


# Burnt Tree Primary School



## Teaching and Learning Policy

Signed by Chair of Governors	
Date	16/04/2024
Review Date	April 2026

# **Principles and Implementation**

## **School Aims and Implementation**

Burnt Tree Primary school aims to provide children the opportunity to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

Our curriculum drivers encourage children to be:

- Ambitious Individuals
- Curious Thinkers
- Global Citizens
- Excited Learners
- Knowledgeable Speakers
- Resilient Warriors

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning entitlement and environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.

## **Learning and Teaching Policy Introduction**

- a) Learning and teaching are the key functions of our School.
- b) At Burnt Tree Primary we work towards the aims of the School through providing high quality learning experiences within all we do; in the discreet and hidden curriculum, in the School environment and the interactions between all members of the School community. We believe that we teach the children through all that we do: through the implementation of the policies, systems and practice that determines the curriculum and school day; learning and teaching should not just be seen as an isolated activity that happens in a classroom.
- c) We use our 'curriculum drivers' to underpin the learning and experiences the children receive in all areas of school life and to ensure our curriculum offer is enriched. These curriculum drivers are personal to our school and reflect the social and educational needs of our local area.

- d) 1. Learning should be a rewarding and enjoyable experience for everyone i.e. learning should be fun and enable children to make expected or accelerated progress;
2. Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future;
3. High quality teaching and learning experiences support children to be able to lead happy and rewarding lives, now and in the future;
4. High expectations of learning behaviours are evident through explicit teacher modelling.

## **Aims**

To ensure all staff, children, parents and carers and Governors are aware of the aims for Learning and Teaching at Burnt Tree and that these are consistently applied in order to:

- Promote high quality teaching and learning across the school;
- Raise standards by ensuring consistency and continuity of teaching and learning;
- Ensure all children are included, motivated and engaged by their learning;
- Promote high quality learning experiences that focus on the development of skills, knowledge and understanding;
- Promote the idea of lifelong learning for all members of the School community: children, parents/carers, staff and Governors.

## **Support Staff**

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents and carers and staff and parents and carers;
- Providing a secure, stimulating environment where all children are supported in responding to the challenges involved in moving towards their full potential;
- Providing a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of the children;
- Addressing issues of entitlement to ensure equality of opportunity for all children;
- Rewarding children for all the good things they do both in School and in the wider community;
- Promoting a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others;
- Providing the skills which encourage children to become confident, independent learners.

## **Children**

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Attending school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn;
- Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts;
- Persevering with their learning and knowing that when they find it difficult they can ask for help;
- Taking pride in their work, always trying their best and aiming to get better all the time.

## **Parents and Carers**

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- To be understanding and supportive of our aims in learning and teaching;
- To attend and parents evenings open-days and inspire sessions;
- To support their children with their homework activities including reading and helping their children improve skills in memory needed for learning through practising a concept, memorising a text or knowing the multiplication tables (please refer to Homework Policy);
- To communicate and work with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding.

## **Governors**

To support the aims of the School through:

- Promoting positive relationships between the Governing Body and all other members of the School community including; children, their parents/carers and staff;
- Visiting the school to speak to the different subject leaders about how the subject is tracked, monitored and reviewed;
- Visiting the school and discussing with the Head teacher and Deputy Head Teacher about the school's systems for planning work, supporting staff and the monitoring process;
- Visiting the school to find out about how the standard of achievement is changing over time;
- Visiting the School and talking to the children about their learning experiences;
- Promoting and supporting the positive involvement of parents within the school;
- Attending training and other related events;
- Reporting to the governing body with recommendations, if appropriate, annually;

# Implementation of the Teaching and Learning Policy

Teaching at Burnt Tree Primary School is 'Learning Centred', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.

## **A. What is 'good learning'?**

At Burnt Tree Primary School we believe that children learn best when;

- They are encouraged to form positive relationships with their teacher, peers and other members of the school community;
- They have clear direction and are praised for all the good things that they do;
- They are actively involved in their learning at an appropriate level to match their learning needs;
- They are encouraged to become increasingly autonomous learners;
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
- They are working in an environment which is safe, caring, supportive and stimulating;
- Their learning is well structured and delivered;
- Their learning is effectively differentiated and/or scaffolded;
- Their learning addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision;
- Their learning encompasses the values and skills of the school in aiding the development as future effective citizens;
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.

**A 1. At Burnt Tree we believe that children learn best when they are encouraged to form positive relationships with their teacher, peers and other members of the school community.**

- Children and adults demonstrate mutual respect.
- Children and adults developing a good rapport with one another.
- Children demonstrating respect and consideration for themselves and others modelling the values and skills of the school at all times.
- Children reflecting on how their behaviour affects themselves and others.

- Children working with adults to establish and meet rules and targets for both learning and behaviour.
- Children supporting, encouraging and praising each other.
- Children being intelligently critical of their own work and that of others.
- Children taking pride in shared and personal successes.
- Children able to work independently and in collaboration with others.
- Children able to reflect and evaluate on their own progress and learning through using and developing effective communication skills from explicit modelling.
- Children being keen, able and confident to tell their parents/carers about their school-day in an honest way.

**A 2. At Burnt Tree we believe children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.**

- Creative teaching and creative learning.
- Teaching that avails the construction of skill and knowledge of structures, making learning accessible and motivating for children.
- Learning activities that enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and learn more.
- A pace of learning that is optimised for progress and high quality outcomes.
- Children's home-learning being valued.
- Children learning independently.
- Children choosing their own level of challenge.
- Children collaborating on projects.
- Children enjoying their learning.
- Well-judged and effective teaching strategies successfully engage pupils | their learning - *a hook, learning journey and high quality outcome* will be evident in each unit of learning.
- Teachers use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning.
- Well framed questions, knowledgeable answers and the use of discussion, promotes deep learning.
- Appropriate home-learning is set to nurture children's enthusiasm and curiosity and develop their understanding in areas under study.
- Learning and learning outcomes, both within school and at home, are celebrated regularly in public forums such as Star of the Week assemblies, letters sent home to parents, Excellent Work boards in each class, displays across the school.

**A 3. At Burnt Tree we believe children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.**

- An atmosphere of mutual respect between adults and children.
- Children who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.
- Children's high self-esteem, with all children feeling valued and secure.
- Children taking risks in their learning, and learning from their mistakes.
- Children's learning outcomes displayed around the classroom and the school for others to appreciate and admire.
- Organisation of classroom routines and resources to optimise learning.
- They teach children how to behave well.
- They employ positive strategies for managing children's behaviour that help pupils understand the school's expectations and that these strategies are underpinned by the clear range of rewards and sanctions set out in the schools behaviour policy and these are applied fairly and consistently.
- Good behaviour is modelled by staff at all times in their interaction with children and other adults, with conflict dealt with in a calm and fair manner – they will not shout or lose their temper.
- Children will be encouraged in their learning and their efforts will be praised both in the classroom and assemblies.
- Any criticism will be constructive and children's self-esteem will always be maintained.
- A clear behaviour policy is in place and all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently across the whole school.
- High expectations of behaviour, including children's attendance and punctuality at school, are communicated to, and shared by, all children, parents and staff.
- Safe guarding procedures are in place and are adhered to.
- The school will actively promote fundamental British values (democracy, the rule of law, individual liberty, mutual respect and tolerance of those different faiths and beliefs).

**A4. At Burnt Tree we believe that children learn best when they are actively involved in their learning at an appropriate level to match their learning needs.**

- Children enjoying their learning and allowing others to do so as well.

- Children eager to ask questions competently using whole sentences, at a variety of levels.
- Children making informed contributions to class discussions and shared learning experiences.
- Children learning from 'hands on' experiences; practical and appropriate activities.
- Children working on task for increasingly extended periods of time.
- Children engaged in a range of independent and collaborative tasks.
- Children keen to talk about what they have been doing and what they have learned.
- Children gain an appreciation of learning that continues to flourish as they become older.

**A5. At Burnt Tree Primary we believe that children learn best when they are encouraged to become increasingly autonomous learners.**

- Children showing initiative and taking responsibility for their own learning including;
  - i. Independently organising their own learning resources and are quickly able to begin their work;
  - ii. Using their learning targets to assess their own work, and those of other children, against the lesson's WILF (success criteria); thinking of ways to improve their work;
  - iii. Having access to clearly labelled resources and being able to select and use them with increasing independence;
  - iv. Developing their research skills using a variety of resources;
- Children are increasingly able to manage their own emotions and relationships.

**A6. At Burnt Tree we believe that children learn best when they are appropriately challenged with learning experiences which are relevant to their lives and interests and are motivating and engaging.**

- Children engaged in activities which challenge and extend their thinking, develop their knowledge, skills and imagination and increase their use of appropriate vocabulary.
- Children taking pride in their work and wanting to succeed in it.
- Children being involved in investigations and reasoning and problem solving tasks.
- Children having the opportunity to work both within the School environment and also in alternative environments, when appropriate, during educational visits.
- Children keen to finish and improve their work and persevere with tasks which they think are difficult.
- Children being aware of their learning and social targets and know how to work towards achieving them.
- Children being able to use oral and written feedback effectively (at the age appropriate level) in order to see gaps in their learning and what they need to do in order to make further progress.



- Children are sometimes given the opportunity to choose elements of their own learning (chilli challenges), this enables them to choose the level of work that they feel is most appropriate.

**A7. At Burnt Tree we believe that children learn best when their learning is well structured and delivered.**

- Children aware of the WALT (learning goal) and WILF (success criteria) for the lesson and the pace at which they are expected to work at in order to achieve this.
- Children making good progress, building upon what they have already learnt, developing new skills, knowledge and understanding and being able to apply them in different contexts.
- Children knowing what to do, both socially and in their learning, and what is expected of them.

**A8. At Burnt Tree School we believe that children learn best when their learning is effectively differentiated.**

- Children engaged in activities which are differentiated effectively by either prescribed outcome, the support given, resources or task; or a combination of any of these, to match their needs and extend their learning.

**B. What is 'good teaching'?**

At Burnt Tree we believe that good teaching is when teachers (and other School staff when applicable);

- Form positive relationships with the children in their class and other members of the school community;
- Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children;
- Insist on high expectations of learning and social behaviours;
- Ensure that effective direction and support is given in order that the children make good progress;
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;
- Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning;
- Develop and maintain safe, secure and inspiring classroom and learning environments;
- Demonstrate effective lesson organisation;

- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time;
- Use resources effectively, including other adults, to support children's learning;
- Use technology effectively in order to support children's learning;
- Develop the range of reading skills required to access all the curriculum effectively;
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding;
- Are reflective regarding their professional practice and the overall provision the School offers.
- Ensuring that teachers and teaching assistants are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions.

**B1. At Burnt Tree we believe that good teaching is when teachers (and other School staff) form positive relationships with the children in their class and other members of the school community.**

- Adults and children demonstrating mutual respect;
- Adults and children developing a good rapport with one another;
- Adults demonstrating respect and consideration for themselves and others;
- Adults understanding that their behaviour is a model for the children in the school and therefore ensuring that their behaviour is exemplary;
- Adults working with children to establish and meet rules and targets for both learning and behaviour;
- Adults demonstrating support, encouragement and praise to children and other adults and encouraging this to be reciprocal within the School community;
- Adults taking pride in shared and personal successes;
- Adults taking an active part in the life of the school by acting professionally and with sensitivity;
- Adults working and communicating effectively with children, colleagues at all levels and parents/carers in order to maximise children's learning;
- Adults being keen, able and confident to tell their colleagues about their school-day in an honest way.

**B2. At Burnt Tree we believe that good teaching is when teachers plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children.**

- Senior leaders develop clear and consistent structures and systems for all aspects of curriculum planning;

- Planning at Burnt Tree for the most part is not a document, but a clearly devised succession of lessons that are '*planned*' for via the high quality resources that are made.
- As with written planning, teachers and School leaders, at all levels, have an understanding of and are able to effectively utilise the complete planning process; including the use of the Year Road maps to develop long, medium and short term plans, to inform both the construction of the curriculum and its delivery;
- As with written planning, all planning is suitably differentiated for all learners with clear learning and steps to success in language the children will understand.
- Progress in the children's learning (in their books, on the working walls, in conversation, in their learning behaviour).
- As with written planning, all '*planning*' ensures a range of engaging activities to develop children's skills, knowledge and understanding.
- As with written planning, all '*planning*' ensures that key resources to be used which support learning are identified, including the strategic deployment of any other adults.
- A planning and assessment curriculum document is in place, and divided into skill for each year group, which ensures a broad and balanced curriculum is delivered.
- Subject specific curriculum policies are in place.
- A monitoring cycle is in place to support the progress of individuals and groups of learners: pupil progress meetings, lesson observations, book scrutiny, learning walks, in class support provided by leaders.

**B3. At Burnt Tree we believe that good teaching is when teachers (and other adults) insist on high expectations of learning and social behaviours.**

- Senior leaders develop clear and consistent structures and systems for all members of the School community that identify expectations for both learning and social behaviours;
- Teachers and other adults maintain positive relationships with the children without underestimating the need for good behaviour;
- Lessons are well paced, interesting and match the children's learning needs so that all children are encouraged to display good learning behaviours;
- Teachers and other adults consistently but sensitively use the School's Behaviour Policy in order that all children know what is expected of them, can learn and socialise appropriately and understand the difference between right and wrong and that there are consequences to their actions;
- Children are praised and rewarded for the good things that they do and sanctioned if they do not do the right thing.

**B4. At Burnt Tree we believe that good teaching is when teachers (and other adults) ensure that effective direction and support is given in order that the children make good progress.**

- Senior leaders develop clear and consistent structures and systems for all members of the School community that identify expectations for both learning and social behaviours;
- Children are given clear consistent direction about their expected conduct both in lessons and around the School;
- Children's work is regularly, assessed; verbally or in written form, clearly stating what the children have done well and what their next steps in their learning are;
- Children and teachers use a variety of accurate, timely and regular assessment strategies in order to assess children's work in relation to the lesson's learning;
- Teachers and children to develop accurate and timely use of the assessment performance descriptors for Reading, Writing and Mathematics in line with the Primary Curriculum.
- Teachers have a secure understanding of what each child is capable of in their class and will only accept appropriate outcomes for each individual, relative to their ability and moderate work within year groups, phases and across the school in order to support accuracy and consistency.
- Teachers have a secure understanding of progression within all subjects; including what skills, knowledge and understanding need to be demonstrated for a child to aim to achieve at National Standard and what the next steps for that child are in order that they make progress in their learning, or where to find this information for all curriculum subjects.

**B5. At Burnt Tree we believe that good teaching is when teachers develop and sustain good links with parents and carers in order to support the children's learning.**

- Senior leaders, at all levels, teachers and other staff use informal and formal opportunities to develop positive relationships with parents and carers that enable clear, honest and relevant information to be shared which is aimed at supporting learning and the development of good learning and social behaviours.
- Teachers use the following opportunities to work towards the aim stated above.
  - i. Formal opportunities such as parents and carers meetings, annual reports and meetings organised at the request of either School or parents/carers.
  - ii. Informal opportunities such as at the beginning and end of each school day, on educational visits and through extended schools opportunities.
  - iii. Inviting parents into School so that they can share their expertise in order to support children with their learning;
  - iv. Liaising regularly with parents and carers in a variety of ways including; sending home or verbally sharing 'Star of the Week' invitations, home/school communication books and Reading Diaries.

**B6. At Burnt Tree we believe that good teaching is when teachers develop and maintain safe, secure and inspiring classroom and learning environments.**

- The classroom and learning environments will be managed in a way that supports the development of learning; academic, social and emotional. Features of this will include:
  - i. Furniture being arranged to facilitate different types of learning; through whole class teaching, group work, one to one and also to ensure inclusion.
  - ii. High quality classroom and corridor display with a focus on the celebration of children's work (laminated).
  - iii. Age and ability appropriate learning resources which are clearly labelled and accessible for all children as appropriate;
  - iv. High knowledge dens which encourage children to have an interest in books and reading, researching and investigating a broad and balanced curriculum;
  - v. All classroom and corridor displays will, as far as is practicable, reflect the cultural and linguistic diversity of the School population including annotations and titles in other languages represented and spoken by the children in the school.
  - vi. The acknowledgement by School leaders, at all levels, and all staff that communal areas within the School environment such as the playgrounds, School Halls and 'Rewards Rooms' contribute to the academic, social and emotional development of children and therefore receive due consideration and are developed accordingly.
  - vii. Further expectations for the classroom environment can be found in the School's Non-negotiables document.
- Teachers ensuring that children have the opportunity to work both within the School environment and also in alternative environments, when appropriate, during educational visits.

**B7. At Burnt Tree we believe that good teaching is when teachers demonstrate effective lesson organisation.**

- Lessons are well structured to include appropriate time for an introduction, independent or collaborative tasks and for a plenary or series of mini-plenaries with ample opportunity for teacher/child interaction, in order to discuss, enhance, reflect and further develop the children's learning.
- Teachers provide clear direction to ensure children know what they are doing and how to do it including the modelling and demonstration of key elements within lessons, working with a guided focus group when appropriate using the day-to-day assessment of the children's progress.
- Teachers apply the most appropriate classroom organisation, both in terms of the physical environment and also how the children are organised, in order to match and contextualise the children's learning.
- Opportunities are available for children to engage in practical activities, investigations and problem solving.
- Teachers provide opportunities for children to practice and reinforce skills learnt and appropriate extension and challenge activities.
- Teachers use appropriate resources, including the use of ICT to support and extend children's learning.

- Resources are clearly labelled; the children can access them and use them with increasing independence.
- Teaching Assistants are well deployed, optimising all learning opportunities and throughout their conduct in school set high expectations of themselves and the children.

**B8. At Burnt Tree we believe that good teaching is when teachers effectively assess and monitor children's progress in order that they can affect children's learning both within individual lessons and over time.**

- Senior leaders, at all levels, and all teachers maximise the opportunities to impact on children's learning through self-evaluation structures and on-going classroom assessment and feedback. This will involve senior leaders, at all levels, and teachers engaging in the following activities and affecting practice accordingly;
  - i. The analysis of statutory assessment data to evaluate individual, group and cohort standards and achievement.
  - ii. The regular assessment and tracking of children's standards and achievement in Reading, Writing and Mathematics in years 1-6 in relation to individual targets set.
  - iii. The regular evaluation of progress shown by all children in years 1-6 (in the areas noted above) through discussion between senior leaders.
  - iv. The regular monitoring of progress in Foundation Stage, establishing provision targets for individual, group and cohorts of children against assessment criteria within the Foundation Stage Profile.
  - v. Class teachers regularly assessing children's understanding and progress both within lessons, at the end of lessons and over time in order to quickly recognise children's barriers to learning and moving swiftly to overcome them and using these assessments to inform the next stage of learning and the planning process;
  - vi. Teachers providing encouragement, praise and rewards for the effort, outcomes and progress children make.
  - vii. Teachers use diagnostic feedback to children; either verbally or in written form, which can be used by the child to improve their learning with the child becoming increasingly active within this process.
  - viii. Children becoming increasingly involved in assessing their own and others learning and taking appropriate actions to develop this e.g. self-assessment against the lessons learning steps to success.
  - ix. Teachers liaising with the School's SENCO in the formulation and implementation of any intervention programme including children's Education Health Care Plans (EHCPs) and evaluating the impact of these on the children's learning.

**B9. At Burnt Tree we believe that good teaching is when teachers use questioning effectively to gauge and extend children's skills, knowledge and understanding.**

- Teachers ask a range of questions (comprehension, knowledge, application, analysis, synthesis and evaluation) to children in order to check understanding and move their learning forward; and increasingly expect the children to ask such questions themselves using the appropriate language.

**B10. At Burnt Tree we believe that good teaching is when teachers are reflective regarding their professional practice and the overall provision the School offers.**

- Senior leaders, at all levels, and all staff are aware of the need to be both reflective and proactive in developing both the School and themselves in order to develop and sustain effective provision and practice. This is exemplified through effective and robust School systems and structures within the accountability process including:
  - a. School self-evaluation practices;
  - b. The Performance Management Cycle;
  - c. Bespoke whole, group or individual staff Continuing Professional Development
  - d. The School's meetings cycle; including Governors, Senior Leaders, teaching staff, phase group, and teaching assistants;
  - e. Informal support from colleagues at a variety of levels.

### **C. What is a good lesson?**

At Burnt Tree we believe that a good lesson should comprise of the following elements;

- Planning – Before the lesson;
- Introduction to the lesson;
- Main teaching;
- Group teaching and independent activities;
- End of the lesson; plenaries and/or mini plenaries within the lesson;
- Use of assessment and evaluation – before, during and after the lesson.

### **C1. Planning - Before the lesson teachers will:**

- Use formal and on-going assessments in order to determine where the children are in their learning and their next steps;
- Establish a clear WALT (learning goal) in 'child friendly' language arising from this assessment, the WILF (success criteria) that will enable the children to achieve the

learning and opportunities for both children and the teacher to assess progress against these;

- Establish an initial 'hook' that will motivate and engage the children;
- Contextualise the learning either by making it relevant to the lives and/or interests of the children, and where appropriate making cross curricular links;
- Plan an appropriate structure of differentiated activities that will enable the children to engage in their learning and meet the learning; including the use of other adults and the timings of the lesson; ensuring maximum learning opportunities and catering for all learning styles.

## **C2. Introduction to the lesson – A good introduction to a lesson will include:**

- Recapping on prior learning, allowing time for the children to look at their feedback from the previous lesson;
- Sharing the learning with the children and referring to at different stages throughout the lesson to keep learning focussed;
- Sharing the WALT and WILF with the children so that they know exactly what they need to do in order to achieve the learning and where appropriate enabling the children to develop own steps to success through clear modelling;
- Introducing subject specific language which is modelled by the teacher during the session with an expectation that the children will use the vocabulary in their verbal and written responses;
- Putting the learning into context; explaining to the children why they are learning what they are learning;
- Using appropriate resources, including ICT and other adults, in order to support children's learning;
- Ensuring there is a good balance between teacher and child talk and that all children are actively involved, engaged and challenged in meaningful activities;
- A wide range of assessment strategies are used by both the children and the teacher in order to ascertain progress made.
- Evidence of positive relationships between children, their teacher and the other adults in the room; everyone displaying good social and learning behaviours.

## **C3. Main teaching - The main teaching part of the lesson will include:**

- Informing the children of the WALT and WILF and specific language to be used;
- Teacher modelling the process and task which is expected of the children;
- Using resources which stimulate, sustain and support children's learning;
- Appropriately differentiated questioning;
- Good pace to the lesson; ensuring that it is not too quick that children are not understanding their work and are being left behind; but pacy enough that children remain engaged;
- Secure subject knowledge demonstrated by the class teacher;
- All children actively involved and engaged in their learning;



- High expectations of children both in terms of their work and their learning and social behaviours;
- Praise for the children when they do the right thing, achieve well and make progress;
- A wide range of assessment strategies which are used by both the children and the teacher;
- Evidence of positive relationships between children, their teacher and the other adults in the room; everyone displaying good social and learning behaviours.

**C4. Group teaching and independent activities – This part of the lesson will include:**

- Differentiated activities through prescribed outcome, support, resources, etc which match the learning and steps to success;
- Opportunities provided for the children to talk about learning, experimenting with concepts, asking questions and learning in preferred learning style;
- The teacher normally teaching a focus group; moving that group's learning forward and maximising all opportunities for learning;
- Effective use of other adults, in order to support learning and/or move it forward;
- Mini plenaries, where appropriate, to either move learning on, consolidate learning or address misconceptions;
- Children receiving positive and specific feedback about their effort and their learning;
- Time reminders to indicate to the children how long they have left to complete activities;
- A purposeful learning atmosphere dependent on the task the children are completing.

**C5. End of the lesson – A good plenary or series of mini plenaries will include:**

- Reference to the learning that has taken place and steps to success;
- Teachers and increasingly children making assessments which will inform future learning;
- The use of a range of assessment strategies; allowing children time to reflect on their learning, checking to see if they have met the lesson's learning using the lesson's steps to success;
- Children receiving positive and diagnostic feedback about their effort and work;
- Consolidation of the lesson's learning, reflecting on whether the steps to success have been achieved, moving learning forward, addressing misconceptions, further peer or teacher modelling of work, making links to future learning,

**C6. Assessment and evaluation – after the lesson, good assessments made by the teacher will include:**

- Evaluating whether all the children or groups of children achieved the learning and met the lesson's steps to success, and whether the children's learning moved on and if it didn't, why not?
- Reflecting on which parts of the lesson went well, which parts were the children most engaged in; and which parts of the lesson did not go so well and why;
- Reflecting on whether the work needs to be revisited at the start of the next lesson or does the learning objective need to be completely revisited again;
- Diagnostically marking the children's work, clearly stating what they have done well and what the next stages in their learning are (using the School's marking codes);
- Using assessment to inform future planning.
- The use of a range of assessment strategies; allowing children time to reflect on their learning, checking to see if they have met the lesson's learning using the lesson's steps to success;
- Children receiving positive and diagnostic feedback about their effort and work;
- Consolidation on the lesson's learning, reflecting on whether the steps to success have been achieved, moving learning forward, addressing misconceptions, further peer or teacher modelling of work, making links to future learning.