



CASTILION PRIMARY SCHOOL

Engage, Enthuse, Empower



Reviewed	Agreed by Staff	Review Date	Committee responsible for review
September 2020	September 2020	When necessary	Learning and Achievement

This guide is fully compliant with the Amadeus Primary Academy Trust's Principles of Teaching and Learning and the school's Teaching and Learning Policy.

Teaching and Learning: An evidence based guide to excellent practice

An evidence based approach

At Castilion, we have created our own bespoke learning philosophy. Our approach includes:

- Using medium term planning to ensure coherent learning sequences.
- Using assessment to support planning, teaching focus and organisation of learning.
- Using a core teaching sequence in lessons (e.g. modelling, deep questions and active learning).
- Using collaboration and peer to peer devices to strengthen learning.
- Ensuring learning dispositions are being developed over time (e.g. self-awareness, resilience and risk taking).

Excellent teaching and learning is characterised by:

Planning – Learning Environment – Collaboration – Making Excellence Visible – Clear Learning Intentions and Success Criteria – Feedback – Modelling Excellence – Modelling Skills and Strategies – Marking – Questioning – Challenge – Continuous Evaluation

Deeper Learning and Mastery

Many of our children acquire high levels of fluency in key skills in the primary curriculum but find it more difficult to use and apply them in more complex and challenging settings. The revised National Curriculum emphasises the importance of gaining depth in learning as children move towards mastery.

Most children working at age appropriate expectations will either need:

- **Acquisition** - structured teaching and modelling leading towards fluency in a new skill,
- **Fluency** - practising fluency to gain confidence and independence to be able to tackle more challenging learning, or
- **Greater Depth** - being stretched to use and apply their learning in a variety of challenging contexts towards achieving mastery. Children at all levels may be working at greater depth to develop their understanding.

At Castilion, **we do not use the traditional 3-part model of teaching**. We structure learning to ensure that learning is very closely matched to children's needs. For example, children working at the higher standard may miss the introduction to a lesson when it is not appropriate for them. They will be working immediately on activities linked to their abilities.

School Progress Advisor input (May, 2018)

4 steps to typically good teaching

Step 1. Data Dialogue

What do you know about your data (generic)?

What does it tell you about the students (specific)?

What will you do now (intervention)?

Questions

❓ How do you use summative and formative assessment to determine your teaching and the matching of tasks to children's abilities?

❓ Who are your PP children (esp. HA PP). What do they 'need' to achieve more?

❓ How do you use interventions to support children's learning?

Step 2. Planning for progression

What are your learning intentions?

What are the expected learning outcomes?

What are the steps to achieve?

❓ Do the children know what they need to do to achieve the outcome (success criteria)?

❓ Do the children know what they being expected to learn?

❓ Do they know what they will do when they finish an activity?

Step 3. Marking to motivate

feedback*feed forward* response

How does your marking connect all learning episodes?

What do the learners do with the information?

How does the marking make a difference to the learning?

Are you following the policy?

❓ Are your comments readable and understandable?

❓ Do your comments give the next steps in learning?

❓ Are the children responding to the comments?

Step 4. Teacher delivery

What differentiated teaching strategies are in use?

How are the differentiated teaching resources making a difference to the learners?

Which differentiated questioning techniques are making a difference?

What types of differentiated assessment techniques are in use?

❓ Does your teaching meet the needs of all learners?

❓ Are your questions pitched at different levels – simple through to advanced?

❓ Are pupils able to ask questions about learning?

❓ Are LSAs actively involved in teaching at all times – not watching you teach?

The Core Teaching Sequence – examples of practice

“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.”

Alvin Toffler – American author of Science Fiction

Sequence	Examples
<p><u>Prior to the lesson – the learning environment</u></p>	<p><u>Relationships with pupils are the most important aspect of setting up your learning environment</u></p> <p>Children start work as soon as they enter the room – habit:</p> <ul style="list-style-type: none"> Challenges, questions or tasks Anagrams, puzzles, true-false statements, recaps of previous learning, unexpected questions for debate – reward pupils for on-task behaviour Music playing when enter – when music switched off children know its time to start lesson
<p><u>The starter</u></p> <p>A starter should stimulate curiosity and open mindedness and prepare the brain for learning. These can be random or linked to the subject.</p>	<p><u>ENGAGING THE EMOTIONAL BRAIN MAKES YOUR CLASS CURIOUS AND ATTENTIVE</u></p> <ul style="list-style-type: none"> Think Curiosity Creative challenge in pairs Room 101 Work for, party with, send to the jungle Snog, marry, avoid
<p><u>Set objectives or learning outcomes</u> – engage them in the learning</p> <ul style="list-style-type: none"> Describe, simply and EXACTLY what you want the students to be able to do by the end of the lesson. Do this at two levels (at least) for differentiation. <p><u>Success criteria</u></p>	<p><u>Wow factor</u></p> <ul style="list-style-type: none"> Dressing up / music / video clip / unexpected event, etc, etc <p>“Tap into the talent in the room” – instead of the facilitator providing input in the early stages, begin by drawing out what learners already know by getting them to seek out information from each other (e.g. trio discussion).</p> <p>It is fundamental that pupils have a clear understanding of what they are trying to learn (learning objectives), how they can recognise achievement (learning outcomes), what good looks like (success criteria) and why they are learning this in the first place (that is, the bigger picture)</p> <p><u>Learning Objectives:</u></p> <p><u>Set high expectations – make sure specific groups of children are aware of what they need to do to make progress</u></p> <ul style="list-style-type: none"> Connect the Learning: link to previous learning and wider context <p><u>Pen of power’ technique</u></p> <p>Select a pupil to come to the front and use the ‘pen of power’ to highlight key words within the objective and to explain their choices.</p> <p><u>Red Herring</u></p> <p>Add an extra learning objective and ask pupils at the end of the lesson to identify which one has not been covered and how they know (a red herring!)</p> <p><u>REVEAL</u></p> <p>Ask the pupils to suggest what the learning objective is before revealing it (e.g. could be completely concealed beneath sugar paper or possibly with some words visible). Discuss differences/commonalities.</p> <p><u>Continium lines</u></p> <ol style="list-style-type: none"> Explain (with passion!) what success in achieving the objectives will look and feel like. (The ‘brilliant outcome.’) Showing them that achieving the objectives is part of a learning journey by using a continuum line.

3. By also setting one or more personal skills objective / learning outcome.
4. Should relate to their and connect with students

By the end of this lesson you will be able to:

- Notice how a writer has used language effectively (level 4)
- Comment on how the writer uses language to engage the reader using quotations (level 5)

- I will read and understand great writing so that I can learn to write brilliantly myself



- Team worker. Show how well you work with others

- I make a big difference to my team's performance through listening, working together and setting high standards



Independent Enquirer: Worked independently and found things out for myself

- I can think about what I need to do to succeed in a task and do it really well on my own



Draw a continuum line that leads to the 'brilliant outcome' they are heading towards in their learning journey. (Shown in red) At the start of the activity children decide where along the line they are now. After the activity they then mark where they are now, to demonstrate what (if any) progress they have made in the lesson towards the outcome.

Success criteria – stages of understanding / skills required to achieve LO

- THE COOKING POT;
- EXTRA EXTRA: Give pupils a list of possible success criteria plus **extras**. Ask them which should be **deleted** and why
- THE COMPETITION: Use group work – each group generates a list of possible success criteria. These can then be critiqued by the class and the "best" ones used
- 2 4 TRUE: Teacher (or even better, pupils) call out a selection of possible success criteria. Pupils **raise 2 hands if it is "true"** (a good suggestion) or 1 hand if it is false (not suitable)
- LAST MAN STANDING: All pupils begin by standing up. They can **only sit down when they have suggested a success criteria**. If numbers are an issue, allow pupils to work in twos or threes. Similarly, if pupils are struggling, allow them to "phone a friend"

The main lesson activity / activities

There needs to be:

- A **challenging** level of subject knowledge
- Active, **collaborative** learning
- **Choice** of activities or of approaches to them
- Higher order questions
- Visual aids and practical

Choice, collaboration and challenge need to be present in order to deliver an outstanding lesson for these reasons:

- **Challenge**. Because this is the way to ensure that expectations are high and learners are working to make progress in their learning
- **Collaboration**. Because students should be talking more than teaches and working together to achieve the 'brilliant outcomes.'
- **Choice**. Engages the learners and make them feel committed to the task

Collaborative ACTIVITIES - children learn through doing and talk !

Note that these have some CHOICE in the tasks and an onus on completing the work as a group. The outcomes should be presented by the group and, as far as is possible, quality control should be given to the team. An element of competition can be added by allocating points to different tasks:

- Task related to SC/LO – **NOT HOW ITS REPRESENTED – COLOURING ETC**
- Practical activities – learn through doing
- Active, independent collaborative learning

activities

Questioning

- to clarify understanding
- to engage with children
- to elicit discussion
- to elicit information
- to get feedback on teaching and learning
- to find out what they know
- to focus attention

Difficulties with questioning

- creating a climate for quality questioning
- when no-one answers
- you may get side-tracked
- some people answering all the time
- pitching at a level where all children understand

- Lot of higher order questions
- Pupils learn through talk – Vygotsky’s negotiated meaning
- Individual reflective silent task (eg sustained writing)
- Variety of Learning Styles: 80% of children are visual learners
- T and TAs role clearly identified
- Groupings: teams that report back to class

Modelling and demonstration – how to meet SC and LO

Questioning

“The most successful teachers all engage in above average levels of interaction with the pupils. This appears to be an important determinant of pupil progress.”

Maurice Galton and Brian Simon, ‘Progress and performance in the Primary Classroom’

Learning depends on conversations – meaning is negotiated through talk

“Thought is closely related to language: talking is the prime vehicle for human thinking and learning. Not all thinking depends on words: conversations can be internal, but are particularly effective carried out in pairs or groups where different ways of interpreting evidence can be explored to mutual benefit.”

Lev Vygotsky ‘Thought and Language’ 1962

- Gauge understanding and re-shape understanding
- Bloom’s taxonomy
- Closed and open questions: differentiated questions planned in to lesson
- Plurals
 - “What are *some* of your goals?”
 - “what *ideas* do you have?”
 - “What *outcomes* do you seek?”
 - “What alternatives are you considering?”
- Invitational stems
 - “As you recall, ...”
 - “As you anticipate ...”
 - “As you envision ...”
 - “Given what you already know about ...”

Cut back on ‘guess what I am thinking’ reproductive questions

Teacher:

Remember that big word we used last time to describe how plants make food.....it begins with a ‘p’?.....photo.....? photosssss.....?

Pupil:

Photosynthesis!!!!

Teacher:

Well done, James!!!

Ask more ‘productive’ or higher order questions that cause pupils to think

These are sometimes called ‘fat’ as opposed to ‘thin’ questions or ‘hot’ as opposed to ‘cold’ questions

Be aware that closed questions can be ‘hot’ or ‘fat’ - Is grass alive or dead?

Keep some general ‘hot’ questions in your desk drawer:

- what do you think?
- why do you think that?
- how do you know?
- do you have a reason?
- can you be sure?
- is there another way?
- what do you think happens next?

Think in terms of prompting and probing questions

Prompting questions give hints or suggestions about what strategies pupils might try to solve a problem or come up with an answer for themselves.

- *would.....help?*
- *what about....?*
- *why not....?*
- *have you tried....?*

Probes are precise questions designed to unpick a pupil's train of thought and encourage them to explore it more deeply.

- *can you tell me more about....?*
- *are you sure?*
- *why do you think that?*
- *Teacher – pupil talk*

Plan fewer and better subject-specific questions

- Turn closed questions into open ones (instead of 'Is 7 a prime number?' 'Why is 7 a prime number?')
- Devise closed questions that cause thinking ('Is grass alive or dead?')
- Ask questions that explore opposites, differences, categories and exceptions (instead of 'What is an insect?' 'A camel is not an insect. Why not?')
- Focus on how to work the answer out rather than on the answer (instead of 'What is a friend?' 'How do you know that someone is your friend?')

How to ask questions better

Wait time

Lolly sticks

No hands up

Think, pair and share

Show-me boards

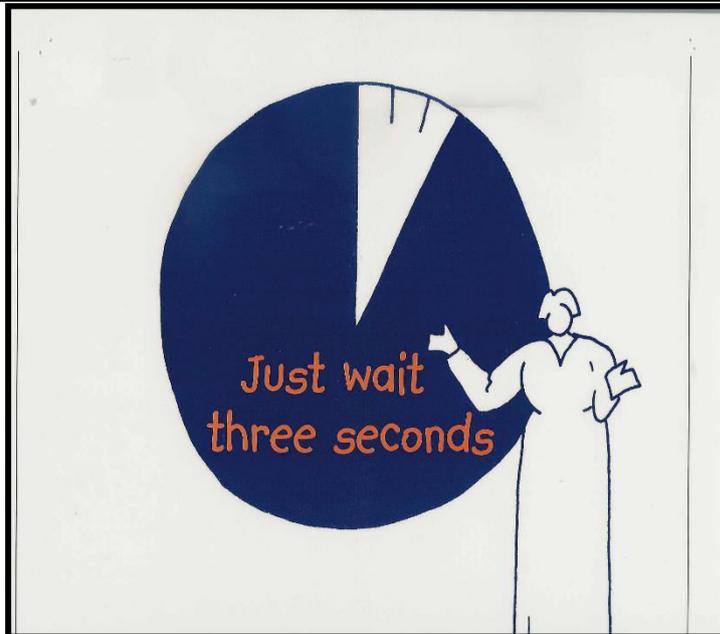
Thumbs

Take the answer round the class

Traffic lighting

Leave 'wait' or 'think' time

- *more pupils are likely to offer an answer*
- *the frequency of answers from less able pupils rises*
- *pupils give longer answers*
- *responses are usually more thoughtful or creative*
- *more pupils ask questions*

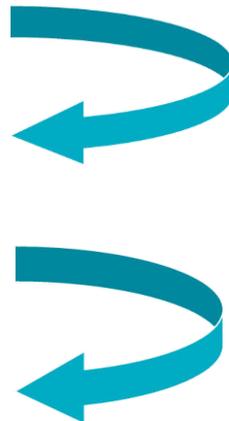


Two kinds of wait time

Teacher asks a question

Pupil responds

Teacher reacts to the pupil's response



Use think, pair and share

- *can be a good idea when wait time doesn't work*
- *can be informal: 'Talk to your partner about it for a minute'*
- *can be formal: 'Let's think, pair and share that now.'*

Click your fingers and they know they must write down their thought in complete silence for a minute;

click again and it's pairing with partner voices, then you can pick on any individual to share an idea with the whole class

Take the answer round the class

- *this is about playing volleyball rather than ping-pong*
- *works best with open questions but can also work with closed*
- *when a student answers your question, leave it on the other side of the net and find what a few others think before you respond*

Signals for understanding

- *traffic lights*

- thumbs
- show-me-boards

Respond with 'minimal encouragers'

These suggest: "Please continue. I'm listening and I understand." For example....

- "Mm-hmm" "Tell me more" "Oh?"
- "For instance?" "I see" "Right"
- "Then?" "Yes really?" "And?"
- "Go on" "So?" "I hear you" "Sure?"
- "What would you say if you did know?"
-

- **How much of the classroom dialogue is about learning and progress as opposed to content?**
- **Do pupils get to ask questions as well as answer them?**
- **Where are your pupils actively taught how to use talk as a tool for thinking and learning?**
- **What are you doing to encourage "basketball" dialogue as opposed to "ping pong"?**

- **Discussion (teacher-class, teacher-group or pupil-pupil):** the exchange of ideas with a view to sharing information and solving problems.
- **Dialogue (teacher-class, teacher-group, teacher-pupil, or pupil-pupil):** achieving common understanding through structured and cumulative questioning and discussion which guide and prompt, reduce choices, minimise risk and error, and expedite 'handover' of concepts and principles.

*John Stuart Mill argued we do not learn to read and write, to ride or swim merely by being told how to do it, **we learn by doing it** - similarly, only by involving children in democratic processes of discussion and decision-making will they ever learn how to practise it*

Use an emotional hook to generate good discussions:

- A **Thunk** is a beguilingly simple-looking question about everyday things that stops you in your tracks and helps you start to look at the world in a whole new light.
- A "**straw-man proposal**", also known as an **Aunt Sally**, is a **brainstormed** simple proposal intended to generate discussion of its disadvantages and to provoke the generation of new and better proposals. Often, a straw man document will be prepared by one or two people prior to kicking off a larger project. In this way, the team can jump start their discussions with a document that is likely to contain many, but not all the key aspects to be discussed. As the document is revised, it may be given other edition names such as the more solid-sounding "stone-man", "iron-man", and so on
- **De Bono's thinking tools**

Use of ICT / visual aids

Differentiation

Setting LOs for all groups so that they are all challenged to make exemplary progress –

Demonstrating Progress

Dr Spencer Kagan's Cooperative Learning Structures

- Rally Robin
- Collective Round Table
- Jot Thoughts
- Talking Chips

	<ul style="list-style-type: none"> • Pupil annotation of their own work • The “purple pen of progress” • Progress points in classrooms? – LEARNING WALLS • Pupils leading the learning • Plenaries • Prove it tasks
<p><u>Dish up the DIRT..... often!</u></p> <ul style="list-style-type: none"> • DIRT = Dedicated Improvement and Reflection Time through assessment AS learning. • As the process of learning is a journey, it is essential to raise awareness about this process by reminding students frequently to check their learning process and progress. • What have you learnt, how far have you travelled towards the learning outcome? • There should be regular checkpoints which then become assessment AS part of the learning process. 	<p><u>ASSESSMENT FOR LEARNING</u> <u>Reviewing and reflecting</u></p> <p>As students know what the success criteria is and are aware of the need to continue to gauge their progress there is also a need to focus on the quality of the work produced. This is the quality control moment when students work on their own or together to improve their work.</p> <p>Systematically check pupils understanding throughout lessons, anticipating where intervention will be necessary with a striking impact on quality of learning</p> <p><u>DO CHILDREN KNOW IN DETAIL HOW TO IMPROVE THEIR WORK: NEEDS TO BE TAUGHT/ROLE OF FEEDBACK</u> <u>DO CHILDREN HAVE CLEAR</u></p> <ul style="list-style-type: none"> • Feedback through guided group work – FEEDBACK IS THE MOST EFFECTIVE WAY OF ENSURING PROGRESS !!!! • Opportunities to respond to marking: questions and next-step comments • Teams / individuals feedback to others against LO/SC – NEED TO BE TRAINED TO DO THIS • Children self assess own work against success criteria • A checklist that relates to success criteria could be helpful here. • You could use pupil friendly APP sheets to enable children to self or peer assess the work produced. • Working to redraft, improve and amend following constructive criticism. It also gives the children more control and responsibility for the outcomes. Assessment becomes part of the learning process. • Teacher questions relate to success criteria • Refer to class and individual targets – pupils should know how to improve <p>Take a moment for a mini plenary at any time to gather evidence of the learning progress.</p>
<p><u>Final Plenary/Review</u></p> <ul style="list-style-type: none"> • Plenaries can take place throughout the lesson. • At the end a memorable plenary will sum up the learning outcomes. • DONT BE AFRAID TO 	<p><u>The moment of truth: How far did we get towards our objectives?</u></p> <ul style="list-style-type: none"> • LOs/SC form basis for plenary • IDENTIFY LEARNING AND PROGRESS MADE • LO’s extended, children articulate learning, wider implications and links to future learning • Success celebrated • Links to knowledge and skills in other areas <ul style="list-style-type: none"> • You could stick a huge learning progress arrow on the wall that you can use as a visual aid for students to pin their names on to show how far they have progressed towards the learning outcome. • Carefully chosen work (one HA) CHOSEN TO DEMONSTRATE SUCCESS

ACKNOWLEDGE WHEN THEY HAVEN'T ALL MADE PROGRESS. This gives you a chance to explain what your next steps will be to ensure ALL students have learnt what they need to know.

- *Post-its for students to collect 3 things they have learnt. These can be placed on the door on the way out or shared in groups and prioritised.*
- *Mini whiteboards and pens for writing key points from the lesson and holding up.*
- *Showing 5, 4, 3, 2, 1 fingers to demonstrate success in learning progress. 5 fingers means 'I really got it', 4 means 'mostly got it' 3 'got some of it' etc*
- *Sit in a hotseat and make 3 points as a key character that would be an expert in the lesson outcome, hand on to another class member who has to make 2 points, then down to 1.*
- *Use a metaphor such as a rucksack or treasure chest to put all the key learning points from the lesson to open up next lesson. These can be written on paper and folded up to place in the bag or box. At the beginning of the next lesson they can be opened up and shared.*
- *Write newspaper headlines – summarising your key learning in a headline. Useful to have some mock up newspapers made with blank headlines.*

Children reflect on quality of lesson

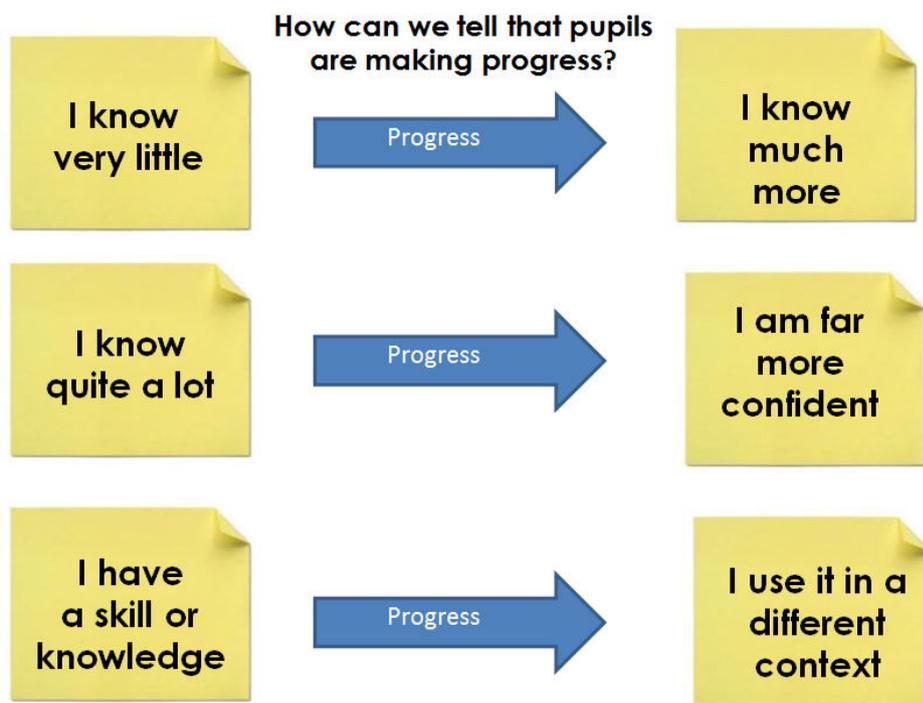
Traffic Lights

ALWAYS FINISH ON TIME SO THAT YOU DONT MISS OUT THE PLENARY IN YOUR LESSON PLAN. CUT SHORT OTHER ACTIVITIES BUT MAKE SURE YOU DEMONSTRATE THE LEARNING AT THE END AND MAKE YOUR OWN ASSESSMENT ABOUT WHETHER YOU HAVE SUCCEEDED IN ACHEIVING THE LEARNING OUTCOME.

It should be very clear that CHILDREN have made progress in learning and can demonstrate it. Where insufficient progress has been made it should be clear what the plan of action will be to address this next lesson. Use assessment outcomes to inform future planning. Make it clear that you can see what each and every CHILD has learnt and what the next steps are to secure progress.

Finish the lesson by setting the scene for the next exciting learning experience that will build on the lesson today.

Did the children make progress?



Teaching and Learning: non-negotiables (KS1 and 2)

These **non-negotiables** should be read in conjunction with the school's **Processes and Procedures** document and school policies. The non-negotiables contain precise **non-negotiable expectations** of teaching and learning practice. Learning walks will specifically focus on these expectations

Learning Environment

- All pupil tables are organised so that children can work effectively as individuals, in pairs or in larger table groups to support learning. The strategies used are those that have been agreed in school policy and include allocating group roles, 'scouting for wisdom', 'We've cracked it', 'Strike a pose', 'rounders', 'sort it out', 'scratch' and 'the line up'. These groupings can be flexible and can be organised by ability or fixed ability. Children's table groups can move around between subjects.
- All classroom door labels should contain the school logo, the class teacher's / support staff name and the year group. These should be double mounted and laminated. These will be made by the class TA and displayed on the first day of the school year.
- There will be a balance of computerised and written learning words displayed in the classroom. Written words should be handwritten in cursive script by staff in silver or gold on a black background or by using complimentary colours.
- Learning walls should be displayed in an appropriately accessible place for all children and the teacher.
- All classrooms will contain an inviting book area that display books and author / POR book focus. Drapes, cushions and props will be used to enhance the area.
- All classrooms will contain topic tables (minimum of one) which identify class topic areas, key questions, artefacts and resources which provide children with learning stimuli.
- Pupil books will be stored neatly in every classroom using wicker baskets. Each pupil book should be labelled using the generic school label. All books should have a plastic cover. Each book should contain the relevant subject 'presentation guide' or the separate guide for foundation subject books.
- No clutter, mess or clothing should be left in classrooms. Children's belongings and clothing should be stored appropriately.
- Examples of good practice (pictures) can be found in the '**Learning Environment photos**' guide.
- The environment should meet the requirements of the **Learning Environment Policy**.

Organisation of Learning

- Where appropriate, all lesson resources should be provided on tables before lessons begin. This includes stationery which should be accessible and organised per table.
- Learning Objectives and Success Criteria (if determined by teacher) will be easily visible to children. Children may either write neatly by hand or be provided with stickers by the teacher.
- All children should present their work as specified in the Presentation Policy.
- Learning scaffold sheets (ie, self-assessment grids) should be pre-trimmed so that they can be attached neatly into books with the parameter of the book areas.

Planning

- Planning where appropriate should be cross-curricular with a focus on the POR books. Planning emphasises the application of key skills in different contexts (cross curricular) with a focus on promoting deep learning (through reasoning and problem solving, etc)
- Weekly planning identifies progression in learning and build on skills taught the previous day. This means in books, the learning shows progression. Opportunities should be available for corrective teaching to take place – the aim is that the majority of the children master their year group curriculum.
- Planning ensures that opportunities are given for ‘corrective teaching’. Misconceptions must be addressed as soon as possible to enable the majority of children to achieve stage expectations. Deep learning should be planned for through problem solving and reasoning opportunities etc (as for example in numeracy). Wherever possible skills should be applied in real life contexts both within a lesson and across subjects.

Core Teaching Sequences

- Questioning is used at the start as a tool to review prior / most recent learning.
- At the start of each lesson – teacher to share learning intention – so that they know **what** they are doing and **why** (these should be displayed for all to see – and refer to throughout the lesson).
- Learning Intentions are well matched to children’s abilities and shared with them and or they should be generated by the children, so that they understand what they need to achieve.
- All children will have face partners of shoulder partners and know who these are.
- Focus groups in every lesson – with the teacher and TA ‘teaching’ a planned sequence with the group.
- Teacher modelling should be evident in every lesson.
- Teacher’s facilitate dialogue by engaging all learners.
- Plenaries and/or mini-plenaries should be evident in all, lessons – reviewing and assessing learning but also moving learning forwards or reviewing misconceptions as they arise. **These must be precise and purposeful.**
- **Guided reading:** The guided reading session is planned and assessment notes are diagnostic not general. The guided session must start with the teacher / TA doing the strategy check, sharing the LO and modelling the learning. There will be no reading around the group whilst all the children sit and listen. Each independent task is planned for and children know the learning for the session. Children are able to articulate how the session is contributing to their learning (AfL) and whether they met their targets within the session.
- **Focus groups:** The guided focus session is planned and assessment notes are diagnostic not general. The session must start with the teacher sharing the LO. The teacher/TA should model and/or demonstrate the relevant aspects of learning involved in the session. Each independent task is planned for and children know the learning for the session. Children are able to articulate how the session is contributing to their learning (AfL) and whether they met their targets within the session.
- All lessons follow the school’s **Learning Powered Learner** approach. This approach is exemplified in: **Teaching and Learning: an evidence based guide to excellent practice.**

Behaviour for Learning

- All adults in lessons have high expectations in the way children talk, sit and behave in their learning. **Children should sit still and listen when being taught or when someone is saying something.** There should be no talking over people and no fussing, including points of transition.
- Noise levels – appropriate for the task – calm and quiet classrooms and appropriate noise levels for collaborative learning.
- Learners **know** their targets and these are readily available.
- The classroom is the ‘Silent Teacher’ and conforms to school policies. All displays are beautifully presented and have labels that explain the learning, questions for further learning and contain pupil reflections. High quality

learning at all times. TAs contribute effectively to learning at all times. In the main teaching session, TAs will not be sitting and listening.

- Children in KS1 to remain on carpet for no longer than 20 minutes at a time – teacher talk no longer than 20 minutes.
- All teachers follow **Behaviour for Learning Policy**. **Expectations Charter** and **Ready to Learn Charter** are displayed in classrooms and are understood by every child.

Feedback Marking

- All marking should meet the requirements of the **Effective Feedback and Marking Policy**.

Presentation

- No doodling in/on books.
- No rubbers – except where policy allows.
- Use of rulers for diagrams, underlining dates, titles and margins.
- Pencils in all books – until ‘pen licence’ awarded.
- Presentation must be of the highest standard in all areas of the curriculum. Writing should be as high quality in the foundation subject as it is in the literacy book.
- All teachers follow the **Presentation Policy**.

Signed: Head Teacher

Date:

Signed: Chair of Governors

Date: