportunities for planned discussion - use of talk partners, pair and share to ensure all children have contributed to the learning</p> <p>Adults are facilitators of learning – use of explanation, modelling and coaching</p> <p>Children given time to confer/think before</p>	<p>Learning behaviours are positive and contribute to the quality of the learning</p> <p>Children use a variety of strategies to work independently (e.g. working wall, sound cards, word banks)</p> <p>Children work co-operatively to support each other's learning</p>	<p>Adults and children analyse learning and adapt accordingly</p> <p>A mix of self, peer and teacher assessment – use of marking ladders, smiley faces, thumbs up, I can statements</p> <p>Involve children in marking, editing and improving – whole class using visualiser, peer marking</p> <p>Adults and children are interdependent in reviewing learning</p> <p>Lessons pitched correctly based on outcomes of pre-assessment tasks and on-going AFL</p> <p>Use of high quality questions (see listening and questioning) to challenge children's understanding and identify misconceptions</p> <p>Teacher has a clear understanding of all</p>



	Homework supports classroom learning and is well matched to levels of learning		<p>answering questions</p> <p>Children and adults listen to each other respectfully and respond supportively – all answers are good answers</p> <p>Focussed questioning that enables every child to contribute</p> <p>Questioning drills down to elicit and explore thinking behind an answer rather than accepting a superficial answer or take it at face value – e.g. gauge/clarify understanding</p> <p>Teacher to listen in/question and work with key pairs to assess where children are in their learning - AFL during every section of the lesson, (adapt the lesson plan accordingly)</p> <p>Use a mix of closed and open questions</p> <p>Children encouraged to ask questions to the teacher and each other</p>		<p>children's learning, what they can do now and the next steps in their learning (data and AFL)</p> <p>All children's learning moves on and children can talk about what they have achieved</p>
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## Appendix 1

### Tier 3 - Evaluating the Quality of Teaching, Learning and Assessment Grid



*Text in italics reflects statements from the Ofsted School Inspection Handbook August 2016*

	<b>Ethos</b>	<b>Planning and Preparation</b>	<b>Resources</b>	<b>Communication, Listening and Questioning</b>	<b>Management of Behaviour</b>	<b>Assessment for Learning</b>
	<b>Cross Reference Teacher Standard 1</b>	<b>Cross Reference Teacher Standards 4 and 5</b>		<b>Cross Reference Teacher Standard 3</b>	<b>Cross Reference Teacher Standard 7</b>	<b>Cross Reference Teacher Standards 2 and 6</b>
<b>Outstanding</b>	<p><i>Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work.</i></p> <p><i>Teachers have consistently high expectations of all pupils' attitudes to learning.</i></p> <p><i>Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.</i></p> <p><i>Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and</i></p>	<p><i>Teachers plan lessons very effectively, making maximum use of lesson time.</i></p> <p><i>Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.</i></p> <p><i>Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.</i></p> <p><i>Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally</i></p>	<p><i>Teachers coordinate lesson resources well.</i></p> <p>The quality and range of resources has a significant impact on the quality of teaching, learning and assessment.</p> <p>The use of resources promotes interdependence in learning and promotes challenge.</p> <p>Resources are used effectively and help generate new knowledge, wisdom and personal understanding.</p> <p>All adults have a significant impact on pupils' progress in their learning across time and within lessons.</p>	<p><i>Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.</i></p> <p><i>Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.</i></p> <p>The quality of communication in the classroom makes a significant contribution to the quality of learning.</p>	<p><i>Teachers manage pupils' behaviour highly effectively with clear rules that are consistently enforced.</i></p> <p>Exceptionally high standards of behaviour are fundamental to the culture of the classroom and promote high quality learning.</p> <p>Pupils are self-disciplined and minimal external intervention by adults is needed.</p> <p>Children show an understanding of the morality of their actions.</p>	<p><i>Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.</i></p> <p><i>Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.</i></p> <p><i>Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.</i></p> <p>The culture of the classroom reflects that assessment is a shared responsibility of learner and teacher.</p> <p>Pupils are enabled to monitor and evaluate their</p>

	<p><i>around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.</i></p> <p>Pupils show a high degree of interdependence and are able to take considerable control of their learning and apply learning in future situations.</p> <p>Teaching gives pupils the security and confidence to construct meaning and generate personal knowledge, to reflect and self-evaluate.</p>	<p><i>well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.</i></p> <p>Teachers make exceptional provision for all groups of pupils.</p> <p>Teachers are highly skilled in using their knowledge of individual children's levels of learning to inform planning</p>		<p>Pupils work co-operatively to challenge their thinking and that of others, and are able to sustain and develop ideas. They explore complex ideas and analyse outcomes to generate new knowledge and understanding.</p> <p>Collaborative thinking and interdependence in learning are central to the teaching and learning culture in the classroom.</p> <p>Questions are posed to challenge and seek meaning.</p>		<p>own progress and work interdependently with peers to resolve any difficulties and have minimum dependence on the teacher.</p> <p>Pupils have established learning strategies to know how they can improve further and what they need to do to make progress.</p> <p>Feedback is exceptional and informs a sequence of learning for individual pupils. Pupil responses to feedback have had a positive impact on progress.</p>
<b>Good</b>	<p><i>Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.</i></p> <p><i>Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more.</i></p> <p><i>Most pupils are willing to find out new information to develop, consolidate</i></p>	<p><i>Teachers use effective planning to help pupils learn well. Time in lessons is used productively.</i></p> <p><i>In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further.</i></p> <p><i>Teachers use their secure subject knowledge to plan</i></p>	<p>Appropriate resources are well - managed and promote deep learning e.g. reflection, understanding, intrinsic motivation and independence.</p> <p>Pupils are able to make independent use of resources and are able to share and co-operate effectively.</p> <p>Adult support for learning and</p>	<p><i>Teachers use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts.</i></p> <p><i>The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to</i></p>	<p><i>Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.</i></p> <p>Teachers consistently manage behaviour within the agreed behaviour management framework with a high degree of sensitivity and understanding of pupils' needs.</p>	<p><i>Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.</i></p> <p><i>Teachers tackle misconceptions and build on pupils' strengths.</i></p> <p><i>Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they</i></p>

	<p><i>and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.</i></p> <p><i>Most pupils commit to improving their work. Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.</i></p> <p>The classroom environment actively promotes learning: there is a climate of mutual respect, self-esteem is built upon and motivation to learn has a high priority.</p> <p>Pupils are enabled to become independent in their learning; show initiative, co-operate together and are encouraged to talk about their learning.</p>	<p><i>learning that sustains pupils' interest and challenges their thinking.</i></p> <p><i>Pupils are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.</i></p> <p><i>Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.</i></p> <p><i>Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.</i></p> <p>Teachers plan well-sequenced lessons with clear learning objectives and appropriate tasks at different levels of learning which interest and challenge pupils' thinking.</p> <p>Activities are clearly understood by all pupils and provide challenge.</p>	<p>intervention is well targeted and supports deep learning.</p>	<p><i>improve.</i></p> <p>Oracy has a high profile in the classroom and contributes to real excitement in the teaching and learning that is taking place.</p> <p>Good quality, open ended questions are posed to check pupils' knowledge and understanding and pupils are confident to pose questions thereby deepening their learning.</p> <p>Listening and questioning through planned conversations and discussion and the use of a range of open and closed questions, are used to challenge ideas.</p> <p>Children are enabled to think and express their ideas coherently to adults and to their peers, who listen sensitively and respond appropriately so that pupils' ideas are fully explored and understanding established.</p>	<p>Teachers are able to anticipate problems and be pro-active in handling situations. Pupils demonstrate a degree of personal autonomy and intrinsic motivation. They show a sense of responsibility for their actions and the impact these have on others.</p>	<p><i>need to do to improve.</i></p> <p>Pupils are enabled to check and monitor their own progress, to identify and correct their own mistakes and demonstrate considerable independence in their learning.</p> <p>Pupils know what they need to do in order to improve upon their previous best. They receive constructive feedback from adults and peers about how they can improve and are enabled to make good progress in their learning.</p> <p>Teachers use formative assessment effectively to monitor progress and learning and make appropriate interventions.</p> <p>Good quality feedback enables pupils to know what they have done well in lessons and their next steps for learning.</p>
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## Appendix 1

### Tier 4 – Teaching Strategies to support High Quality of Teaching, Learning and Assessment



The expectation is that teachers will use their deep knowledge and understanding of the curriculum to select the most appropriate strategies for teaching and learning in light of evidence from assessment, including pre-assessment tasks and on-going AfL, to meet the needs of children in their class and maximise progress for all.

#### The teacher could be:

<ul style="list-style-type: none"><li>*Direct teaching to the whole class to:<ul style="list-style-type: none"><li>-introduce a new concept,</li><li>-expose all children (including SEND) to concept.</li></ul></li></ul>	<ul style="list-style-type: none"><li>*Direct teaching to the majority of the class or a focus group of children to:<ul style="list-style-type: none"><li>-introduce a new concept,</li><li>-address misconceptions,</li><li>-modelling skills required to be able to apply learning.</li></ul></li><li>*Then leaving group to complete independent task to consolidate learning and 'checking in' on other children</li></ul>	<ul style="list-style-type: none"><li>*Moving between groups to check understanding and intervene to move learning forward.</li><li>*Providing immediate feedback, including marking to move the learning forward.</li></ul>	<ul style="list-style-type: none"><li>*Observing a group and intervening in a coaching role.</li></ul>	<ul style="list-style-type: none"><li>*Working with an individual child to:<ul style="list-style-type: none"><li>-address a misconception,</li><li>-provide support needed to enable them to 'catch up',</li><li>-pupil conference to identify, barriers to understanding,</li><li>-complete diagnostic assessments.</li></ul></li></ul>
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#### The LSA could be:

<ul style="list-style-type: none"><li>*Supporting individual children to access the learning.</li></ul>	<ul style="list-style-type: none"><li>*Direct teaching to a group of children/individual to:<ul style="list-style-type: none"><li>-introduce a new concept,</li><li>-address misconceptions,</li><li>-review a task,</li><li>-provide support in responding to feedback,</li><li>-pre-teaching of key vocabulary and context,</li><li>-ensure children 'keep up' through T and I,</li><li>-ensure children 'catch up' through SEND interventions.</li></ul></li></ul>	<ul style="list-style-type: none"><li>*Leading the majority of the class on a task to:<ul style="list-style-type: none"><li>-practise skills,</li><li>-consolidate learning.</li></ul></li></ul>	<ul style="list-style-type: none"><li>*Moving between groups to check understanding and intervene to move learning forward.</li><li>*Observing a group and intervening in a coaching role.</li><li>*Providing immediate feedback, including marking to move the learning forward.</li></ul>	<ul style="list-style-type: none"><li>*Making observational assessments.</li><li>*Pupil conferencing.</li></ul>
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The children (independently, in pairs or in groups) could be:

<b>Foundation</b> Development of knowledge, understanding, concepts and skills	<b>Developing</b> Using knowledge, understanding, concepts and skills together and independently	<b>Secure</b> Applying knowledge, understanding, concepts and skills	<b>Excellence</b> Applying and extending knowledge, understanding, concepts and skills to a new situation
<ul style="list-style-type: none"> <li>*Working in a concrete context.</li> <li>*Working in a real life context.</li> <li>*Using models and images to support understanding.</li> <li>*Using key vocabulary (from working wall).</li> <li>*Unpicking misconceptions.</li> <li>*Regularly repeating the key learning WALT e.g. list of number bond sums.</li> <li>*Using peer learning buddies to support key learning.</li> <li>*Using models and learning resources (including working wall), with support.</li> </ul>	<ul style="list-style-type: none"> <li>*Completing tasks that involve using learning from previous direct teaching (independent repetition of modelled/guided tasks).</li> <li>*Using models and learning resources (including working wall) independently.</li> </ul>	<ul style="list-style-type: none"> <li>*Creating some elements of success criteria.</li> <li>*Applying learning in different contexts.</li> <li>*Identifying and understanding mistakes - use of 'honesty cards'.</li> <li>*Using models and learning resources (including working wall) independently.</li> </ul>	<ul style="list-style-type: none"> <li>*Creating and reviewing success criteria.</li> <li>*Applying learning in an abstract context.</li> <li>*Preparing for next part planned learning.</li> <li>*Pursuing own lines of enquiry within the context of current learning.</li> <li>*Explaining knowledge, skills or understanding to another child/group of children e.g. leading a group and peer mentoring.</li> <li>*Teaching another child/group of children a new method.</li> <li>*Using prompts (including working wall) to work out a new method.</li> </ul>
<ul style="list-style-type: none"> <li>*Using a stop watch to time tasks on a regular basis – looking for an improvement.</li> <li>*Using previous learning to solve a problem.</li> <li>*Using previous learning across the curriculum.</li> <li>*Completing peer and/or self-assessment (against WALTs).</li> <li>*Responding to feedback, including marking.</li> </ul>			