



St Leonard's CE(A) First School

Teaching and Learning Policy



'Let your light shine before others so that they may see your good works and give glory to your Father who is in heaven.'

Matt 5:16

Adopted by the Governing Board:

May 2023

Date for review: May 2024

This policy must be renewed regularly to reflect new initiatives, changes to the curriculum and developments in technology or changes to the physical environment of the school.

Date of last policy reviewed	Changes made
September 2018	<p>Dates and names changed. School day and organisation section updated. Curriculum enrichment added. Planning expectations for staff changed to reflect workload agenda. Marking and Feedback changed to reflect workload agenda. Presentation - Golden rules added. Teaching non-negotiables added.</p>
September 2019	Dates and Names.
March 2021	Covid-19 reference additions
March 2022	<p>Whole school learning quests added. 4 year rolling programme added. Cursive handwriting to be taught only when clear letter formation is secured. Section added on outdoor learning. Planning section revised. Inclusion of learning principles and blooms taxonomy. School day times altered. Update of marking and feedback process. Changes to parent consultation meetings added. Monitoring process adapted. Non negotiables changed to best practice ingredients.</p>
May 2023	<ul style="list-style-type: none"> • Teaching non negotiables changed to 'best practice guidance'. • Inclusion of 'Research tells us that the best CPD for staff is regular and ongoing so this is what we aim to provide.' • Inclusion of 'Parent consultation meetings may be carried out face to face, virtually or over telephone, we aim to provide a range of choices to make sure we can discuss pupil progress with ALL of our families. Longer 30 minute plus parent consultation meetings are used where necessary. • References to Covid-19 removed. • Coaching of teaching staff added to monitoring section. • Marking pencil added to appendix.

Teaching and Learning Policy

Values underpinning Teaching and Learning

At St Leonard's First School our purpose and aim is to deliver the highest standards of teaching and learning, educating the whole child as preparation for life by valuing hard work and learning together as a school family, learning together with families is at the forefront of our mission. All children have an entitlement to the highest quality of teaching and teachers have a professional responsibility to ensure that their teaching meets this standard. School leaders have a responsibility to monitor, evaluate and review teaching and learning both at school and at home to ensure that this high standard is met.

We have now developed a new blended learning approach for the community we serve to learn at school and home where required. This is detailed in our remote education policy.

At St Leonard's we aim to inspire; a curiosity for life, a love of God and one another, a willingness to help those in need and a respect for our world, through worship and celebration together in our school and local church.

Our mission for teaching and learning is based around our four core school values.



Our core values are linked to both British Values and a set of related learning behaviours which we endeavour to ensure that all children learn more about and learn how to demonstrate throughout their time with us at St Leonard's.

Children are taught about learning behaviours through weekly worship time and house team projects and take part in activities which enable them to show both their endeavour and their curiosity.

Our commitment to giving children roles and responsibilities and leadership opportunities helps them to develop the independence and confidence to succeed and to treat others as they would wish to be treated with Love and Respect.

All children are different and all equal. We ensure that everyone's special talents are allowed to shine through like bright flames. We do this by ensuring our curriculum adapts to pupil's interests and talents. We also ensure that all children are given the opportunities, the support and challenge they need to reach their potential and meet the high expectations set for them in every area of school life, regardless of sex, race, ability, social class, religion or appearance.

We encourage children to take responsibility for their own learning, to be as involved as possible within their own learning journey. Through our marking and feedback pupils are involved with both self and peer assessment to move their learning on. Children progressively learn computing skills which allow them to learn independently through the use of their individual iPads and online Seesaw platform which enables a dialogue with parents who can support their children effectively at home.

If this policy is successfully implemented it will result in children who:

- Are active, independent, well-motivated and positive learners.
- Achieve to the best of their ability and take pride in their work.
- Attain the highest possible standards.
- Display high standards of behaviour.
- Are eager to learn more.

Learning Behaviours we value at St Leonard's.



Concentrating Crocodile

I need to concentrate to follow the school rules, to learn more about our school values and to learn new things.



Proud Peacock



Choosing Chimp



Creative Chameleon



Exploring elephant



Persevering Parrot



*Slinky Linky Snake
Linking all of my learning
together with our school
values.*

The Headteacher is responsible for Assuring that Teaching staff have the highest of expectations for their pupils and endeavour to help them reach them.

The Teacher standards alongside the teaching non-negotiables developed by school teaching staff (Appendix 1) are used to monitor standards of teaching and learning.

The teaching staff subject advocates are responsible for passionate improvement of teaching and learning within their subject. They are responsible for:

- Developing practical ideas to encourage the best learning from the children.
- Supporting staff in implementing learning strategies.
- Meeting together with other staff to monitor and track pupil progress.
- Meeting together to devise action plans to close gaps in learning.
- Keeping up to date with new developments in teaching, learning and assessment.
- Feeding back to the Governing Board on pupil progress.

Teaching Staff

Teaching staff are deployed according to their strengths in order to continually improve the learning experience for pupils and enable the highest of expectations.

Professional development

Engaging in appropriate on-going professional development, both self-initiated and as identified through monitoring and performance management ensures that teaching staff keep their skills and subject knowledge at a high level. Teaching staff are asked to complete a reflective log after training to assess the impact it will have on their work in school. Research tells us that the best CPD for staff is regular and ongoing so this is what we aim to provide.

Teaching Assistants

Teaching Assistants are assigned to work with a particular class or a particular child. The teachers and school SENDCO are responsible for the effective direction and deployment of TA's to support learning. Teachers and TA's discuss planning and feedback daily to ensure learning intentions and activities are clear. TA's report on successes and next steps weekly for the children they work with. Teachers give further advice for the TA for the next week. TA's work with a variety of children across the week and use a range of intervention strategies to personalise learning for children.

Specialist support

Additional support is provided from a range of sources to identified pupils so that all children can access and fulfil their potential.

Behaviour

The behaviour of all children in school, anywhere in the school, is the responsibility of all staff in the school. We promote good behaviour in the class room and around school using the positive strategies detailed in our school Behaviour policy. All staff are expected to manage behaviour effectively to ensure a good and safe learning environment.

Curriculum

Our curriculum has been designed with a backbone of whole school curiosity learning quests. This allows the whole school to become immersed in a theme together and to allow teachers to collaborate and share ideas. It is both creative and stimulating. It is also designed as a 'story book' curriculum, using high quality fiction and non-fiction texts as a stimulus for learning across the curriculum subjects, meeting the requirements of both the National Curriculum and the Early Years Foundation Stage.

We value children as individuals and provide learning opportunities that build on their strengths, interests and talents. We involve our pupils in curriculum planning at the start of each topic, putting them at the centre of their own learning. The curriculum seeks to motivate and interest our children, it has regard for their needs and next steps in learning within a range of knowledge, skills and attitudes. Their love of learning grows through the links made across all curriculum subjects and their curiosity is supported by making links to their own lives and community. Relevance is also supported by inviting in a full range of visitors for 'question time' activities and engaging in a variety of educational visits off site.

Our curriculum has been designed to enable children to develop the skills they need to be effective, enthusiastic learners in the 21st century. It has also taken into account the local area in which the children live and is a thread running through the curriculum which is adapted according to the careers and jobs that they show interest in. It raises aspirations. Our curriculum aims to create enthused and energetic learners. There is a strong emphasis on keeping our children physically active throughout the curriculum and the day in order to achieve their 60 minutes of daily exercise.

In a small school, the staff know the children very well, enabling them to plan the teaching and learning to maximise each child's potential. Whole class teaching, small group work and individual teaching support the academic, moral, physical, creative, personal and social development of each child.

Our curriculum is based on a four year rolling program, which enables all children to access a broad range of learning and depth of learning in all subject areas. Our philosophy is simple. We know our children! If we know what interests and enthuses our children and we know where they are within their learning and what skills they have grasped, then we know what their next steps

are. Lessons are planned around these next steps and we differentiate learning to match the needs of the children within our classes.

- Learning intentions from the Early Learning Goals and National Curriculum underpin a broad, balanced and engaging curriculum.
- English is embedded across the curriculum within all topics. High quality texts with topic links are used to teach specific Literacy skills, wherever possible.
- The medium term plans outline the knowledge, key skills and attitudes to be taught in each term. Progression plans map out how this knowledge, skills and attitude develop in each year group.
- English and Maths are taught daily with contexts drawn from other subject areas where appropriate. Other subjects may be taught weekly or in blocks where this provides a more cohesive learning experience.
- Spelling and reading of key words and Arithmetic are taught through a programme of Precision teaching.
- Children are given tasks which have a clear sense of 'purpose' particularly in writing.

Wonder Days and Theme weeks

Throughout the year, we hold wonder 'enrichment' days and theme weeks for all children in the school. These days link to specific areas of the curriculum and are a chance for school house teams to work and collaborate together. Children gain learning opportunities which are outside the everyday range of activities.

Enrichment afternoon

During some half terms in the year, one afternoon a week is spent enriching pupils learning through a range of activities which contribute to National Curriculum objectives. Pupils work in their house teams for sessions such as: Photography, languages, rural crafts and Cookery.

Outdoor Learning

An hour every week for every pupil is spent learning outdoors on 'Welly Wednesday's'. Learning is planned to meet National Curriculum objectives or is of a Forest School nature.

Planning

Excellent subject knowledge and knowledge of children's learning should underpin effective planning. This should consist of challenging learning objectives based on accurate assessments. Long term planning is done by the teaching staff collectively within whole school learning quests. Medium and short term planning is the responsibility of individual teachers. This requires a thorough knowledge of each individual in the class, their prior attainment, their progress towards targets and their learning needs. Each half term, pupils are involved in the planning process for each subject area through asking questions that they would like to know the answers to.

St Leonard's does not require teachers to submit detailed daily planning as this is not an effective use of their time and we are committed to ensuring that our teaching staff maintain an appropriate work life balance. Teachers work together to map out a weekly sequence of learning from subject progression overviews. This sequence can be flexible following the pupil's next steps and interests and should be fluid in adapting to their needs in order to provide challenge and support. A school format is used to support staff in this process. This format prompts teachers to think carefully about how the learning content is taught to ensure that pupils 'retain' that learning weeks, months and years later using a range of techniques to support long term memory.

Subject planning requires staff to identify the key knowledge, interesting knowledge and the skills pupils will develop.

Teachers then produce a simple weekly overview of their learning activities specifying learning targets and opportunities for differentiation. This is focused on impact and reduction of workload. It provides prompts to support the teacher in thinking about what will 'hook' the children or act as a 'fascinator' to ensure lessons are real and vivid and provides opportunities to find and make resources to support learning. Teachers work together on planning where possible to raise standards.

Presentation of work

At St Leonard's we have high expectations of presentation and actively encourage all children to take pride in their work, by modelling this at all times. Children are taught cursive handwriting in Early Years as soon as their fine motor skills are developed enough and their letter formation is clear and

accurate. Pupils are encouraged to check their work using a school checklist of Golden Rules.

Structuring Learning

The way lessons and units of work are structured reflects our understanding of the learning process. Teachers are responsible for all aspects of the learning cycle: creating a safe and stimulating learning environment, assessment for learning and target setting, planning progressive sequences of lessons, with differentiated and challenging learning objectives, modelling, providing engaging activities, giving effective feedback, monitoring progress and identifying children's next steps in learning.

As a Dyslexia Friendly school we use a variety of learning approaches to challenge and encourage all learners to achieve.

In EYFS, teachers ensure opportunities for self and teacher directed learning.

In planning and delivering learning, teachers:

- Teachers ensure that learning is sequenced effectively to build skills and knowledge through the week and term.
- make effective use of accurate assessment to build on prior learning.
- describe the outcomes and expectations.
- ensure learning objectives and success criteria are shared and exemplified. Learning objectives are displayed in pupils work books and referred to as a key element throughout each lesson.
- Model skills required to meet the learning objective and success criteria.
- Ensure modelling writing is aimed at the highest level in the class.
- Encourage high standards of presentation, effort and achievement.
- Provide opportunity where appropriate or necessary for pupils to record verbally or using the technology of their IPad or via adult support/scribe.
- Pay regard to the learning principles which support pupils to retain higher rates of learning.



In planning and delivering learning, teachers engage learners by:

- Planning carefully how to help pupils learn.
- Making learning memorable-use props, stimulating resources and music.
- Giving the key information and vocabulary needed for the lesson.
- Using a multi-sensory approach, a variety of different learning styles.
- Asking open-ended and deeper questions to engage curiosity and assess understanding. (Using Blooms Taxonomy to support this process.)

LOW LEVEL THINKING SKILLS		Application		Analysis		Synthesis		HIGH LEVEL THINKING SKILLS	
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Knowledge	Comprehension	Application	Evaluation
Recall Reproduce facts without understanding. Exhibits previously learned material by reciting facts, terms, basic concepts and answers.	To show understanding Finding in-formation from the text. Demonstrating basic understanding of facts and ideas.	To use in a new situation. Solving problems by applying acquired knowl-edge, facts, techniques and rules in a different way.	To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to sup-port generalisations.	To change or create into some-thing new. Compiling information to-gether in a different way by combining elements in a new pattern or proposing alternative solutions.	To justify. Presenting and defend-ing opinions by making judgements about information, validity of ideas or quality of work based on a set of cri-teria.				
Key words: Choose Copy Define Duplicate Find How Identify Label List Listen Locate Match Memorise Name	Key words: Ask Classify Compare Contrast Demonstrate Explain Extend Generalise Give exam-ples Illustrate Indicate Interpret Match Observe	Key words: Act Apply Assess Build Calculate Categorise Classify Connect Construct Correlate Demonstrate Develop Diagnose Plan	Key words: Analyse Examine Find Focus Function Group Highlight In-depth Interference Interpret Investigate Isolate List Motive Order Organise Point out	Key words: Adapt Add to Build Change Choose Combine Compose Construct Convert Create Delete Design Develop Devise Discover Elaborate Estimate Experience Extend Formulate Happen Imagine Improve Innovate Integrate Invest Make up Maximise Minimise Modify Original Plan Predict Produce Propose Revise Revolve Simply Solve Speculate Substitute Suppose Tabulate Test Theorise Think Transform Visualise	Key words: Agree Argue Award Bad Choose Compare Conclude Consider Convince Criteria Critique Debate Decide Deduct Defend Disprove Dispute Effective Estimate Evaluate Explain Give reasons Good Grade How do we know? Impor-tance Infer Influence Interpret Judge Justify Measure Opinion Persuade Refrain Recommend Rule on Support Test Useful Validate Value Why Determine Mark				
Actions: Describing Finding Identifying Listing Looking Naming Recognising Retrieving	Outcomes: Definition Fact Label List Outline Reproduction Text Workbook Worksheet	Actions: Classifying Comparing Explaining Label List Outline Paraphrasing Summarising	Outcomes: Collection Carrying out Executing Implementing Using Journal Performance Presentation Scripture Simulation	Actions: Attributing Deconstructing Integrating Organising Outlining Structuring Survey	Outcomes: Demonstration Diary Illustrations Interview Journal Performance Presentation Scripture Spread sheet Survey	Actions: Constructing Designing Devising Inventing Making Planning Producing Song Story	Outcomes: Advertisement Film Media product New game Planning Plan Project Structuring Survey	Actions: Agreeing Checking Deconstructing Integrating Organising Outlining Structuring Report Spread sheet Survey	Outcomes: Abstract Chart Checklist Database Graph Mobile Plan Project Report Spread sheet Survey
Questions: Can you list three...? Can you recall...? Can you select...? How did... happen? How is...? How would you describe...? How would you explain...? How would you show...? When did...? When did... happen? Where is...? Which one...? Who was...? Who were the main...? Why did...?	Questions: Can you explain what is happening... what is meant...? How would you classify the type of...? How would you compare...contrast...? How would you rephrase the meaning...? What can you say about...? What facts or ideas show...? What is the main idea of...? Which is the best answer...? Which statements support...? Will you state or interpret in your own words...?	Questions: How would you use...? What examples can you find to...? How would you solve... using what you have learned...? How would you apply what you learned to show...? How would you show your understanding of...? What approach would you use to...? How would you apply what you learned to develop...? What other way would you plan to...? What would result...? Can you make use of the facts to...? What elements would you choose to change...? How facts would you select to show...? What questions would you ask in an inter-view with...?	Questions: What are the parts or features of...? How... related to...? Why do you think...? What is the theme...? What motives is there...? Can you list the parts...? How would you categorise...? How would you classify...? What evidence can you find...? What is the relationship between...? Can you make a distinction between...? What is the function of...? What ideas justify...?	Questions: What changes would you make to solve...? How would you improve...? What would happen if...? Can you elaborate on the reason...? Can you propose an alternative...? Can you invent...? How would you adapt... to create a different...? How could you change (modify) the plot (story)...? What could be done to minimise (maximise)...? What way would you design...? Suppose you could... what would you do...? How would you test...? Can you formulate a theory for...? Can you predict the outcome of...? How would you estimate the results for...? What facts can you compile...? Can you construct a model that would change...? Can you think of an original way for the...?	Questions: Do you agree with the actions/outcomes...? What is your opinion of...? How would you prove/disprove...? Can you assess the value/importance of...? What would you recommend...? How would you rate the...? How would you cite to defend the ac-tions...? How would you evaluate...? How could you determine...? What choice would you have made...? What would you select...? How would you prioritise...? What judgement would you make about...? Based on what you know, how would you explain...? What information would you use to sup-port the view...? How would you justify...? What data was used to make the conclu-sion...?				

- Using ICT (including iPads) and other resources to engage all learners (number sticks and fans, mini whiteboards).
- Using talking partner/learning buddy activities and providing learners with thinking time.
- Using the outside environment to inspire learning.

- Providing opportunities for literacy and numeracy skills to be applied in other subjects in a meaningful context.
- Ensuring support staff are deployed effectively.

Organisation

Children are taught in three classes (Sparks, Flickers and Flames.) The Early Years Foundation Stage are taught as one group with (year1 and 2) and (Year 3 and 4) in mixed groups.

For Phonics, SPAG and Arithmetic, children can be grouped according to ability in order to provide challenge and support in these key areas, depending on cohorts if necessary.

Within each class we teach in a mixture of individual, paired, small or larger groups and whole class teaching, depending on the task set, the outcomes sought, and the children's needs. Groups can be ability based, or mixed ability groups; again this is varied according to the tasks, outcomes required and children's needs. Activities are differentiated to best meet the individual learning needs.

The School Day

Time	Lesson/ Activity
8am	Breakfast club
8.45am	Core skills Learning Activities
9am - 9.05am	Register
9.05am	Worship
9.30am	Phonics/ Spelling groups
10am	Snack time
10.10am	English Lesson
10.45am	Outdoor break time
11am	Maths Lesson
11.55am	Wash hands for lunch
12pm	Lunch begins
1pm	Afternoon lessons (variable)
3pm	Story time
3.15pm	Hometime

The Supportive Learning Environment

Teachers are responsible for providing a caring, supportive and stimulating learning environment, which reflects our school values, in which children are encouraged to be the best they can be.

St Leonard's staff work hard to ensure that all children are happy and safe in the school environment. Any concern is important to us and we encourage parents to discuss any worries with their child's class teacher in the first instance.

We create a supportive learning environment by:

- Encouraging a 'can-do' culture - getting stuck should be seen as a learning opportunity. Scaffolding is provided, and problem solving strategies taught to ensure children know how to move on with resilience and resourcefulness.
- Provide opportunities for success for all children by pitching and differentiating lessons appropriately
- Supporting and challenging learning by ensuring appropriate resources are accessible for the children, encouraging them to be independent in different areas of their learning, including ICT.
- Celebrating achievement and valuing effort in the display and presentation of children's current learning across the curriculum
- Promoting an appropriate atmosphere for learning where children are encouraged to ask questions.
- Making expectations and boundaries clear by describing the behaviours we want and challenging all inappropriate behaviours.

Classroom organisation

- The organisation of the classroom, resources and pupils is of paramount importance if significant and purposeful learning is to take place.

Classroom resources

- Resources are stored in easily accessible places, visually labelled, with a system manageable to both children and teachers for distribution and collection. The system used should encourage pupil independence and initiative.

Classroom routines and systems

- Routines and systems are clearly established at the start of the school year and consistently applied throughout the year.

- Children enter the classroom in an orderly, quiet manner ready to start the lesson.
- Lessons start and finish promptly
- All staff follow the school Behaviour Policy and guidelines.
- A whole school reward system recognises pupil achievements (see Behaviour Policy).

Marking and Feedback

Teachers focus on feedback by 'conferencing' or having moving on conversations with pupils whilst they are working. Marking is kept to a minimum and focuses on pupils next steps. The learning target for the lesson is always indicated at the top of pupils work where it can be indicated whether the work is independent or supported and if applicable the Learning target has been understood, bearing in mind that our key objective is to ensure that learning is retained in the pupil's long term memory. Pupils are encouraged to correct any aspects considered non-negotiables by the teacher before any marking is carried out. They are often asked to respond to the teachers feedback to move their learning on and time is allowed for this activity. This ensures that pupils have a thorough understanding before moving on.

Teachers have worked together to design a shorthand marking code they can use to support the verbal feedback they are giving to pupils if they feel it is valuable. Marking is differentiated according to the needs of the pupil.

Recording and Reporting

Teaching staff are expected to keep a variety of written records of how the children are performing in English and Maths through the use of skills ladders. The school are working towards the use of skills ladders in all subjects. This is then fed into planning for subsequent learning.

St Leonard's reports to parents **three times annually**.

Autumn term: Parents consultation meetings.

Spring Term: Parents consultation meetings.

Summer Term: Written report showing whether children have met the age related expectations and a parents meeting if requested.

Parent consultation meetings may be carried out face to face, virtually or over telephone, we aim to provide a range of choices to make sure we can discuss pupil progress with ALL of our families.

Longer 30 minute plus parent consultation meetings are used where necessary.

The Role of parents

At St Leonard's we believe that parents have a fundamental and invaluable role to play in helping their child to learn and achieve their potential. We ensure that strong partnerships are made which facilitate this. We do this by:

- Using our See-Saw online learning platform as a direct link between home and school, teacher, child and parent.
- Holding parent consultation events to explain individual learner progress once a term
- Holding workshops to explain our school strategies for learning and teaching.
- Arranging additional meetings with parents where pupils have a specific learning need or difficulty with behaviour.
- Holding meetings to welcome new parents and children before they start and then four weeks after starting school.
- Sending information to parents at the start of each half term in which we outline the content that the learners will be studying in school and knowledge and skills they will gain.
- Providing explanations of how parents can support their child with home learning activities.
- Providing a home school starter pack for new pupils to the school to ensure early learning is embedded at home too.
- Setting homework which is differentiated to children's abilities and will move their learning on.
- Providing the children with reading diaries and home learning diaries and access to books well matched to their reading ability.
- Inviting parents along to theme days and stay and play events to immerse them and their children in the curriculum. Videos/live streaming events are used where required.

Inclusion

St Leonard's First School is committed to an inclusive education for all. Please refer to the school's inclusion policy for a detailed explanation of how this is achieved.

Monitoring of Teaching and Learning

This is carried out by the Headteacher, subject advocates and the Governing Board and externally verified through a number of on-going activities such as;

- Book scrutiny
- Coaching of teaching staff
- Observation of teaching and learning (including pupil voice during lesson time).
- A variety of pupil discussions (school council, worship council, lunchtime chats, Governor lunches, tea and cake with the Headteacher, Letters to the Headteacher).
- Rigorous in house analysis of school data, development and implementation of associated improvement plans.
- Learning walks
- External validations
- Subject or SEND monitoring
- Moderation meetings within school and with other schools

Ofsted criteria alongside St Leonard's ingredients for good practice (Appendix) is used to help teachers to recognise practice which will have a positive impact on learning within the classroom.

Teachers are given feedback on their **strengths** in relation to:

- Innovative practice
- Relationships with pupils
- Behaviour management
- Developing co-operative learning
- Developing working memory
- Use of questioning
- Pedagogy - how learning is moved on

- Assessment
- Differentiation
- How pupils are helped to learn

The headteacher or subject advocate will make 'suggestions' or 'ask questions' which will support improvement of teaching and learning.

Teaching staff are given opportunities to share good practice, to observe each other, to plan together and to engage in team teaching as part of the school improvement process.

Related Policies

Remote Education Policy

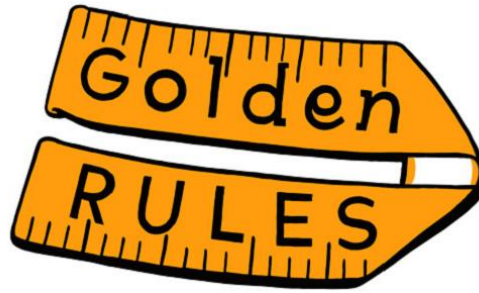
Homework Policy

Marking and Feedback Policy

Performance Monitoring Policy

Behaviour Policy

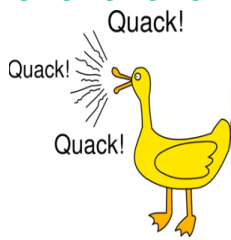
SEND Policy



RESPECT for my book and my work


Is my work better than yesterday?

1. I can use a sharp pencil.	
2. I can write the date and title and <u>underline</u> it.	
3. <i>I can use my best joined handwriting.</i>	
4. I can use capital letters and a full stops.	
5. I can make sure that capital letters are taller than lower case letters.	
6. I can cross out or rub out neatly.	
7. I always start at the margin.	
8. In Maths I can always put one digit in each box.	
9. I can spell key words correctly.	
10. I can check that I have used all of these in my work.	



Good practice ingredients for Teaching and Learning

'Quack'- Questioning, Understanding, Assessment, Challenge, Knowledge'

<p>Questioning</p> 	1.	Lesson begins promptly.
	2.	Learning environment is organised and TIDY.
	3.	Learning objective is shared with one big question or idea linked to the bigger picture. Cross curricular links are made. What do children know already? need to know to move their learning on?
	4.	Interactive strategies are used to question and explore. Talking partners/ Hot seating Use of whiteboards/ physical resource/ games
	5.	High expectation in questionning. Use of Blooms taxonomy and specific terminology. Clarify - What do you mean? Probe - Tell me more. Recommend - Which would you suggest?
	6.	Teacher and children determine success criteria.
	7.	Questions are personalised so that all children's learning is moved on in the lesson. Links are made to prior learning.
	8.	Specific targets are mentioned during exposition.
	9.	Teacher exposition is well balanced with pupil talk.
<p>Understanding</p> 	10.	Learning activities are well-planned, differentiated, appropriate and enable children to learn.
	11.	There is evidence of progress within the lesson.
	12.	Enough time and opportunities are given for independent learning.
	13.	Next steps are followed up. Pupils know how to improve their work and respond to appropriate feedback.
<p>Assessment</p> 	14.	Support staff are used to move the learning on for groups of children.
	15.	Mini-plenaries are used to assess learning. If children do not understand the teacher Stops and adjustments are made.
	16.	Plenaries complete the learning journey. Children evaluate their own and others progress.
<p>Challenge</p> 	17.	Pace is brisk
	18.	Teachers model and children use the correct terminology and always speak in sentences.
	19.	Children frequently and independently go onto explain their understanding.
	20.	Writing opportunities are maximised and worksheets limited.
	21.	Teacher has high expectations of the QUALITY and the QUANTITY of work produced in the lesson.
	22.	
<p>Knowledge</p> 	23.	Visual models and resources are used to help children acquire knowledge.
	24.	New concepts are explained clearly and accurately.
	25.	Children are expected to retain knowledge and this is frequently checked.