



Teaching and Learning Policy

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Date to be reviewed: September 2023

Aims

This policy is the method through which we deliver a rigorous knowledge-led curriculum across South Haringay School. The implementation of this policy is the responsibility of all the members of our school. With a deep understanding of the experiences of our pupils, we provide a curriculum that enhances pupils' cultural capital and endeavours to overcome any barriers that they may face.

In a safe, happy and exciting learning environment, we strive for the highest standards of pupil attainment so that pupils can enjoy limitless aspirations, ensuring they are fully prepared for their time when they leave our village to join another. To achieve this, staff will be continually supported to effectively deliver ambitious, high-quality teaching and learning which follows a distinctive and consistent approach across the school. Developments in our teaching and learning practice are underpinned by sound educational research, ensuring the best and most current thinking is at the forefront of what we do. We assess and review the impact of our curriculum through all stakeholders, including, teachers and governors. This collaboration ensures there is a collective responsibility for the continued improvement and evolution of teaching and learning in our school.

By adopting a whole school approach to teaching and learning, staff will;

- provide an inclusive education for all children
- create a safe, meaningful and impactful learning environment
- enable children to become confident and interested learners, actively engaged in their own learning
- support children to learn effectively and efficiently
- provide a language rich, stimulating curriculum that is supported by experiential learning
- embed children's understanding of living by the vision and values of our school and for the cultures and values of others
- support children to achieve a deep understanding, by helping them to connect new knowledge with existing knowledge so they are fluent and unconsciously competent at applying their knowledge and skills
- support children to secure knowledge into their long-term memory through helping them to develop secure schemas with connected networks of ideas
- equip children with knowledge to use technology successfully across the curriculum to enhance their learning
- equip children with the knowledge and cultural capital that they need to succeed
- equip children with the knowledge and skills needed for secondary school and beyond.

Strategies for Teaching and learning



We believe that using the principles established from research, cognitive science and experience will support staff to be effective practitioners.

A consistent approach to teaching and learning across the school supports our efforts to maintain standards and achieve excellent progress. We believe that continued and sustained standards are dependent upon the quality of teaching and learning taking place on a daily basis. Therefore, the expectation is that all children are provided with high quality learning experiences that lead to consistently high levels of pupil achievement and progress. It is only through initial quality-first teaching that children will achieve as highly as they possibly can.

The impact of quality-first teaching and learning is measured by the outstanding progress and attainment pupils achieve. The importance of strong teacher knowledge cannot be under-estimated: this can be broken down into three areas:

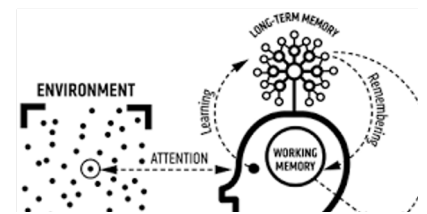
1. **Pedagogical knowledge:** teacher knowledge of effective teaching methods;
2. **Content knowledge:** teacher subject knowledge;
3. **Pedagogical content knowledge:** teacher knowledge of how to teach the particular subject (for example, knowing the misconceptions that arise prior to teaching specific key knowledge.)

These areas outline what we believe underpins effective teaching (pedagogical knowledge) and how these contribute to learning. This enables teachers and leaders in our school to work collaboratively to develop school-wide effective teaching in order to deliver the intended curriculum and hence, strive to ensure optimum learning occurs.

Our approach is underpinned by a joint, common understanding of the key terminology and strategies (*Tom Sherringham's WalkThrus; Rosenshine's Principles of Effective Teaching; Cognitive Load Theory, Carol Dweck's Growth Mindset research*).

Key terminology is outlined as:

- **Learning:** 'is an alteration in long-term memory. If nothing has been altered in long-term memory then nothing has been learned.' (*Sweller et al. 2011*)
- **Understanding:** well-developed schema; well organised, connected knowledge as opposed to a handful of unconnected facts
- **Curriculum:** the knowledge students are expected to learn (including spiritual, moral, social and cultural) through the totality of experiences provided in our children's primary schooling
- **Progress:** The curriculum is the progression model. Therefore, 'if a student has learnt the curriculum, they have made progress.' (*Michael Fordham*).



Cognitive Load Theory: Teachers plan and deliver their teaching with an understanding of how memories are formed and the impact of cognitive load upon learning. Appropriate activities are carefully chosen so that learning is not obscured, and pupils are able to focus upon and understand the main learning intention of the lesson. Teachers think carefully about the value of each activity they plan in a lesson, and how efficiently it supports pupils to achieve the objectives of the lesson. Teachers use a range of strategies to avoid overloading pupils' working memories. Teachers plan carefully and hook learning on to prior knowledge by making explicit links across the subjects so that pupils can draw upon prior learning to support and deepen their understanding of new material.



Growth Mindset research underpins the way in which teachers and leaders develop pupil's learning attitudes and teach pupils the skills to overcome barriers in their learning. In doing so, we equip pupils with an understanding of the process of learning so that they have a set of coping strategies to counteract feelings of frustration and a lack of confidence in their ability to learn. We promote the attitude that mistakes are a normal, useful part of the learning process and provide ways in which the pupils can move forward in their learning. Through these approaches we are able to enhance pupils' feelings of self-efficacy, creating a culture where children believe in their own ability, are empowered to act on advice and improve their learning outcomes.

Effective teaching

At South Harringay, we are thorough in our teaching to embed knowledge rapidly. We advocate research-based principles of instruction that are adopted and adapted from research in cognitive science. We use concepts from the books by Tom Sherrington: *Rosenshine's Principles of Instruction* and *Teaching Walkthrus*:

▪ **Talk Partners**

Opportunities to 'Think/Pair/Share' and discussions with a talk partner are regular features in all lessons. The talk is structured; the pairs are given realistic time limits and goals are set which are then tested (e.g. *"in two minutes time you will be able to tell me the 3 names...."* Selected pairs will then be asked to say all 3 names).

▪ **Deliberate Vocabulary Development**

New words that are introduced are through the process of Deliberate Vocabulary Development. Teachers engineer activities that ensure **ALL** children: say the words; practise using the words; put the words into sentences; read the words in context; and, later recall the words. Children need lots of exposure to new words and must hear themselves saying the words more than once. Teachers do this, systematically, deliberately and routinely through:

- "My turn, your turn" or "I say, you say", "tell the person next to you, behind you", (choral response, partners, individuals) in fun and engaging ways
- Teaching how to pronounce and making sure all children are pronouncing correctly (Say It Again Better)
- Making sure every child takes part in choral response
- Saying the definition in a short memorable sentence (Say It Again Better)
- Asking more than one individual to say the meaning of the word in a sentence
- Using picture clues/props/movements where appropriate to help the understanding of the concept
- Giving a non-example as well as an example, encouraging children explain why

▪ **Checking for understanding**

Teachers will use AFL and seek a sample of answers which help them decide whether the children are ready to move on or whether they need to go back over something. Teachers 'check for understanding' by:

- asking a range of processing and probing questions
- asking pupils to summarise the presentation up to that point
- asking children to repeat directions or procedures.
- asking children to think aloud while completing tasks
- asking children to explain or defend their opinions to others



This principle helps children to make connections with other areas of learning in their long-term memory and to alert teachers when parts of the material need to be retaught.

Scaffolds

All teachers provide pupils with temporary supports and scaffolds to assist them. Scaffolds are a form of guided practice.

Scaffolds include:

- modelling the steps, including thinking aloud so that children can observe the expert thinking of the teacher
- word banks, which include the use of Communication in Print (Widget) where appropriate
- checklists which guide or evaluate pupils with their work
- a modelled example of the completed task against which the pupil can compare their work
- Sentence stems and question stems
- Using specific APPs to support oral rehearsal/ evidencing of learning

Teachers must carefully consider who needs what type of scaffold, rather than regularly providing the same scaffold to all. Teachers anticipate students' errors and warn them about possible errors that some of them are likely to make. Teachers model the use of check lists/success criteria against an exemplar to help children recognise success and excellence and then they can use these to evaluate their own work.

As role models for the children, teachers are required to take responsibility for their own learning and development, supported by the leadership team, through the 'Development Conversation' process. Staff will be offered a bespoke pathway of support, within the wider context of achieving our whole school improvement priorities, through continual professional development meetings. Thus, we will accomplish our goal of securing the best possible outcomes for our pupils.

Planning, teaching and assessment

All planning is learning not task orientated. Longer term learning goals and subsequent short-term learning objectives must drive teaching at all times. Clarity regarding learning is vital; learning objectives must be shared with learners throughout the lesson, either verbally or written. Teachers will teach lessons, gaining evidence to find out who is not secure and who needs consolidation or who are secure and need to be further challenged. Teachers are responsive to the learning needs of the children. In order to make the most accurate judgements about how to move forward with their teaching within the lesson, teachers will plan in a variety of opportunities to gain formative feedback from pupils on their level of understanding. These opportunities may take the form of: monitoring pupils' practice on mini whiteboards; questioning; monitoring responses during 'think, pair, share' opportunities; or mini-plenaries. Through this constant assessment of pupil understanding, at all stages of learning, teachers are able to make increasingly accurate judgements about what level of support and challenge to provide. It also allows them to: tailor the feedback they will give to pupils so that learning is able to move forward; or, to adjust teaching in order to achieve the longer-term learning goals, recognising when they can move on, or if they need to re-teach something.

Planning

Long term plans inform medium term planning which is produced half termly by subject leaders. Medium term plans provide the coherent, sequenced structure; however, activities must be tailored to the individual needs of



the cohort. Where weekly Smartboard planning accompanies the medium-term planning, Smartboard planning must include:

- an outline of the learning intentions (TA role/CT role, differentiation/scaffolding/support)
- key vocabulary
- learning objectives
- success criteria/steps to success
- key questions
- mini plenaries and plenaries
- opportunities to tackle misconceptions and modelled examples
- opportunities for children to 'think, pair, share'
- opportunities for children to select tasks that challenge them
- opportunities for children to respond to marking and feedback
- opportunities for children to evaluate their own work and the work of others

This is not an exhaustive list; instead these are some of the most effective elements we have evaluated as having the greatest impact on our children. These elements are non-negotiable.

EYFS

Teachers in the EYFS deliver an exceptional early years curriculum through a core book approach. Activities are planned around a selection of carefully chosen, experience-rich, core texts which make links to all seven areas of the learning and development specified in the statutory framework for the early years foundation stage. Long term plans ensure coverage of key concepts throughout the Early Years Foundation Stage and medium term plans ensure the learning intentions for each half term are rigorously sequenced ensuring the children develop strong foundations for future learning. Ongoing observations and assessments are an integral part of the teaching and learning process and help to ensure that children are making progress towards the Early Learning Goals. Observations and assessments of each child's achievements and interests are made by staff who then plan for their next steps in learning. These observations and assessments inform planning so that relevant activities and opportunities are provided for each child. Pupils' learning is recorded using the online platform 'Tapestry'. Photos and samples of children's recorded work are annotated by practitioners to highlight the learning that takes place. Parents and children are encouraged to contribute towards their Tapestry journal. Feedback on progress made and next steps in learning is shared with children verbally. This is also shared with parents on a regular basis.

Reading

At South Harringay, we follow a systemic phonics program, beginning with letters and sounds when the children are in the nursery. All children are taught to read through RWI, a systemic phonics program, from the start of reception. The children read and are read to everyday and each child is given a phonetically decodable book, alongside a levelled reader each week to practise their reading at home. This approach allows children to read with greater fluency and accuracy. From Year 2 to year 6, children are taught through a whole class reading approach, focusing on a range of comprehension and inference skills, which enables them to 'unpick' a text. In addition, all children have 20 minutes 'pleasure for reading' time daily, allowing them to be free to develop a love for reading. Within this session, teachers deliver a bespoke guided group session that focusses explicitly upon enhancing reading skills as necessary. Any children who are new to school/new to English, or who have fallen significantly behind the expected standard are selected for a range of bespoke interventions, with the sole aim of quickly giving them the phonetic awareness, fluency, vocabulary and comprehension reading skills to address any gaps they may have, compared to their peers.



Marking and feedback

Marking and feedback is a developmental process. The way in which we mark children's work is dependent upon the learning objective and must take account of the child's needs and abilities.

- Marking may be done during, or as soon as possible after the completion of the task, but must always be completed before the next lesson
- Feedback should be positive, constructive and concise, clearly identifying success, any areas for improvement, or the next step for future learning.
- All marking should begin with positive feedback/comments and focus on success. All marking should use the marking key to acknowledge success.
- Marking should relate specifically to the learning objective of the activity.
- All children must be given time to review, reflect and respond to feedback in order to make improvements where necessary. This should be incorporated into the daily plan to embed understanding.
- Regular moderation of marking should take place across year groups and key stages to ensure consistency across the school.
- All marking should be done in pink pen.
- Pupils should respond to or mark their own, or their peers work, in green pen.
- Marking should reflect the expected level of presentation and grammar across all curricula areas.
- Supply teachers are expected to mark work they have taught.

The way in which we mark varies depending on the subject area of the curriculum that is being covered and the ability of the individual child. The following guidance provides specific information on how we mark across core areas of the curriculum.

KS1

Every piece of writing must be marked using objective-led marking indicating the child's achievements towards a learning objective and their next step in learning to improve their work.

For some of our younger or less able children a written comment is either difficult, or impossible, to access.

In order to ensure that children are engaging with marking, we use pink to identify the next steps in learning and expect most children to be able to respond before engaging in new teaching.

In English and Mathematics the aim is support children to develop the skills needed to become more independent in preparation for the expectations of KS2.

English

- Marking should refer clearly to the learning objective of the lesson or guided session.
- Marking should always be in pink. In some instances a written comment may be appropriate. The wording of any written comments must be concise, precise and simple. Children should respond to this using their **green pen**
- Verbal feedback can be given, particularly when children are in the early stages of learning to read. Where verbal feedback is given, this must be clearly indicated with a 'VF' as outlined in the marking key (page 8). Children are expected to make their response in writing or by modifying their work below the key



- Children must be given the opportunity to respond to all feedback, both written and verbal, during an appropriate time before their next lesson

Mathematics

- Marking must be objective led and indicate the child's achievements towards the learning objective and feedback must identify their next step
- Each piece of work must be responded to with a question that consolidates or extends learning. Consolidation questions must explicitly support children to use the mathematics taught in the lesson. Extension questions should provide the opportunity to apply the mathematics taught in the lesson.
- A specific space for the child to respond within must be given, and the child's responses must be written in green pen and ruled off
- Verbal feedback can be given, particularly when children are in the early stages of learning to read. Where verbal feedback is given, this must be clearly indicated with a 'VF' as outlined in the marking key. Children are expected to make their response by modifying their work below the key
- Children must be given the opportunity to respond to all feedback, either written or verbal, before their next lesson

Expectations in all other areas of the curriculum

- Every piece of completed work must be marked using objective-led marking
- All other work must be 'light touch' marked or children should be given verbal feedback

Spellings – while it is important to encourage good spelling this should not be the focus of marking all written work. Teachers can identify one or two common words, or those which are particularly relevant to the child's learning, to be practised and corrected. Phonetically plausible spellings should be accepted for irregular or low frequency words.

KS2

English

In English we adopt a developmental approach to marking of children's work as follows:

- Where an area for improvement has been identified, the marking key (page 7) should be used to identify what the error is. The key can be placed within the written work, or the margin, depending upon the child's level of understanding. If the error is grammatical, the phrase, or sentence should be underlined, with the reason explained in the feedback
- Feedback may take the form of a question prompt, a reminder prompt, a scaffolding prompt to provide a level of support, or an example prompt with a choice of actual words, phrases, or punctuation
- Specific time to respond to the feedback should be given at the beginning of the following lesson. Children must always respond using their green pens
- Where the task is not a key piece of writing, it is still often appropriate to write a short comment but this must be clear, concise and focused on the learning intention. A further comment can be made which focusses on errors which are ongoing and specific to that child
- With closed tasks, ticks and crosses are still appropriate. However, in cases where all answers are right, an extension opportunity should be provided



- Spelling errors appropriate to the child's understanding should be identified. Corrections, using a dictionary
- Children's responses must be acknowledged

Mathematics

In our marking of mathematics the emphasis is on positive marking:

- It is appropriate to tick correct answers; however, identified errors should be circled. If a child has made many errors, an example of success should be provided, whilst endeavoring to allocate specific time to work with the child
- Once work is acknowledged, a consolidation or extension question should be provided. Consolidation questions must reflect the mathematics addressed in the lesson. Extension questions should encourage children to apply their understanding of the mathematics taught at a deeper level
- All children must have at least five minutes at the beginning of the next lesson to read and address the marking. This does not replace the mental arithmetic warm-up
- All corrections must be done in green. Class teachers should respond to children's responses.

In instances where the learning objective has been clearly misunderstood by the child, it is appropriate to provide the individual with verbal feedback. Time must be allocated to provide further support prior to new learning in these cases.

Independent and supported tasks

For progress to be fairly measured, children need to demonstrate their learning in an independent context. Our interpretation of this is when a child has produced a piece of work without the support of an adult. In these instances, the marking key must clearly indicate independence.

Marking must indicate where a child has been supported by an adult.

Self and peer marking

Self and peer marking supports the on-going assessment process. We recognise that children need to be trained to do this through modelling with the whole class and watching paired marking in action. Where this approach is used in English, or other subjects, teachers must acknowledge the comments, or feedback made. In EYFS, Special Books will include evidence of self and peer assessment as developmentally appropriate. This will include verbal comments made by the child and recorded by an adult. Parents will be encouraged to contribute to these documents.

In mathematics, pupils are encouraged to assess their own understanding using a tick system by the child and the teacher (page 8). This provides an immediate assessment opportunity as to the child's understanding and must not replace the consolidation or extension question.

In English marking ladders are used to support children to identify areas of success, in addition to areas in which improvements can be made. Children are expected to highlight success against the marking ladder and to show improvements through editing the first draft using green pen.



Marking in other subjects

For certain tasks where there is a written outcome, the English guidance should be followed. For other tasks, a short comment should be made that directly relates to the learning objective.

Presentation

Children should take great care and be proud of their books, hence, a high standard of presentation is expected across all subjects. All recording books must be labelled with a printed sticker and a care label and covered with a plastic jacket

Children's work must, wherever possible include:

- Use of cursive script when writing
- One number per square when recording on squared paper, start on the second square from the left
- A short date in maths books and a long date in all other writing books which is underlined
- Work started next to the margin in all writing books
- Use of ruler when working with data, shape, tables, diagrams, headings and subheadings
- Mistakes crossed out with a single line

The school's handwriting policy should be implemented at all times. It is unacceptable for children to graffiti on the covers of books.

Classroom Displays

A high-quality learning environment has a direct impact on the standards and attitudes of pupils in our school. Each classroom should have a clearly labelled display board for Maths, English, Science, Geography/History which clearly includes key vocabulary for the units being taught.

Initial stimulus displays should be in place before the children return to school in the new academic year.

These include:

- Key questions and vocabulary about the topic
- Posters with accompanying questions to stimulate the children's interest
- Table top displays of artefacts/books/resources linked to the topic

Once learning begins, the working walls inside the classroom should reflect the learning taking place. The working walls can include learning generated on flip chart paper or similar but pupil's work, key vocabulary and other displays should be backed and neatly displayed.

Each curriculum area display should provide the written and visual support for effective impact on learning.

Teachers should refer to displays when teaching to make meaningful links with prior learning and new learning.

In general, each display should provide where appropriate the following:

- Topic title
- Key questions and vocabulary about the topic
- Planning
- Brainstorms
- Visual models/diagrams



- Steps to success and/or success criteria
- Key sentence starters and phrases to support oral and written work
- Pupil's work (clearly labelled with pupil's name and demonstrates where success criteria has been achieved)

As each curriculum area have specific features for display, teachers should refer to the subject specific visual models for display in the appendixes.

Displays in the classroom should be updated regularly to reflect the learning taking place in the classroom.

Common Area Displays

- Displays in the common area should not be taken down until the next display is ready to go up.
- Each class/year group should clearly label the display with their class name or year group
- Corridor/hall displays should display pupils work and their work should be labelled with their name and what success criteria the child has achieved
- Displays should be carefully planned for and time built in for children to complete their work to the highest possible standard
- Displays should be changed termly as a minimum
- When displays are changed, worn or faded, backing should be replaced and recycled. Displays should be maintained to ensure that they do not become tatty or ragged
- Work should be attached with staples or Blu Tak. Drawing pins must not be used to display work as they are a health and safety hazard and detract from pupils' work
- Other adhesives should not be used on lockers, walls and paintwork as they damage paintwork when they are removed. Do not staple into wood (doors or furniture)

All displays should contain:

- Plain wall backing unless produced by children eg. a mural. This will show the pupils' work to best effect without detracting from it or appearing cluttered
- Thoughtfully and tastefully selected colours e.g. please no luminous yellow / orange / pink card for labels etc.
- Borders made of purchased border rolls. Work on display should not overlap the border, unless as an intentional design element, as children's work should be thoughtfully positioned and spaced
- Use fabric and natural materials to add interest to displays and to ensure quality presentation (use expertise of other staff to support, where necessary)
- A mixture of art work (2D and 3D) and written work where appropriate
- A title (computer generated or created using stencils and coloured paper / card)
- Open / closed questions
- Learning Objectives/ Aim - Process (what the children did)
- Quality labelling
- Written work on display (final draft work) should be acknowledgement neatly marked and the learning intention should be clear to the audience reading it. Emergent writing of younger pupils and those with SEN should be annotated
- Art work should be double mounted using appropriate colours which complement the end result. Written work should also be mounted, though not always necessarily double-mounted
- Work is trimmed and mounted evenly and intended straight edges are straight. A border of 1cm is advised.
- QR codes to show digital learning



Classroom Organisation

Classrooms must have displayed:

- Class timetable
- English, Maths, Reading and afternoon seating arrangements (KS2)/ groupings (KS1)
- Going for Gold behaviour chart and star awards chart
- Class rules/charter
- School values and vision
- Fire evacuation procedures (Health & Safety requirement)
- Pupils' names on draws
- Pupils' names on coat hooks (KS1)

Each classroom should have a purple card attached to the door handle. It is the class teacher's responsibility to ensure they have a purple card and report it to the admin team should they need a replacement.

Teachers are encouraged to delegate some responsibility to named pupils for the upkeep and maintenance of the classroom and general learning environment. Good routines for tidying away are crucial and labour saving. Classes should not be dismissed to lunch / home until the classroom is tidy.

The overall effect of the classroom environment should be one of space and organisation. This sets a high standard of organisation and display which will support the further raising of educational standards and create a working environment which is attractive and stimulating. Please keep your classrooms neat and tidy. Use cupboard space to store teacher resources. Try to keep surfaces clear, other than for interactive displays for children.

This means:

- Books / teaching resources / pupils' work should be filed away neatly
- Resources are returned to the resource room straight after they have been used so other staff can access them easily (please support colleagues by putting resources away properly in the correct place. Do not hoard resources. If you are unsure, ask)
- Be selective in what you keep
- Cupboards should be sorted out each term to maintain high levels of organisation and effectiveness
- Chairs and tables should be kept straight and tidy and chairs tucked under

If you know you are going to be absent, it is essential you leave notes for the supply teacher taking your class

Monitoring

The directors of learning for each phase will support the implementation of this policy. The Headteacher, Deputy Head teacher and Assistant Headteacher will monitor the effectiveness of this policy throughout the academic year. The Head teacher will report to the governing body on the effectiveness of the policy annually and, if necessary, make recommendations for further improvements.



KS1 Marking Key

|

- finger space



- start here

T

the

- capitalisation – underline and write correctly above



- correct formation/orientation – circle and write correctly above

^

- insert missing word/number

(the)

- brackets around word/number not needed

the
teh

- underline incorrect spelling – correct spelling on top



- add punctuation if missed and circle if placed incorrectly

vf

- verbal feedback given

i

- independent work

s

- supported by a teacher or support staff



KS2 Marking Key

sp = spelling error

P = punctuation error

T = tense error

— = grammatical error

// = new paragraph

V.F = verbal comment

^ = word has been omitted

nice = find a better word

✓✓✓ = shows how impressed your teacher is
✓✓ = a word/phrase/sentence/punctuation
✓

Ⓛ = completed independently

Ⓢ = completed with support



Prompts from Teaching and Learning Policy*

Deliberate Vocabulary Teaching

- *Was long enough time spent on this?
- *Did it have variety? (Tell the person next to you, different voices, tell the person behind you, choral response)
- *Did the teacher ask at least 5 children?
- *Did the children answer in full sentences?
- *Were the children saying the words clearly?
- *Are mispronunciations corrected?



Pedagogy -

Use the poster with the variety of strategies and discuss the effectiveness of the strategy used

Walkthru techniques	
Think Pair Share	Allocate talk partners, set a question with a time limit, ask students to think, then discuss, then report back
Cold call	No hands up or calling out Ask everyone → Select who answers
No Opt Out	If a child gets an answer wrong, or they don't know, go back to them to check that they now know the answer
Check for Understanding	Ask a selection of students to relay back what they have understood about the question under discussion
Say it Again Better	Acknowledge the first response, give supportive, formative feedback using modelled examples, invite the child to say it again better, respond to the improved response
Hands Up for Asking Questioning or Ideas	Expectations for hands-up are established, appropriate questions are welcomed-expectations are reinforced, question is answered or idea is further engaged with by adult/ other children, where appropriate, others are engaged when checking for understanding

- *Was a sample of answers taken or only one child asked?
- *Is there a 'growth mindset' ethos in the class –children owning up to gaps/mistakes
- *Is the teaching checking for understanding to help inform where to go next with the learning –ready to move on or need to go back?
- *Was there effective use of Paired Talk- tightly focused and time managed?
- *Were any questions used/ planned asked in a variety of ways to check secure knowledge
- *Any less effective questions asked:
 - Do you understand?
 - Task based- have you finished?

Independent Practice

- *Children able to access the task
- *Scaffolds available if needed but not over scaffold
- *Children have sufficient knowledge to apply to the task set
- *Effective use of collaborative learning
 - tightly focused -all children accountable not just one child doing all the work (learning partners/ group work)-
 - enough rehearsal time given?

Main Teaching:

- *Time efficient- good use of time
- *Lesson is planned to sequence building of knowledge
- *Well selected relevant, purposeful resources/tasks – more emphasis on key knowledge than the task itself
- *Feedback provided focuses upon addressing misconceptions
- *Concepts are explained and modelled (small steps) using visuals/ concrete/ modelled examples where necessary
- *Questioning checks for understanding (re-teach, defer, move on)

Modelling

- *New material presented in small steps
- *Useful prompts/modelled examples?
- *Clear steps being modelled and explaining the process?

Delivering the Knowledge

- *Secure subject knowledge?
- *No guessing games about the knowledge.
- *Clear explanation for the children?
- *Relevant prompts/images/props used to enhance?
- * **story telling:**

- used to good effect-was key knowledge clearly emphasised?
- Were children engaged?
- Change in tone of voice
- Eye contact made with the children
- Enthusiastic/passionate delivery

Guided Practice

- *Clear explanation/demonstration with models?
- *Teaching saying out loud their thought process? **Talking the thinking-modelling the example**
- *Teacher recognising when children are ready to go to independent practice?
- *Are opportunities taken to assess/redress unsuccessful learning and address misconceptions?

Retrieval Practice-reviewing understanding

- *Efficient use of time?
- *Style of retrieval was used today:
 - quiz -complete the diagram -true or false?
 - multiple choice -matching -summarising-complete the sentence/ paragraph
- *Answers available for the children to check their own responses
- *Could children recognise their own errors?
- *Is it obvious it is being done regularly with the children? Everyone involved?
- *Children know why they are reviewing understanding?
- *Are children answering in a full sentence?



*This is not a checklist. It is not expected to see all of the strategies in the whole lesson if not relevant. The prompts are there to support a discussion which enables development of effective teaching. Depending on the part of the lesson you attend, select the box to focus on. You could also recommend one of the strategies if you think it may have been more effective to use.