Teaching, Learning and Assessment Policy

2022

Our Mission:

'To develop responsible, independent individuals who love learning and have the knowledge and attitudes to be successful in an ever changing world'.

St. Lawrence Primary School

Teaching, Learning and Assessment Policy

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Mission

To develop responsible, independent individuals who love learning and have the knowledge and attitudes to be successful in an ever changing world.

Ethos and beliefs

School should be about empowering children to be successful in an ever-changing world. By providing rich and memorable learning experiences and engaging our children through hands on activities, we support the development of their skills as well as their knowledge and understanding.

It is important to us that children are able to connect what they do at school to the real world and that they learn how to think creatively and solve problems, both independently and collaboratively. As such, we enable children to take on responsibilities, to make choices about their learning and to find out their own interests and fascinations.

Core Values

Independence:

- We are confident to be unique
- We respect each other inside and out
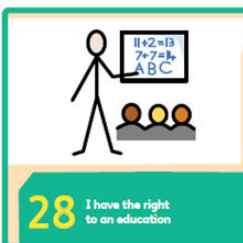- We are happy for our own and for each other's successes

Responsibility:

- We treat others how we would like to be treated
- We tell the truth
- We care about each other's feelings

Success

- We ask questions and figure things out for ourselves
- We listen in a respectful way
- We try our best and learn from our mistakes

St. Lawrence Primary School

Teaching, Learning and Assessment Policy

1. Learning environment

The ethos of the school is reflected through the quality of displays, pictures, objects and teaching aids that appear in classrooms and throughout the school building. As a school, we believe that displays play an important part in encouraging enthusiasm for learning and for celebrating the achievement of our children. We provide a learning environment that is well organised and can be used flexibly to support a range of different interactive teaching and learning approaches.

St. Lawrence provides a learning environment that has good lighting, heating, ventilation, acoustics, access for disabled pupils, stimulating garden/wildlife areas and a sense of well-being to maximise pupils' learning.

The learning environment is organised to ensure that children have the opportunity to:

- experience continuity and coherence across the school
- celebrate their own and others' achievements
- be reminded of knowledge and skills that still requires scaffolding
- learn individually, in groups and as a class
- make decisions both independently and as part of a group
- work co-operatively, solve problems, being creative
- discuss their ideas
- develop core skills of responsibility, independence and success
- receive and give support
- achieve their full potential academically

We believe learning takes place in an environment which:

- is challenging and stimulating
- is peaceful and calm and provides a working atmosphere
- is happy, supportive and caring as well as encouraging, kind and appreciative
- is organised (including teacher's desks)
- is well resourced with resources available to children to learn independently
- is welcoming and provides equal opportunities

Teachers will therefore give careful consideration to Working Walls, Display as Celebration, book corners and play areas to ensure that these create an appropriate learning environment for every pupil

See Appendix 1 – Learning Environment

In EYFS, displays are used to celebrate developing milestones

Classroom display boards in Y1-6 will predominantly be used as working walls. Display as celebration will predominantly be in shared areas. Each subject has its own board in shared areas so that progress across

the school can be celebrated. Subject leaders take responsibility for these boards and they are changed termly.

2. Key elements of effective Teaching and Learning

All lessons at St Lawrence should include the following key elements. These elements will be regularly monitored and support is in place to maintain teacher's skills and embed these key elements into everyday practice.

2.1 Planning

The planning process demands thought, creativity and time. There is a high expectation of the quality and depth of planning at St Lawrence School. Planning builds sequentially so that children learn, understand and remember their learning. Local enrichment opportunities are fully utilised and linked to the learning in school.

Examples of how this policy looks in practice are:

- There is a curriculum map for the whole school (Y1-6) that ensures coverage and encourages connections across the curriculum. Subject leaders have a curriculum map for the subject they lead.
- There is a long term plan that contains all of the learning objectives for every subject taught, divided into terms. This also details visits/visitors and exhibitions of children's learning which happen termly.
- There are detailed Medium term plans that describe the activities children will be doing in order to reach the learning objectives. The expectation is that all children will reach the learning objectives and will complete the activities with the right amount of support.
- Short term planning consists of a timetable containing the learning objectives of the lesson. This allows Responsive Teaching, based on the teacher's formative assessment through the lesson.
- Timetables are balanced so that all subjects have their allocated time allocation
- Teachers and TAs meet weekly to discuss short term planning.
- Medium Term plans for Maths are based on White Rose.
- Foundation Stage planning follows the principles of 'in the moment' planning so that it follows children's developing interests.
- Medium Term plans for Reading are based on Read Write Inc Phonics in Foundation Stage and KS1, for those groups learning phonics. In upper KS1 and lower KS2, when children have completed the phonics programme, MT plans for Reading are based RWInc comprehension. In Years 4, 5 and 6, MT plans for Reading are based on book studies with a focus on whole stories and designated genre for the year group. Non Fiction reading and writing is taught through real books/extracts. This is supplemented using 'Comprehension Ninja' resources so that comprehension skills such as inference and prediction can be taught explicity from shorter texts.
- Medium Term Plans for Writing ensure coverage of SPaG, handwriting and writing across a range of genres which often links to class projects.
- It is expected that planning files are kept by each teacher, that Short Term Plans are annotated as they are completed and are available to SLT and subject coordinators and parents on request.
- There is a weekly morning assembly, allowing time for teachers and TAs to discuss short term planning.

See Appendix 2 – Short Term Planning Format and Time Allocations

2.2 Clear Learning Intentions

'A learning intention describes what students should know, understand or be able to do by the end of the lesson or series of lessons' (Learning Unlimited 2004)

The first active element of formative assessment in the classroom is sharing the learning intention with the children. Evidence suggests that children are more motivated and task oriented if they know the learning intention of the task and are also better able to make decisions about how to go about the task.

Learning intentions/ learning questions are clear and unambiguous and could:

- be shared in all lessons across the school so that children understand the importance of learning in all subjects areas

- be the main focus of feedback

- be shared orally, displayed and referred to throughout the lesson (as appropriate)

- form the title or be clearly established in children's books

- focus on knowledge, understanding and skills

- be developed between the teacher and the children

Teachers should:

- use language such as 'By the end of today's lesson you will all know/be able to/understand…'rather than task orientated instruction such as 'Today we are doing…'

- use child-friendly language (children should be able to tell you what they are learning about when asked)

- refer to the learning intentions at well-judged points during the lesson, adjusting the pace and the content of the lesson in response to ongoing assessments

- enable children to know exactly what is expected of them by the end of the lesson – the success criteria

- where appropriate, offer children an invitation to create success criteria: 'How will we know we have achieved this?'

- avoid confusing the learning intentions with other reminders such as those about neat work etc.

See Appendix 3 – Learning Intention Stems

2.3 Success Criteria

'Success criteria summarise the key steps or ingredients the student needs to fulfil the learning intention – the main things to do, include or focus on.' (Shirley Clarke)

Teachers should ensure that:

- children are clear about how they will achieve the learning intention.
- success criteria are discussed and where possible created with the children.
- Success criteria are displayed clearly (where appropriate).
- children use the success criteria to self-assess their own or peer assess other children's work.
- children are reminded of the success criteria during the lesson and where possible children's work is used to illustrate the success criteria in action.
- children have a sense of pride in the quality of their work.
- children persevere for an extended time to achieve their learning intentions and success criteria.
- the 'formula' for each type of writing (in RE and other Foundation subjects, as well as in writing genre lesson), is discussed with and understood by the children and it is displayed on the working wall, and/or in the pupils' books.

2.4 Modelling

Students constantly create products and performances, be it writing a poem or factoring an equation, passing a rugby ball or designing a website. These are all the result of combinations of procedures, some relatively simple, others highly complex. A key component of great teaching is the explicit modelling of these processes so that students learn how to adapt and apply their knowledge. At St Lawrence we use our iPads with Apple TV to mirror onto our interactive whiteboards to model.

Here are five simple strategies that make for high-quality modelling:

1. **Model live**
   Demonstrating how to solve a problem is common in some subjects but can be completely absent in others. If your students write regularly, you should certainly model it live. Scripting a text at the front of the class with your students. Not only will you model subject-specific academic language, but you will also unearth the complex thought processes that contribute to successful writing. It may feel like a messy, stop-start affair but it's an immensely powerful tool.

2. **Show empathy**
   Take a nuanced approach and pre-empt the setbacks and emotional anxieties a task or problem might lead to. Guide your students through strategies that overcome these as you model, using phrases such as: "When I first looked at this problem I didn't know where to start - and then it hit me that I should …" and: "It's OK to feel frustrated at this point; I often do." When there is more than one adult in the room, it can be effective to model this through a dialogue for the children to listen to. This can include ways of managing positively when mistakes are made.

3. **Punctuate with questions**
   The most effective modelling often goes hand in hand with quick-fire questioning. Two types of enquiry are particularly important: the descriptive question ("What am I doing?") and the

explanatory question ("Why am I doing it?"). For example, a PE teacher modelling a javelin throw will ask probing questions such as: "What are my fingers doing as I grip it?" and then, "Why am I gripping it this way?" There will be many more questions as she demonstrates the full run-up and throw.

4. **Use multiple exemplars**
   The quality of an exemplar can be hard to judge in isolation, so comparing excellent and poor examples can help students to identify the reasons for success. Multiple exemplars are also important to ensure that you don't stunt creativity in subjects that call for divergent responses. For example, when teaching creative writing, ensure students see a range of excellent examples to help them realise that high-quality prose comes in many shapes and sizes.

5. **Don't overdo it**
   Beware that modelling doesn't lead to a dependency culture. Sometimes models should be removed to allow students to think and make mistakes for themselves.

6. **Use different people**
   It can be helpful to invite experts in to speak or use online video clips to model certain skills. It is also helpful for children to model for each other.

2.5 Questioning

Asking questions is central to learning. We place great store by asking questions, participating in 'shared thinking' and discussion, in our teaching and in our work as a staff. Interactive teaching promotes this style of learning.

Teachers' questions need to be well planned and to both prompt ('What was the name of...') and probe ('What if'...) the children's thinking. The best extension questions are those aimed just above what the child can already do;

Examples of how this policy looks in practice are:

- We may start each topic by finding out what the children already know and what they would like to find out
- We make good use of 'talk partners' and group dialogue
- The warm up and plenary is seen as a vital part of lessons, and is used to check prior learning, extend children's thinking and to test possibilities for next steps
- Children's questions are always responded to and valued
- We positively encourage inquisitiveness and intellectual curiosity
- Sometimes we use a no hands up approach to make sure all children have a chance to contribute and that assessment can be accurate
- Provide wait time- (3-5 seconds). Children need time to think through their answers before replying.
- Provide thinking time by giving an advance warning, such as '*In two minutes I am going to ask you....*'
- Allow pupils to explore and articulate their thinking by giving them time to discuss their responses with their talk partner or groups. Pupils then respond with *'We think that...'.*
- Ensure pupils (including pupils with EAL and SEN) fully understand questions.
- Gather together questions in a plenary, which is used to further extend children's thinking and test possibilities for next steps.

- When appropriate, build up a dialogue with an individual pupil by asking further questions to deepen understanding during whole class teaching, rather than scattering questions that require short responses.
- Use open questions to elicit more thoughtful responses

See Appendix 4 – Question Stems

2.6 Retrieval Practice

What is retrieval practice?

Retrieval practice is the act of recalling a piece of information without having anything to help prompt you. We aim to interrupt the 'forgetting curve' by providing 'spaced repetition'.

Key principles:

Involve everyone: Good techniques involve all students checking their knowledge, not just a few and not just one at a time as you might do when questioning.

Make checking accurate and easy: it should be possible for all students to find out what they got right and wrong, what they know well and where they have gaps. Every technique involves students testing their knowledge and then checking their work for accuracy and completeness. (This is not the same as giving students extended mark schemes to mark longer assessments which, for me goes beyond a simple retrieval practice activity)

Specify the knowledge: Where appropriate, it's better if students know the set of knowledge any retrieval will be based on, so they can study, prepare and self-check. It must be possible for students to check their own answers which has implications for the way the knowledge requirements are laid out.

Keep it generative: students need to explore their memory to check what they know and understand; this means removing cue-cards, prompts, scaffolds and cheat-sheets; it means closing the books and thinking for themselves.

Make it time efficient: The idea of each technique is that they can be used repeatedly in an efficient manner without dominating whole lessons.

Make it workload efficient: None of these methods involve the teacher checking the students' answers, creating unsustainable workload. A teacher might choose to check the occasional test but that's no use for routine practice.

Methods:

Quizlet or Kahoot; using technology to respond to questions

Quick Fire Quiz; teacher reads out questions, all pupils write answers, pupils check their own answers and the teacher discusses common wrong answers. Teacher can also ask questions as children leave/enter a room, such as 'say a prime number that the person in front of you didn't say.'

Paper Quiz; all pupils have a copy of the questions and answer them within a time frame. The checking process is easier with pre prepared questions as answers do not need to be checked one by one

Paired Quiz; one pupil has the material (questions, answers, cue cards, knowledge organiser etc.) and asks the other pupil questions. It works well to swap the questioner after a set time.

Demonstration and Performance; ask pupils to show what they know: a procedure, technique or routine. The intensity and frequency can be amplified by getting pupils to show each other in pairs as long as they have the tools to evaluate success. This is common in practical areas such as PE, Music or Art but can also be used where the modelling process could be framed as teaching (e.g. teach the class how to answer a maths problem)

Paired elaborative interrogation; pupils ask each other open ended questions (5 bums on a rugby post) (i.e. Why does this happen? How does it work? Why does it work? Why did she say that? Why do you use that structure? Why is that the most important reason? How do you know?

Tell the story; rehearse the explanation; lots of knowledge forms a narrative structure, so the retrieval practice can be formed as telling a story to someone else who can play the role of verifier. Pupils can get better at telling the story in more detail

Map and Compare; Pupils make a mind map in a quick memory dump style before checking against a good resource (such as a knowledge organiser or their workbook) and then think about what they got right and what they forgot.

3. Feedback, assessment and marking

The purpose of the feedback policy is to:

- Provide consistency and continuity in marking throughout the school so that pupils have a clear understanding of teacher expectations.
- Set out our expectations for high quality but manageable feedback and marking.
- Ensure children are effectively challenged and visible progress is evident.
- Develop positive attitudes to learning and achievement, effort and resilience.
- Ensure pupils always respond to the feedback that they are given

All feedback, assessment and marking should be:

- Be manageable for teachers, accessible to pupils and relate to the learning intention.
- Give recognition and praise for achievement.
- Result in clear strategies for improvement.
- Allow specific time for pupils to read, reflect and respond to assessments.
- Be personalised to individual learning needs and inform future planning.
- Be consistent to ensure impact and close the gap to end of year expectations (deepening learning).

3.1 Summative assessments

Reading

- In Reception, every 6-8 weeks children will be assessed on their phonics knowledge and reading speed using RWI assessment and grouped accordingly.
- In Year 1, (orange level and above) children's phonics knowledge and reading speed is tested every 6-8 weeks and RWI groups are set for the following half term.
- After children have completed the RWI phonics scheme, those presenting with reading difficulties have their progress tracked using PM Benchmark tests every half term and interventions are organised by class teachers with support from SENCo.
- In Year 1 there is a summative assessment of children's reading using PIRA at the end of Autumn and Summer terms.
- In Year 2,3,4 and 5 there is a summative assessment of reading using PIRA at the end of the Autumn, Spring and Summer terms. For Year 6, there is a summative assessment of reading using PIRA at the end of Autumn and Spring. In the Summer Term, Year 6 has KS2 Tests (SATS).
- PIRA tests are marked with the children and answers are discussed. The marking is checked by the teacher before data is submitted.
- The data from PIRA tests will be recorded in SIMS and discussed in PPMs
- After PIRA tests have been marked, the child will respond to targets identified by the teacher. The teacher will prioritise one or two targets for the children to respond to. The children will have responded to their target in a timely way after completing the assessment.
- Pupils who have been identified as needing support in Reading will be accessing Fresh Start – Years 5 and 6. These pupils will still take part in PIRA and whole class assessments unless an agreement has been made with the SENCO and the Literacy lead.

Spelling

Suffolk spelling tests are used twice a year, in September and February, to provide a spelling age and produce an individual spelling programme. In Year 1 this test is used once a year, in February.

Writing

- All children work on a specific genre for half term five times a year (one in the summer term), except for year 1 who focus on recount only, and they are assessed at the end of the half term on that genre with a piece of unaided writing. For children on the SEN register, assessments may be scaffolded in line with their needs so that they are assessed in the same way they are taught.
- Unaided writing is marked against the Jersey Curriculum statements. Only 6 pupils should be ticked off on the sheets per unaided activity – 2 High Ability, 2 Middle Ability, 2 Low Ability. In addition, any 'outliers' need to have their own assessment sheet.

Maths

- In Foundation stage, Maths assessment will take place through observations in line with the FS curriculum guidance.
- Children from Y1-5 are assessed at the end of their unit using White Rose end of unit quizzes
- In Year 1 there is a summative assessment of children's Maths using PUMA at the end of Spring and Summer terms.
- For Year 2,3,4 and 5, there is a summative assessment of Maths using PUMA at the end of the Autumn, Spring and Summer terms. For Year 6, there is a summative assessment of Maths using PUMA at the end of Autumn and Spring. In the Summer Term, Year 6 has KS2 Tests (SATS).
- The data from PUMA tests will be recorded in SIMS and discussed in PPMs
- In KS2, there is a weekly mental arithmetic quiz which takes about 10-15 minutes and informs the fluency teaching for that week. The test is based on one set of questions over a series of weeks so progress towards mastery of specific areas can be measured.

Science

- During Science investigations, teachers talk to children about the Scientific Enquiry skills they are focussing on and children tick the skill in the front of their Science books.
- Teachers use quizzes at the start and end of units as a record of progress.

3.2 Formative assessments

Teacher expectations

- Pupils' work is marked in a different colour so it can clearly be seen. Teacher's handwriting in comments must be legible to the child and follow the handwriting policy. Children respond in purple.
- Every third piece of writing or third time a child works on a piece of extended writing (on average) needs to have feedback relating to the Learning Intention. Where a child's work does not conform to the class feedback, then they should be given individual targets to complete.
- In foundation subjects, feedback is mainly verbal and children respond in purple pen where appropriate. Units of learning start with a baseline assessment (which could be 'what I know/what I want to find out more about' or a brief quiz. They finish with a self assessment that shows their growing knowledge, understanding and skills. Expectations need to be similar in foundation subjects and core subjects (i.e., similar quality of writing/standards of presentation).
- Where work has been set for a cover teacher, the class teacher should indicate how the work should be marked and, in the case where this does not take place, the class teacher will ensure that the work is marked according to school policy by raising it with the headteacher, who will then contact the supply teacher to request that the work is marked.

This may include:-

- A comment on a learning intention
- Comment(s) and target(s) (T)
- Verbal feedback and discussion leading to improvements (D)

Feedback will have some evidence of:

- Peer assessment
- Partial marking by teacher and self-assessment
- Tick for something the teacher wants to acknowledge
- Target if appropriate

Pupil expectations to be reinforced through teachers' feedback:

- Read and respond to the comments made by adults in their books.
- Take pride and care in the presentation of their books reflecting the high standard that is expected e.g. never use graffiti, doodle or scribble on or in books.
- Underline titles using a ruler and never leave unnecessary gaps.
- Take time to correct and finish off work where appropriate.
- Cross out mistakes using a pencil / pen and ruler when this is appropriate to show the learning process
- Use quality-writing equipment appropriate to the year group, consistently using either pen or pencil but not moving between them. Do not use felt tip pens in workbooks and do not use short pencils that cannot be gripped correctly.
- Use pencil for drawing or diagrams.

- KS1 children use special pencils that encourage a good grip

We teach children how to evaluate and analyse their learning by asking them to think about the following sorts of questions:

- What do you understand? Know? Remember?
- What really made you think/did you find difficult when you were learning?
- What helped you when something got tricky to learn?
- What do you need more help with about learning to…?
- What are you most pleased with about learning to…?
- What have you learned that is new about…?
- How would you change this activity for another class/age group?
- How will learning about… help you in the future?
- Give an example of when you were: responsible, independent, successful?

We have a Growth Mindset culture

A key concept which shapes the ethos of our school is Growth Mindset based on the work of Carol Dweck. Rather than simply praising success we praise effort and persistence. We believe the best thing to do is to teach children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning.

For children who find work easy we make sure they encounter more difficult tasks. Our children recognise that effort, persistence, and good teaching are what help them improve. If children have Fixed Mindsets, they find it hard to cope with failure: we teach our children to see mistakes and failure as positive. This makes for a very energetic and inclusive culture. It also has a positive effect on our ethos and on how children approach learning and support each other.

Useful types of feedback comments (verbal or written)

Challenge:
- Set a challenge to help the pupil progress even further. e.g. Now rewrite your last paragraph to include a cliff hanger, which creates suspense. In maths this may be a problem solving / deepening learning question or asking the child to explain the strategy / using technical vocabulary. In any subject, a question could be used to challenge the child further (see questioning section in this policy).

Reminder:
- Remind the children of something that they should have done such as a missed SC step, individual focus target e.g. Remember the introduction should state why you are writing. Now add sentences to show this.

Steps (Instructions):
- Similar to a reminder, but in more manageable steps so it's easier to follow and achieve. e.g., First partition your number into tens and units Then add each place value together.

Example:

- Ask the child to improve something by providing an example e.g. Put this sentence into your story * to improve the description of the setting. Think about how this improves it or write a sentence with an interesting starter – cautiously, she tiptoed.....

General statements of praise don't have any impact on children's progress, so we only spend time writing praise comments in relation to specific achievements.

Children do like to be praised, so we do this verbally or with a house point as well.

See Appendix 5 – Marking codes

4. Monitoring of Teaching and Learning

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
Appraisal	Teacher PRA	Teacher PRA	TA PRA	TA PRA	Teacher interim PRA	Teacher interim PRA		TA interim PRA	TA interim PRA		
SEF	Discuss SEF with SA and SLT			Update SEF with impact of Autumn actions				Update SEF with impact of Spring actions			Update SEF with impact of school year's actions
SIP	Discuss SIP SLT and staff team	Discuss SIP with SA		Review Autumn actions				Review Spring actions			Update SIP ready for next 2 year cycle
Policy Review or innovation	Teaching and Learning	Maths Art	English Music	SEN	MLL (Languages)	RE Geography	Science History	Computing	Safeguarding	PSHE	RE
SEN	Pupil Progress meetings PARM	HT and SENCO team Discuss provision map, who is involved and where we go next		Review impact of interventions through Data analysis, recorded on Provision map	Pupil Progress meetings PARM	HT and SENCO team Discuss provision map, who is involved and where we go next	Review impact of interventions through Data analysis, recorded on Provision map	Pupil Progress meetings PARM			Review SEN data and summarise on SEF
Attendance		Review attendance with EWO, follow up meetings and log intervention on SIMS				Review attendance with EWO, follow up meetings and log intervention on SIMS			Review attendance with EWO, follow up meetings and log intervention on SIMS		Review impact of attendance interventions and transfer information to SEF
Other evidence			Pupil questionnaire	Pupil questionnaire outcomes added to the SEF		Staff questionnaire	Staff questionnaire outcomes added to the SEF			Parent questionnaire	Parent questionnaire analysed and info transferred to SEF

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	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
Jersey Premium		Review JP IEPs Write new JP IEPs	Jersey premium pupil consultation and work scrutiny	Jersey Premium data analysis Jersey Premium Review Statement	Jersey Premium Strategy written and published on website Baseline data established Jersey Premium IEP	Review JP IEPs Write new JP IEPs	Jersey Premium data analysis	Jersey premium pupil consultation and work scrutiny	Review Jersey Premium strategy and publish findings	Review JP IEPs Write new JP IEPs	Jersey Premium data analysis and transfer information to SEF
Weekly staff meetings	See termly staff meeting schedule										
Reporting to Parents	Whole School meet the teacher/ school development Headteacher talk		Parent consultations			Annual reports Parent consultation				Annual report review	
Subject leaders	Medium term planning scrutiny		Matching children's work to planning. Comment on teacher expectations.	Data analysis and children causing concern highlighted	Medium term planning scrutiny		Matching children's work to planning. Comment on teacher expectations.	Data analysis and children causing concern highlighted	Medium term planning scrutiny	Matching children's work to planning. Comment on teacher expectations.	Data analysis and children causing concern highlighted
Lesson Observations			**Maths lesson observations with AC and KB**			**English lesson observations with AC and CMcC**				**Science Lesson observations with AC and CFitz**	
Talking to children (HT)	**What would you change or keep at St L?**		**How do you know how well you are doing?**		**How does the classroom support learning?**		**Do you know your targets/ what you are learning?**		**Can you talk to me about your independent/unaided work?**		**What have you enjoyed? Can you show me where you have made progress? Which subjects have you made most progress in and why?**
Learning environment		**Quality of displays (shared areas)**	**Working walls – vocab included?**			**Quality of displays (shared areas)**	**Working walls – vocab included?**		**Quality of displays (shared areas)**	**Working walls – vocab included?**	
	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
Work Scrutiny			**Science books** **Maths books**	**Writing books**	**Topic books (geog/hist)**	**Maths books** **Reading** **Spelling folders** **vocabulary books**	**RE books**	**PSHE books** **Reading books**	**Art books** **Maths books**	**DT books**	**Literacy**

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Standardised assessment		Y6 CATS		Autumn Term PUMA and PIRA – whole school				Spring Term PUMA and PIRA Tests for Y3,4,5,6		Y6 KS2 Tests		Summer Term PUMA and PIRA Tests for Y1,Y2,Y3,Y4,Y5 / SATS for Y6
PPM	SEN/English/Maths				SEN/English/Maths						PPM/transition meetings to agree levels	

Informal drop ins:

The Headteacher/Deputy Headteacher subject coordinators will walk around the school every week and drop into lessons for 5-10 minutes with the following focus:

- Are expectations of what the children learning high enough?
- Do children understand the learning intentions? Can children talk about what they are learning?
- Can children talk about previous learning?
- Are there success criteria and are children clear about how to achieve their learning?
- Have children been involved in creating success criteria?
- Can children talk about how their learning is getting better?

This will be used as a coaching opportunity and immediate feedback when this is appropriate.

Lesson observations (1 per term)

The focus of observations will be one of supporting improvement, not one of judgement. The process will be as follows:

- The week before, staff will have completed a short survey giving their opinions about what is working well at the moment and any specific challenges or children that they would welcome support with.
- The observers will try not to intrude too much on the learning. When the situation allows it, observers will engage in conversations with teachers and children to find out more about what is going on.
- Observers will adopt a curious mindset and avoid jumping to hasty conclusions based on first impressions.
- Observers will try to spend time looking from different angles and in different places and then compare what they noticed – it is interesting how similar and different two opinions can be.
- Observers will try to recognise their biases which might creep in and focus on the impact the teaching is having on the learning.
- Short, general feedback will be shared with all staff involved straight away and individual feedback will be given to teachers on the same day if possible.

Subject reviews

- Each term, two subjects will be 'in focus' (this will be a core subject and a foundation subject)
- There is a planned schedule of reviews for subject leaders indicating the focus of the review
- When a subject is reviewed there will be planning scrutiny, work scrutiny, teacher consultation, pupil consultation and lesson observations
- Subject leaders will carry out reviews alongside SLT
- Following subject reviews there will be a written report containing action points with deadlines

See Appendix 6 – Monitoring Teaching and Learning

Pupil Progress Meetings:

Aims

- To provide a forum for discussion and analysis of the attainment and progress of individuals, classes, cohorts and vulnerable groups of pupils.
- To ensure that pupil progress is effectively monitored and tracked across the academic year and throughout the time pupils attend St Lawrence.
- To challenge teachers to assess and analyse their provision to ensure it best meets the learning needs of all pupils.
- To support teachers in the development of learning programmes which match pupils' attainment and which challenge all learners.

Actions and Expectations

- Pupil Progress Meetings are held twice a year for mainstream children (Autumn and Spring) and termly for SEN children
- Class Teachers must: administer any assessment tasks, mark and update all information in Assessment Files, enter data and analyse this before the mainstream PPM and have IEPs thought through
- Maths and English leaders will have analysed data and this will support the discussion in the meeting
- During the PPM specific issues and concerns evident in the data will be discussed and actions agreed in order to address them.
- Class Teachers should come to the PPM prepared with ideas of actions which will address identified issues.
- Action points will be recorded and distributed. SEN and JP action points are recorded on the central provision map

During the Meeting
- Discuss outcomes of assessments and tests. Focus on progress of individuals – rates of progress, acceleration, plateau, regression. What are the contributing factors?
- Explore reasons for underachievement of individuals/groups/class.
- Discuss interventions and additional support which have occurred throughout the term. What has

the impact been on achievement? What other factors have impacted achievement?
- Explore key issues based on the data and as a result of discussion.
- Identify children who may benefit from SEN provision, including referrals to outside agencies.
- Review and update targets
- Agree actions for the coming term.

After the meeting
- Provision map updated by the SENCo and saved in Office 365
- Teachers carry out the agreed actions

Children's wellbeing is discussed in PPMs

Children who have emotional difficulties for any reason are well supported by the school. It is important that the systems we have in place are used effectively to make a difference for these children. This is monitored by:

- 'Vulnerable children' being a regular agenda item in staff meetings
- Record of children causing concern maintained by SENCo
- Intervention (as discussed with SENCo) logged on child of concern list
- Outcome of intervention to be monitored by class teacher and SENCo
- ELSA support is monitored and the impact evaluated/celebrated following a course

Team Around the Child Meeting

Children Looked After (CLA) are monitored in line with Education Department guidelines. A termly PEP meeting reviews progress as highlighted in Pupil Progress meetings and the impact of interventions.

See Appendix 6 – Monitoring Teaching and Learning

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Teaching, Learning and Assessment Policy

Appendix 1 – Learning Environment

<u>Working walls</u>

Teacher's modelling and prompts are displayed as part of ongoing learning in English, Maths and Science. Children's learning can be displayed at the different stages of the learning journey with reference to the success criteria. Working walls help children to make progress independently. Relevant vocabulary based on current learning is evident.

<u>Display as Celebration</u>

- Celebration of learning is displayed in the corridors and other shared areas. These displays are changed termly.
- The current class project is evident in displays, (including artefacts and books where relevant) in each classroom.
- Finished/published pieces of learning and the end result of the teaching and learning process should be displayed; this includes paintings and photographs.
- Captions to explain the learning process, pose questions or provide contextual information should be part of the celebration display.
- Both handwriting and computer fonts should be used on displays.
- An area in each corridor should be dedicated to the celebration of published learning, as well as in classrooms when this is possible.
- Diversity and a commitment to inclusion should be evident in all classrooms through photographs, books, posters and some bilingual signage where appropriate.
- The core values and class charter should be displayed as a prompt for acknowledging pupils who demonstrate high standards of learning and behaviour.
- The classroom should be neat and well organised with labelled drawers and cupboards so that all children know how to access resources to support their independent learning.
- All areas should remain neat and tidy, including the teacher's desk area, which should look professional and show a commitment to data protection.
- Growth Mindset and Metacognition is reinforced on classroom displays
- Children can self-select resources that help them to concentrate well, such as wobble cushions and ear defenders

Book Corners

Book corners/reading areas are also available to all children in Foundation Stage and KS1, whilst other classes use the library.

Book Corners/Quiet Work Areas are:

- attractive, comfortable and inviting
- carpeted
- well lit

They also have:

- front facing shelving for core and topic books and level surfaces to display books, and children's work
- a wide range of both fiction and non-fiction books
- books which reflect a diversity of culture and gender
- books made by other children
- different type of pens, paper and envelopes for writing books

Role Play Area (Foundation Stage)

The role play area provides a safe area where children can creatively interact and learn within a variety of settings, e.g. home, office, shop, cafe, museum etc. The theme is driven by the interests of the pupils, the current project and it varies term to term.

The role play areas are:

- adaptable
- imaginative
- attractive and inviting

They have:

- furniture which can be adapted for a variety of uses
- facilities for writing
- costumes
- a clear notice of its current use

It is very important that this area be kept tidy after each activity and this is responsibility of the class teacher.

Appendix 2 Short Term (Responsive) Planning Template

Class Timetable	8.30-8.50	8.50-10.05	10.05-10.20 playtime	10.20-12.00			1.00-2.00	2.00-3.00
Monday	Registration etc					Lunch		
Tuesday								
Wednesday								
Thursday								
Friday								

Appendix 2 Time allocations

Hours per week	KS1	KS2
Reading	5	3
Writing	1	3
Maths	6	6
Science	2	2
Art	1	1
DT	1	1
Geography	0.5	0.5
History	0.5	0.5
Computing	1	1
RE	1	1
Music	0.6	0.6
PE	1.5	1.5
French		0.5 in Y3 and Y4 / 1 in Y5 and Y6
PSHE and Careers	1	1

Appendix 3 Learning Intentions

Clear learning intentions that support the development of children's knowledge, skills or understanding would start with the following verbs:

Knowledge	Understanding	Skills
- Label - Name - Define - Describe - Recall - Identify - Sort - Retell - List - Recount	- Interpret - Retell (*from another characters point of view) - Predict - Analyse - Explain - Summarise - Sort (KS1) - Categorise (KS2) - Create - Match (KS1) - Change - Organise - Describe - Apply - Empathise (KS2) - Sequence	- Retell (*with expression) - Make (*notes)/ create - Locate - Interpret - Compare - Use - Demonstrate - Explain - Analyse - Perform - Research - Organise - Design - Skim/ scan - Justify

Appendix 4 Question stems

EXAMPLES OF QUESTIONS IN THE TAXONOMY

Dalton and Smith[1] (1986) provide us with the following examples. These can be used when planning questions:

KNOWLEDGE (what do you remember?)		
USEFUL VERBS	**SAMPLE QUESTIONS**	**POTENTIAL ACTIVITIES AND PRODUCTS**
Tell List Describe Relate Locate Write Find State Name	What happened after...? How many...? Who was it that...? Can you name the...? Describe what happened at...? Who spoke to...? Can you tell why...? Find the meaning of...? What is...? Which is true or false...?	Make a list of the main events.. Make a timeline of events. Make a facts chart. Write a list of any pieces of information you can remember. List all the .... in the story/article/reading piece. Make a chart showing...

COMPREHENSION (what do you understand?)

USEFUL VERBS	SAMPLE QUESTIONS	POTENTIAL ACTIVITIES AND PRODUCTS
Explain	Can you write in your own words...?	Cut out or draw pictures to show a particular event.
Interpret		
Outline	Can you write a brief outline...?	Illustrate what you think the main idea was.
Discuss	What do you think could of happened next...?	
Distinguish		Make a cartoon strip showing the sequence of events.
Predict	Who do you think...?	
Restate	What was the main idea...?	Write and perform a play based on the story.
Translate	Who was the key character...?	
Compare	Can you distinguish between...?	Retell the story in your words.
Describe	What differences exist between...?	Paint a picture of some aspect you like.
	Can you provide an example of what you mean...?	Write a summary report of an event.
		Prepare a flow chart to illustrate the sequence of events.
	Can you provide a definition for...?	Make a colouring book.

APPLICATION (what can you do?)		
USEFUL VERBS	**SAMPLE QUESTIONS**	**POTENTIAL ACTIVITIES AND PRODUCTS**
Solve Show Use Illustrate Construct Complete Examine Classify	Do you know another instance where...? Could this have happened in...? Can you group by characteristics such as...? What factors would you change if...? Can you apply the method used to some experience of your own...? What questions would you ask of...? From the information given, can you develop a set of instructions about...? Would this information be useful if you had a ...?	Construct a model to demonstrate how it will work. Make a scrapbook about the areas of study. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game suing the ideas from the study area. Make a clay model of an item in the material. Design a market strategy for your product using a known strategy as a model. Paint a mural using the same materials. Write a textbook about... for others.

ANALYSIS (analyse)		
USEFUL VERBS	**SAMPLE QUESTIONS**	**POTENTIAL ACTIVITIES AND PRODUCTS**
Analyse Distinguish Examine Compare Contrast Investigate Categorise Identify Explain Separate Advertise	Which events could have happened...? I ... happened, what might the ending have been? How was this similar to...? What was the underlying theme of...? What do you see as other possible outcomes? Why did ... changes occur? Can you compare your ... with that presented in...? Can you explain what must have happened when...? How is ... similar to ...? What are some of the problems of...? Can you distinguish between...? What were some of the motives behind...? What was the turning point in the game? What was the problem with...?	Design a questionnaire to gather information. Write a commercial to sell a new product. Conduct an investigation to produce information to support a view. Make a flow chart to show the critical stages. Construct a graph to illustrate selected information. Make a family tree showing relationships. Put on a play about the study area. Write a biography of the study person. Prepare a report about the area of study. Arrange a party. Make all the arrangements and record the steps needed. Review a work of art in terms of form, colour and texture. Review a film

SYNTHESIS (evaluate)		
USEFUL VERBS	**SAMPLE QUESTIONS**	**POTENTIAL ACTIVITIES AND PRODUCTS**
Create Invent Compose Predict Plan Construct Design Imagine Propose Devise Formulate	Can you design a ... to ...? Why not compose a song about...? Can you see a possible solution to...? If you had access to all resources how would you deal with...? Why don't you devise your own way to deal with...? What would happen if...? How many ways can you...? Can you create new and unusual uses for...? Can you write a new recipe for a tasty dish? Can you develop a proposal which would...	Invent a machine to do a specific task. Design a building to house your study. Create a new product. Give it a name and plan a marketing campaign. Write about your feelings in relation to... Write a TV show, play, puppet show, role play, song or pantomime about...? Design a record, book, or magazine cover for...? Make up a new language code and write material suing it. Sell an idea. Devise a way to... ◻ Compose a rhythm or put new words to a known melody.

EVALUATION (create)

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USEFUL VERBS	SAMPLE QUESTIONS	POTENTIAL ACTIVITIES AND PRODUCTS
Judge	Is there a better solution to...	Prepare a list of criteria to judge a ...
Select	Judge the value of...	show. Indicate priority and ratings.
Choose	Can you defend your position	Conduct a debate about an issue of
Decide	about...?	special interest.
Justify	Do you think ... is a good or a	Make a booklet about 5 rules you see
Debate	bad thing?	as important. Convince others.
Verify	How would you have	Form a panel to discuss views, e.g.
Argue	handled...?	"Learning at School.".
Recommend	What changes to ... would you	Write a letter to ... advising on changes
Assess	recommend?	needed at...
Discuss	Do you believe?	Write a report.
Rate	Are you a ... person?	Prepare a case to present your view
Prioritise	How would you feel if...?	about...
Determine	How effective are...?	
	What do you think about...?	

Appendix 5 - Marking codes

- Only use the marking codes that children can use and have time to respond to.
- What are the most important marking codes to keep (and do we have different marking codes in KS1 and KS2)

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Key Stage One Literacy	A line guide may be used with plain paper.
Work is always in pencil. Erasers may be used under teacher guidance. Children should use their first name when working on paper. Children use lined books.	Work is dated. A title is written when appropriate and underlined using a ruler by the end of Year Two. Children edit their work where appropriate using a coloured pencil.

Key Stage One Marking Code	
A aided D discussed and verbal feedback given S supply teacher T target To highlight or draw attention to an error _____ Mistakes that I can correct.	✔ this is correct, a good point ? I do not understand this. ∧ a word or an idea is missing sp spelling mistake Two or three times a week, children colour code their work according to how successful they feel they have been.

	Time connectives	**C**	Capital letters		Fred talk unknown words
	Finger spaces	WOW!	Adjectives	**<u>abgd</u>**	Letters on the line/ascenders/descenders
	Proof read- does it make sense?	●	Full stops	**and, but, so, because**	Conjunctions
C ●	Full stops and capital letters consistently in a longer piece of text				

33

Key Stage 2 Literacy

Crossing out is allowed but only one single line should be used.

Erasers are used when appropriate.

Children work in A4 lined books with a margin.

A line guide should be used with plain paper.

Worksheets and loose papers (named and dated) are kept orderly in a separate file.

Work will be in handwriting pen/pencil.

Self editing in purple pen only.

Work is dated using the long date format **e.g. Monday 25th November 2012.** The short date is written in the margin when a piece of work is continued the following day

Title on the top line

Numbers or letters for answers are written in the margin.

Work will be ruled off where appropriate

Redrafting and Proofreading Marks

∧   I have missed out a word or a few words.

//   I should have started a new paragraph.

/   I should have started a new line.

____   I need to check the spelling of this word (or wiggly line).

                          To highlight

Key Stage Two Marking Code

✓   this is correct, a good point

✓ ✓   excellent idea, well done

∧   a word is missing

sp and /or underline/circle part of word -   spelling mistake

p   punctuation

/   new line should have been started

//   new paragraph should have been started

CF   Class feedback

T   Target
TA   Target Achieved

Children are encouraged to reflect on their own work and assess it, by indication to the teacher how they feel about it, what they would like to recover or don't understand

<table>
<tr><td>

Key Stage One Numeracy

Work is always in pencil.

Erasers may be used under teacher guidance.

Children should use their name on work on loose paper.

Children use squared paper which is put into a file in date order or work is done in books.

</td><td>

Plain paper is made available by the teacher when appropriate.

Work is dated using the short date format e.g. **25.11.12**

Children rub out mistakes and then write it again.

The teacher will put a dot next to erased error and then tick.

</td></tr>
<tr><td>

Key Stage One Marking Code

⬭   Highlight to draw attention to errors

MP   more practice

</td><td>

● you have made a mistake

C corrected

✓ this is correct, a good point

D   discussed

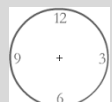A   aided (*TA to initial when supporting*)

S   supply teacher

T   target

</td></tr>
</table>

Key Stage 2 Numeracy

Crossing out is allowed but only one single line should be used.

Erasers are used when appropriate.

Children use squared and plain A4 books.

Small blue lined books with a line ruled down the middle are used for Mental Maths.

Worksheets and loose papers (named and dated) are kept orderly in a separate file.

All work will be in pencil.

Self or peer marking by children may be done in a different colour.
Work is dated using the short date format **e.g. 04.09.12**

The title or the learning intention is written where appropriate.

Work will be ruled off at the end of each session.

Redrafting and Proofreading Marks

Highlight – draw attention to

Key Stage Two Marking Code

●   you have made a mistake

✓   this is correct, a good point

✓ ✓   excellent idea, well done

?   I do not understand this.

sp and /or underline/wiggly line spelling mistake

S   supply teacher

D   discussed with teacher

T   target

U/I   unaided

A   aided
TA   Target Achieved

Two or three times a week, children colour code their work according to how successful they feel they have been.

Colours:

Red = I'm in the learning pit and I need more help

Yellow = I'm getting there and I need some more practise

Green = I'm confident with this

Blue = I'm ready to coach a partner on this

Once a week children to write a reflection explaining how they have been a successful learner eg:I used the times table grid. I used a 100 square. I followed the steps in the success criteria.

Key Stage One Science Work is always in pencil. Erasers may be used under teacher guidance. Children should use their first name when working on paper. Children use lined books.	A line guide may be used with plain paper. Work is dated. A title is written when appropriate and underlined using a ruler by the end of Year Two. Children edit their work where appropriate using a coloured pencil.

Key Stage One Marking Code
 	
A   aided
D   discussed and verbal feedback given
 	
S   supply teacher
 	
T   target
     To highlight or draw attention to an error
 	
     Mistakes that I can correct.
	✓ this is correct, a good point
	
	? I do not understand this.
	
	∧ a word or an idea is missing
	
	sp spelling mistake
	
	Two or three times a week, children colour code their work according to how successful they feel they have been.

	Time connectives	**C**	Capital letters		Fred talk unknown words
	Finger spaces	WOW!	Adjectives	**abgd**	Letters on the line/ascenders/descenders
	Proof read- does it make sense?	●	Full stops	**and, but, so, because**	Conjunctions
C ●	Full stops and capital letters consistently in a longer piece of text				

Key Stage 2 Science	
	Key Stage Two Marking Code

Crossing out is allowed but only one single line should be used.	● you have made a mistake
Erasers are used when appropriate.	✓ this is correct, a good point
Children use A4 books.	✓ ✓ excellent idea, well done
A margin should be ruled before starting work on a lined page.	? I do not understand this.
Writing will be in handwriting pen/pencil.	
Diagrams and tables should be drawn in pencil.	
Work is dated using the short date format	
Learning question is used eg: Can I , What will happen if	S supply teacher
Overview of each unit is stuck in at the beginning of each topic.	D discussed with teacher
Enquiry skills to be glued in to the front of each book	T target
Things to think about	U/I unaided
Ensure all marking relates to the learning question.	A aided
Encourage children to extend their original answers eg: Why? What would happen if?	
Underline scientific language spelt incorrectly	

Appendix 6 – Monitoring of Teaching and Learning

St. Lawrence Primary School

Teaching, Learning and Assessment Policy

We recognise that the most effective way to develop practice is to provide developmental feedback to staff. All monitoring is undertaken to promote professional development and to quality assure the practice across the school. We conduct a range of monitoring activities in order to create a full and accurate picture of the teaching and learning. Monitoring activities are undertaken by leaders, the School Advisor and other external consultants. Monitoring activities are used to inform whole school development planning and to set targets for teachers.

Book scrutiny pro forma

Year	Presentation			Standards				Marking				Assessment			
	Presentation is consistently good: handwriting follows policy	Books: well-kept and neat.	Worksheets: trimmed and neatly stuck in. Not overused.	Quality of learning: ARE/ matches level of child	Quantity of learning produced	Learning Intentions: appropriate, match activity	Checklists/SC: match learning intention	Follows policy: codes	Evidence of continuing teacher/ pupil dialogue through impact evident.	Clear diagnostic marking with clear 'Next Steps, giving advice to improve learning	Pupils consistently respond to marking	Evidence of targets being met by both teacher/ pupil-cross referencing of targets	Self- assessment is evident. Success Criteria used	Evidence of peer-assessment Success Criteria used	Evidence of children editing.
R															
1															
2															
3															
4															
5															
6															
FS development points															
KS1 development points															
KS2 development points															

Pupil conference pro forma

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Year Group:	Date:	Lead:		
Teaching	**Learning**	**Environment**	**Curriculum**	**Wider School**
What does your teacher do to help you in class? Show an example of when your teacher's comments helped you. Tell me about your favourite lesson this week. Why? How does your teacher help you to reach your targets?	Show me a piece of learning that you are most proud off. Why? Show me where you have responded to your teacher's comments. What have you found challenging? Why? What are your current targets? What do you need to do to improve? How do you like to learn?	What resources help you in your learning? How do use the learning walls in your learning? What helps you with your learning? When do you work with others in class?	What's your favourite subject? Why? What do you think you are best at/ least good at? What topic have you found most interesting this year? What do you find most boring, why? What topics would you like to learn about?	Do you feel safe in school? Why? Who helps you in school? What would you do if you didn't feel safe or felt upset about something? Name 1 thing that would make our school a better place. What do you most enjoy about coming to school?
FS development points				
KS1 development points				
KS2 development points				

Learning Environment pro forma

Use of Space and furniture	Learning Areas & Resources	Display	Behaviours
Effective and creative use of space to support all groups (whole class, small group etc)	Stimulating, multilingual lit/num/resource areas.	Pupils' learning celebrated on displays, including drafts or quotes used to show process.	Behaviour displays in place and used effectively
Space is adapted according to different learning tasks	Book Corner is inviting has author focus or theme. Front facing books. Creative display for books. Books stored in genre etc. Interactive resources on display for children to access.	Handwriting is of high quality and well edited to ensure no mistakes. Interactive displays Pupils' diversity celebrated through their learning outcomes.	Quality first teaching consistently challenges children to be the best they can be and is part of whole class ethos.
Children have space to move around freely – to access resources	High quality resources organised effectively and labelled.		Children follow the Behaviour Expectations and understand their roles and responsibilities as part of school and class community.
Space for children to sit and access IWB as whole class session.	Children encouraged to take responsibility for resources and they choose resources when needed.	Learning walls up to date, stimulating and used by pupils. Teacher & Pupil models and clear success criteria.	
	Children responsible for managing resources.	2D and 3D displays used to motivate, engage and foster thinking. Including wall and table displays.	AfL is prominent in the dialogue and actions of pupils. All pupils are involved in peer and self evaluation daily.
	Resources accessible to pupils.	Captions (typed or hand written, describe LI and context.	
FS development points			
KS1 development points			
KS2 development points			

Lesson Observation pro forma

Observers:

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Teaching, Learning and Assessment Policy

Teacher: Additional adults:	Learning Intention:	Year Group:	Date: Time:

Professional Dialogue (following observation):

Main points from discussion

Target	Actions to be taken by staff member	Timeframe
1.	▪	
2.	▪	
3.	▪	

Signed Teacher: **Signed Observers:**

Teacher standards

1. Set high expectations which inspire, motivate and challenge pupils
1.1 establish a safe and stimulating environment for pupils, rooted in mutual respect
1.2 set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
1.3 demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils
2.3 guide pupils to reflect on the progress they have made and their emerging needs
2.4 demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
2.5 encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge
3.1 have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
3.2 demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
3.3 demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
3.4 if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
3.5 if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well structured lessons
4.1 impart knowledge and develop understanding through effective use of lesson time

4.2 promote a love of learning and children's intellectual curiosity

5. Adapt teaching to respond to the strengths and needs of all pupils
5.1 know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
5.3 demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
5.4 have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment
6.3 use relevant data to monitor progress, set targets, and plan subsequent lessons

6.4 give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment
7.1 have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
7.2 have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
7.3 manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
7.4 maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities
8.3 deploy support staff effectively

Version	Date Issued	Issued by	Reason for Change	Presented To (initials to agree policy has been	Approved by:	Date

				read and understood)		
0.1	April 18	Amory Charlesworth	Draft			
0.2	Sept 18	SLT	2nd draft			
0.3	Sept 22	Amory Charlesworth	CPD and policy development in 2021/22	Whole staff (INSET day)	Whole staff	8.9.22