



1. Climate - Routines in our classrooms are consistent and efficient. All classroom staff are ready and prepared to meet and greet. Resource distribution, class monitors and access to learning resources are readily utilised. Staff use the 'Be Ready' expectation at the beginning of each lesson/instruction. Class displays support student learning and celebrate pupil work effectively. The work on display is of a high standard and show knowledge, skills, understanding and key learning.

Culture

2. Behaviour for learning – Everyone in school is responsible for promoting the 'Be Ready, Be Respectful, Be Safe' behaviour expectations throughout school. Clearly planned learning activities are implemented during registration to encourage a calm and purposeful learning culture. Staff escort pupils through school and corridors and cloakrooms are managed at break and lunchtimes or when children are collecting PE bags from the cloakrooms.

Culture

3. Pride - High expectations are shared on how students should present their work and themselves. We encourage pupils to work hard to improve their work. This is reinforced through feedback, practice of presentation skills and intervention.

Culture

4. Subject knowledge. We demonstrate deep knowledge, enthusiasm and understanding of the subjects we teach and fully embed oracy and reading within our lessons. Teachers and teaching assistants should continue to develop their subject knowledge via their participation in school's cycle of CPD.

Pedagogy

5. Preparing for Learning – Lessons are planned so that they are engaging, interesting and effectively meet the needs of all learners – successfully addressing misconceptions from previous lessons. At the beginning of each lesson, time should be allocated to recap previous learning, read and respond to teacher feedback. Although lessons are delivered with a high sense of challenge, pace and purpose, pupils are given appropriate time to embed and practice knowledge, understanding & skills throughout and during subsequent lessons where necessary. Worksheets are **not** be used to scaffold or substitute teaching and learning.

Pedagogy

6. Classroom organisation – Seating plans are carefully considered and implemented. Teachers have an overview of different pupils' needs to inform planning and classroom decision making. The position of the teacher and teaching assistant is planned to allow intervention, fluidity, support and challenge for all pupils

Pedagogy

7. Lesson objectives - Clearly planned learning objectives are shared with pupils every lesson. These are taken from the National Curriculum. Children are expected to write their own LO and date in their books to promote independence. TAs may model this. Pupils know, understand, articulate and apply their learning. A clear emphasis is placed upon knowledge, skills, understanding and key

Pedagogy



learning. *Pre and post learning assessments e.g. KWL grid are used to assess prior knowledge, to inform planning, and to show progress.

8. Stretch and challenge - Appropriate and stimulating differentiated tasks are planned to ensure all students are stretched, challenged and supported. Pupils are encouraged to work independently wherever possible. Frameworks can be used to scaffold learning (word mats/ adult support/ interventions). This allows pupils to make progress more easily. This is withdrawn once a pupil demonstrates competency. In order to promote independent learning and reduce scaffolding, the use of resources (high frequency words, number lines etc), input and deployment of TA are carefully considered. Teacher talk is kept to a minimum.

Pedagogy

9. Modelling – Learning is broken down and modelled to students by using exemplar work, demonstrations, deconstructing and discussion etc. New information is presented in small, bite-sized chunks. New information is linked to a process pupils are familiar with. Teachers and TAs use modelling strategies e.g. in books, whiteboards. Visualisers may be used to demonstrate WAGOLL or areas of misconception.

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10. Practice - Pupils are given opportunities to practice newly acquired skills and recall knowledge often. The beginning of each lesson provides time to review previous learning and allows the teacher and other adults to check understanding and address misconceptions. Read and respond time (to feedback) is built into lesson time. Handwriting and spelling practice is completed in the back of pupil work books. A LO for this is unnecessary.

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11. Questioning/AFL – All adults employ a range of assessment for learning strategies to pupils’ understanding Planned, highly effective and targeted questioning is used to deepen pupils’ learning, recall prior knowledge and assess understanding, along with other assessment for learning strategies. Questioning techniques are used consistently throughout lessons by all adults in the classroom to address misconceptions and to deepen and extend pupil learning. The greatest value of questioning is that they encourage pupils to practice retrieval, this strengthens and deepens memory. See Blooms Taxonomy for question stems.

Assessment

12. Marking & Feedback – We uphold a culture of giving, receiving and acting upon feedback as we know it promotes resilience, builds confidence and enables us all to grow. It helps children to understand what they do well and give clear, specific guidance on how to improve. Feedback from teachers and teaching assistants makes pupils aware of how they can improve their work and achieve/exceed their target. Same day and next day interventions are identified in pupil books.

Assessment

Visible progress *should* be evident in all books and this is an indication that learning is relevant, and feedback has supported outcomes and had impact.

Blakehill Primary School Teaching, Learning and Assessment

Non- negotiables



The learning objective / success criteria is highlighted in accordance to the school's marking symbols i.e. **Green = objective/criteria achieved**, **Pink = objective/criteria not achieved**, **Yellow = objective/criteria developing**

- Within a piece of a child's work, **green highlights** can be used to indicate examples of positive aspects, whilst **pink highlights** can be used to draw attention to errors or areas for development
- Agreed marking symbols are used by staff to ensure a consistent approach to marking. These symbols should be shared with children and displayed in the classroom
- Feedback should acknowledge pupil achievements and draw attention to progress made e.g. reference to pupil targets
- Teacher comments/feedback should provide guidance to pupils of how to move their learning forward
- Marking could provide an **action, question or challenge** as a next step e.g. a request to complete corrections
- A correct example can be given by teacher, where appropriate/ modelling
- Verbal feedback to be acknowledged in books using appropriate symbol
- Time allocated for children to respond to feedback and asking children to check their work again referring to success criteria

13. Target Setting – All children have individual pupil targets for English and KIRFs for Mathematics. These targets are as a result of teacher assessment outcomes and provide pupils with clarity of what they need to do to improve. Pupils are able to recall their targets and demonstrate that they are working towards achievement. Targets are reviewed at least each half term and renewed if necessary. Targets are dated on achievement. Pupils are required to demonstrate that they are fully competent in the skill/ knowledge before moving on to a new target (3x). End of year target setting is ambitious. Individual pupil writing targets, KIRFs and Reading content domains are clearly displayed in all pupil English and Maths books.

Assessment

14. Deployment of teaching assistant and other adults. - Teaching assistants are in the classroom at all times during lessons and are actively supporting pupils' learning. There is a clear focus to the predominant task of the TA for each lesson. Preparation of resources etc is completed at the beginning/end of day or at allocated /directed times by the class teacher. Teaching assistants provide support to pupils via modelling, providing feedback, questioning, delivering interventions to groups of pupils, providing instruction, guidance etc. Teaching assistants use their knowledge and expertise to intervene when necessary. Time is built into the day for the teacher and TA to discuss and evaluate planning, learning and evaluation. See EEF Guidance.

Pedagogy


