Teaching and Learning Policy

4/28/2014

This Policy was adopted by Board of Directors on conversion to Academy September 2015

'To teach is to learn twice.' Joseph Joubert

'A teacher is one who makes himself progressively unnecessary.' Thomas Caruthers

'Good teaching is one-fourth preparation and three-fourths theatre.' Gail Godwin

Do not confine your children to your own learning for they were born in another time

'Tell me and I forget. Teach me and I remember. Involve me and I learn' Benjamin Franklin

Good teachers are costly, but bad teachers cost more." Bob Talbert

TEACHING AND LEARNING POLICY
CONTENTS

Aims and Purpose

The purpose of this policy is to exemplify our expectations in relation to good teaching. We expect every teacher to be a good teacher – no child deserves less.

At the heart of our expectations lie 6 'p' words:
• purpose
• passion
• pace
• positive teaching
• partner work
• participation

Teaching strategies

The range of strategies which underpin effective teaching include those listed in the box below.

> sharing the learning intentions – questioning – modelling
> explanation – ignoring – linking to previous experience – praising
> demonstrating – directing – instructing
> analysing – giving feedback
> maintaining pace – evaluating – exposition – re-teaching
> evaluation and target setting – encouraging experimentation
> using pupils as teachers – discussion – 1:1 support
> humour – surprise/novelty

A KEY TEACHING STRATEGY: TURN TO YOUR PARTNER

TTYP is a simple, effective strategy for involving all the children in the class and developing talk.

TTYP may be used when asking questions. It means that when a question is asked, everyone is expected to answer by turning to their partner. Selected partners then report back to the whole group, or the teacher might report what he/she heard different partners saying. This strategy should be taught to children from Reception upwards.

> 10% of what we read
> 20% of what we see
> 30% of what we hear
> 50% of what we see and hear
> 70% of what we discuss with another
> 85% of what we experience, personally
> 95% of what we teach
> William Glasser

GUIDELINES FOR EFFECTIVE PARTNER WORK

o Choose partners who will work well together
o Establish the management signals thoroughly by modelling – stop signal
o is flat hand, not too high
o Identify the partner you want to talk first- e.g. when children are sat at tables, ensure all tables have a red or yellow sticker on them so you can say I want the red partner to… or introduce a strategy of your own
o Do ask open ended questions
o Do stand at the front of the class, where you can see everyone, and check all partners are participating
o Do not ask TTYP questions for one-word answers
o Do expect the children to call these out as quickly as possible – either ask
o the question and say, "All together – 1,2,3…" or give a clear hand signal (the my turn, your turn signal from Read Write Inc)

Good partners

Look	Sound	Feel
o Sit side by side o Always return the stop signal o TTYP quickly after a question has been asked o Take turns in answering first o Wait while another is talking	o Helpful to each other o Check that they both understand the question o Talk loud enough for each other to hear, though not too loud to interrupt others o Build on what a partner says o Say 'We think that…'	o Ready to answer o Safe and secure o Listened to o Interested in what each other has to say

No 'hands up' questions

What happens when you ask a question?
Some children raise hands

Try to include 'no hands up' questions in your teaching. Strategies to consider the use of lollipops sticks with children's names, use of spinner etc

o If a question is worth
o asking it's worth
o everyone answering

The 80% who don't raise their hands

- o   I never have
- o   I don't like trying my ideas out in front of
- o   others
- o   I'm too shy
- o   I can't find the words quickly
- o   I wasn't listening
- o   I'm never chosen

More about the 'stop' signal

- o   Teacher raises hand without talking
- o   Children return signal and check the signal has also be returned by the rest of class
- o   Children look at their teacher – magnet eyes
- o   Children fold arms

Skills and qualities

Some of the skills and qualities which underpin effective teaching are those listed in the box below:

> inspiration – control – confidence – sensitivity – enthusiasm
> role playing – presentation – observation – pre-emptive strikes
> use of voice – quick reactions – anticipation – flexibility
> recognising opportunities – listening
> – knowing who and when to praise

WHOLE CLASS TEACHING

Studies have found teaching the whole class as a single group (also called direct instruction) to be the most effective method of teaching basic skills. However, to harness the potential of whole-class teaching, you need to ensure that the structure of your lesson and the presentation of its content are absolutely clear to children.

The model below is used as a very basic guide. Within such a structure, which must be used flexibly, there are many other elements.

> Start with a review/recall/rehearsal of what was learnt during the previous lesson.

> Clearly state the objectives of the lesson at the outset, ('Today we are going to learn about...')

> During lesson, emphasise key points, so children don't get lost in the whole. Make clear transitions.

> Summarise-
> TTYP.

PRESENTING INFORMATION TO THE CLASS

One point at a time- be clear

Present information with a high degree of clarity and enthusiasm

Repeat and review key concepts to help children retain and understand

Think carefully about the pace

Use a rang media- lea styles- sm steps- asse TTYP

A word about pace

Bear in mind that in higher years or for more demanding content, the pacing needs to be slower to allow children more time to develop understanding. **Fast paced lessons are best suited to teaching lower level basic skills and younger children,** as they maintain the momentum and the interest of the children, and allow a relatively large amount of material to be covered.

CONCENTRATION SPANS

This is from an article on 'teachernet'.

Adults find it quite difficult to concentrate with unbroken attention for much more than about 20 minutes. For younger learners, the concentration span is much less. From studies of concentration a simple 'rule of thumb' has been advanced:

- **Concentration span = chronological age + 1 minute**

There is also a more optimistic version:

- **Concentration span = chronological age + 2 minutes!**

Either way, the message is quite clear. Although it is only a rule of thumb, it is a good guide as to how long learners can listen and pay attention. We also know two other key related factors about optimising the length of time spent on a learning task:
- concentration is normally strongest at the beginning of an activity;
- concentration on a demanding task can be increased by having 'brain breaks', where the demand is lower.

Learning sessions, whatever their timetabled length, need to be broken up into focused units of activity. There is no single correct or optimum length of time for activities. Nevertheless, there is clear evidence that learners concentrate and learn more from **short, focused activities.**

HIGH CHALLENGE + LOW STRESS = LEARNING "

"The brain responds best in conditions of high challenge with low stress, where there is learner choice and regular and educative feedback …
The enemy of learning is stress. The optimal conditions for learning include a positive learning attitude where challenge is high and anxiety and self doubt is low."
Alistair Smith

"There is a massive difference between challenge and stress, but only a very thin dividing line; the problem for the teacher is that each child will draw it in a different place."
Mike Hughes

Key areas and expectations

KEY AREA 1: KNOWLEDGE AND UNDERSTANDING OF PUPILS

Basic practice
- An acceptance of, and interest in, the individuality of each pupil
- A belief in equal entitlement and opportunity for all
- Consistent and appropriate expectations of behaviour and attainment
- A range of teaching styles and strategies
- Some awareness in curriculum planning which takes account of pupils' experiences, locality, abilities and developmental stages
- Pupils' worked is marked regularly against shared learning intentions
- Awareness of the range of factors which may be impacting on individual pupils' ability to learn such as heath or family concerns, child protection issues, bereavement, acting as a young carer

Good practice
- A wide range of teaching and learning styles which match the learning styles of the group
- Flexibility within the curriculum, shaped through dialogue with pupils
- Lessons which are responsive to pupil interest/needs and which change pace, direction and pitch to meet those needs and hold their interest
- Pupils aware of the possibility of shaping the curriculum
- All pupils are challenged through the curriculum
- The teacher will take calculated risks to extend pupil learning
- A wide range of assessment and data analysis informs teaching
- Use of individual, group and class targets
- Marking gives clear suggestions for improvement
- Fun and humour used in teaching
- Enthusiasm of all pupils is valued and nurtured
- Confidence and lack of tensions in teacher and pupils

KEY AREA 2: ORGANISATION AND GROUPING OF PUPILS

Basic practice
- Classroom routines and ground rules are made clear to all pupils and adults working in the classroom
- A range of behaviour management strategies are used
- Groupings are explicit and referred to in planning
- Decisions about the size and formation of teaching groups are based upon the subject matter and/or the learning needs of the pupils concerned
- Additional adults involved in teaching are well briefed
- Variety of groupings used: whole class, ability, friendship, individual
- Children are given clear instructions as to what is expected of them

Good practice

o Pupil grouping and adults are used to actively promote learning and to keep pupils on task
o The amount of teaching time to be given to particular groups is planned for and is communicated to pupils
o Effective routines and organisation in groups allow teachers to focus on teaching
o Planning indicates the link between the organisation and management of the classroom and the resources
o Teachers are able to relate their choice of grouping to the aspect of a subject being taught
o The organisation of the room supports learning and is easily changed to meet pupils' needs
o Adult support is shared appropriately between the groups
o Sometimes groups are formed in order to give pupils experience of leadership and responsibility by helping other pupils less skilled or knowledgeable
o Pupils have opportunities to engage in collaborative work

KEY AREA 3: PLANNING

Basic practice

o Clear expression of what the children should learn in the lesson
o Use of the words 'be able to', 'know' or 'understand'
o Activities which demonstrate a clear link to the learning objective
o Reference to the range of needs in the class and how they are to be met
o Planning for the role and use of supporting adults
o The time required for activities
o Links between current teaching and previous lessons
o A range of activities over both a day and a week
o Clear links between long, medium and short term planning

Good practice

o Learning objectives are narrow and explicit
o An even clearer match of activity to learning
o The range of teaching strategies to be used, with a particular focus on different types of questioning
o Reference to preferred learning styles
o Evidence of imaginative links and activities
o An indication of the amount of teaching time to be given to particular groups/individuals

KEY AREA 4: ETHOS AND RELATIONSHIPS

Basic practice
o   Liking pupils
o   A sense of moral purpose
o   Pupils at the centre of the curriculum
o   Simple classroom routines and effective behaviour management
o   Displays of pupils' work
o   An understanding of equalities issues and their impact on pupil learning
o   Knowledge of pupils and their particular circumstances
o   Positive relationships within the whole school community

Good practice (teaching)
o   Relevance of the curriculum- teaching rooted in pupils' experiences
o   Liking, respect and enjoyment of all pupils and adults is evident
o   Feedback to pupils about ongoing and completed work and behaviour with consistency and clarity of expectation
o   Pupils work is moved forward by marking
o   Targets for individuals and groups
o   Teachers and pupils are receptive and willing to learn
o   Teachers make good use of body language, eye contact and voice to keep
o   control and encourage learning
o   Teachers know when to intervene
o   Teachers use pupils to reinforce particular points
o   Pupils take pride in their work and are motivated to complete work to an acceptable standard within time limits

Good practice (impacting on whole school community)
o   Good relationships across pupils, teachers, support staff, volunteers, admin and premises staff
o   Teachers sharing ideas
o   Ability to take risks
o   High input and 'presence' of all teachers around the school
o   Staffroom atmosphere- discussion/networking about children
o   Inclusion of support staff in the above
o   Fun

KEY AREA 5: HIGH EXPECTATIONS

Basic practice
o   Has explicit long term aims and objectives for pupils' learning
o   Communicates the intended learning and standards to be achieved
o   Poses and acceptable level of challenge and pace throughout each lesson

o Plans lessons and activities which reflect relevant content and appropriate pitch
o Demonstrates and understanding of equalities issues and their impact on learning
o Uses questions which focus pupils on their learning

Good practice
o Plans activities which engage pupils in a range of learning experiences and styles
o Communicates explicitly the pace, amount and quality of work required
o Balances the range of strategies to maintain challenge for all pupils
o Uses a wide range of questions
o Encourages pupils to formulate and ask questions
o Builds in an expectation of success and failure, supports pupils building on failure
o Allows pupil choice in working and recording
o Encourages pupils to evaluate their own work
o Allows pupils to play a part in identifying future learning needs
o Uses skilled assessment to modify immediate teaching and future teaching
o Displays work from a range of abilities which demonstrates process as well as a finished product
o Does not accept first attempts as sufficient
o Builds relationships in which are asking for more effort is not seen as negative
o Demonstrates an enthusiastic approach to learning

KEY AREA 6: TIME MANAGEMENT

Basic practice
o Clear classroom routines
o Acceptable pace and challenge in a lesson
o Variety for pace of the work in the lessons
o Planned work is allocated the right amount of time so it an be completed
o Time is allowed for plenary or evaluation
o Pupils are on task

Good practice
o The teacher is able to manipulate the use of time to ensure it responds to and reflects the learning needs of pupils
o Teaching time for groups/individuals is identified on plans
o In focused teaching the pace responds to pupils' understanding
o Independent work is timed, focused and completed
o The plenary is allocated the right amount of time and emphasis to reflect it's
o purpose
o Pupils are required to work at a good pace with an understanding of the
o quality and quantity of work expected of them by certain deadlines

o   Pupils are given clear instructions as to what is expected of them within a given
    time
o   The teacher systematically monitors the work undertaken
o   All pupils are on task, interested and involved

KEY AREA 7: RESOURCES

Basic practice
o   A safe and organised learning environment
o   Resources which pupils can and do use to support learning
o   Well maintained and sufficient numbers of resources
o   Pupils find resources accessible and available when required
o   There are established routines for finding, using and returning resources
o   Pupils are taught how to use resources properly, with regard to health and safety
    and respect for personal property

Good practice
Good teachers use resources in a more flexible and differentiated way taking
on issues such as:
o   Resources being tidily stored, clearly labelled and accessible to teacher and
o   pupils as appropriate. Care is taken to ensure equipment is cared for and that
o   pupils take responsibility for obtaining and clearing away resources
o   Teacher varies presentation of resources knowing when they need to be laid
o   out for pupils and when pupils need to choose time, resources, space;
o   additional adults are well used and managed to promote the learning of
o   specific knowledge and skills and keep pupils on task
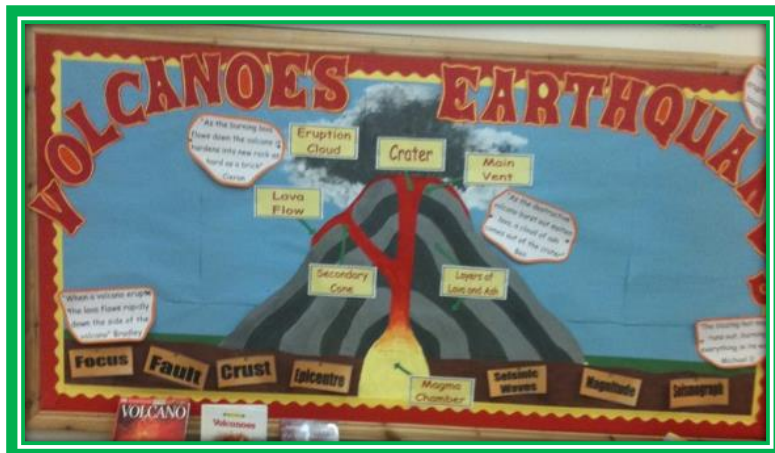
The classroom environment

In our school's we strive
to create an inspirational educational environment
for children, staff, parents and others;
an environment that is all about
learning, that children use to learn and
are proud of.

By learning environment we mean...

• Classrooms- what should they look like?
• Corridors – what should be on the walls?
• Playgrounds – what are they for?
• Role-play areas – how should they be organised?
• The staff-learning environment – what do staff need?

Key principles

• Classroom displays are a learning resource, rather than a reflection of previous learning
• Corridor /hall displays reflect previous learning
• Some displays are more 'permanent' – in nature acting as constant reminders

Core beliefs

o The surroundings in which children learn can greatly influence their academic performance and well-being in school
o The better the school looks, the more it inspires the people inside it
o Pleasing surroundings will definitely lead to better attendance, improved concentration and a healthy dose of motivation and self-esteem
o Staff need to have a good environment which is adaptable to their day-today professional needs
o The more attractive, well-lit and colour co-ordinated school classrooms are, the better pupils will feel
o A well cared-for classroom can make pupils feel that what they achieve and how they themselves are perceived is important
o A tidy classroom supports pupil's independent learning and children taking appropriate responsibility.

Organisation of class reading areas

Choosing books is a time-consuming task. For children it is a daunting task. In some classrooms, it is all the more daunting because reading areas are not organised systematically. Children need to have the classification system explained to them and monitors need to be appointed to ensure the reading area stays in good condition.

As a minimum, every class needs to ensure books are grouped as follows:
• poetry
• plays
• fiction (grouped by authors)
• fiction (grouped by level)*
• non-fiction (as wide a range as possible, including plenty linked to the subject areas being studied)

Often, books from a range of cultures and in a range of languages are interwoven through all collections. It may be appropriate to have some 'focus' boxes of books too – e.g. books about Spain, books in Spanish, stories from the Caribbean etc
Teachers and support staff need to monitor reading choices for home reading very carefully.

Other key literacy resources that should be on display in the classroom

Handwriting
  o Copy of Spectrum handwriting script must be clearly displayed in every class
  o Other year groups should have age-appropriate prompts displayed, e.g. the joins, a list of break letters etc
  o Examples of good handwriting, including some teacher generated handwritten labels etc

Phonics

Reception -Year 4 must have red words (high frequency words) displayed

Appropriate green words should also be displayed.

Every class/literacy teaching area must have the appropriate grapheme chart of speed sounds frieze

Years 2-6 should have appropriate vowel phonemes on display

Writing
Classes from Year 2-6 should have a display to support writing.

This should include:

o VCOP
o Punctuation Pyramid
o Displays exemplifying correct use of sentence punctuation
o Examples of modelled writing
o synonyms to help children make imaginative vocabulary choices in their writing
o Displays to remind children to use correct grammatical structures: e.g. was/were
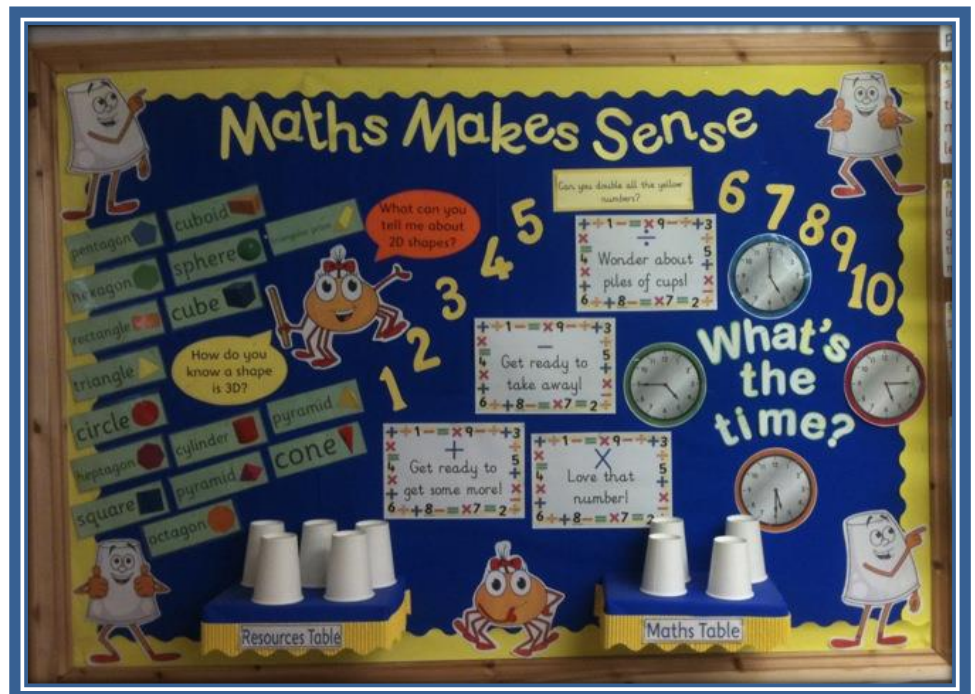
THE MATHEMATICAL ENVIRONMENT

Why create a mathematical environment?

- To provide models and images which support teaching
- To provide models and images which support learning
- To use interactive displays to make the classroom mathematically rich and stimulating

What to display?

A permanent interactive teaching display of key models and images which support children's learning and understanding of mathematical vocabulary, concepts and strategies. This display should be near your main teaching area so that it can be referred to while teaching. For example:

- maths targets;
- key vocabulary relating to current work;
- 100 square;
- place value chart;
- number lines appropriate to age of children- for example: number tracks, number lines, negative number lines;
- blank number line– these can be used to display multiples, decimals, fractions, scales on measuring equipment etc;

- key facts- for example, bonds of ten, equivalent fractions, times tables, units of measurements etc;
- derived facts displays– 'If I know this fact I also know ....'
- mathematical strategies- if mathematical strategies are displayed they can be referred to during the main teaching and children can also use them as a reference while working on independent tasks;
- maths interest posters showing, for example, shape names and properties (maths interest posters should be age appropriate).
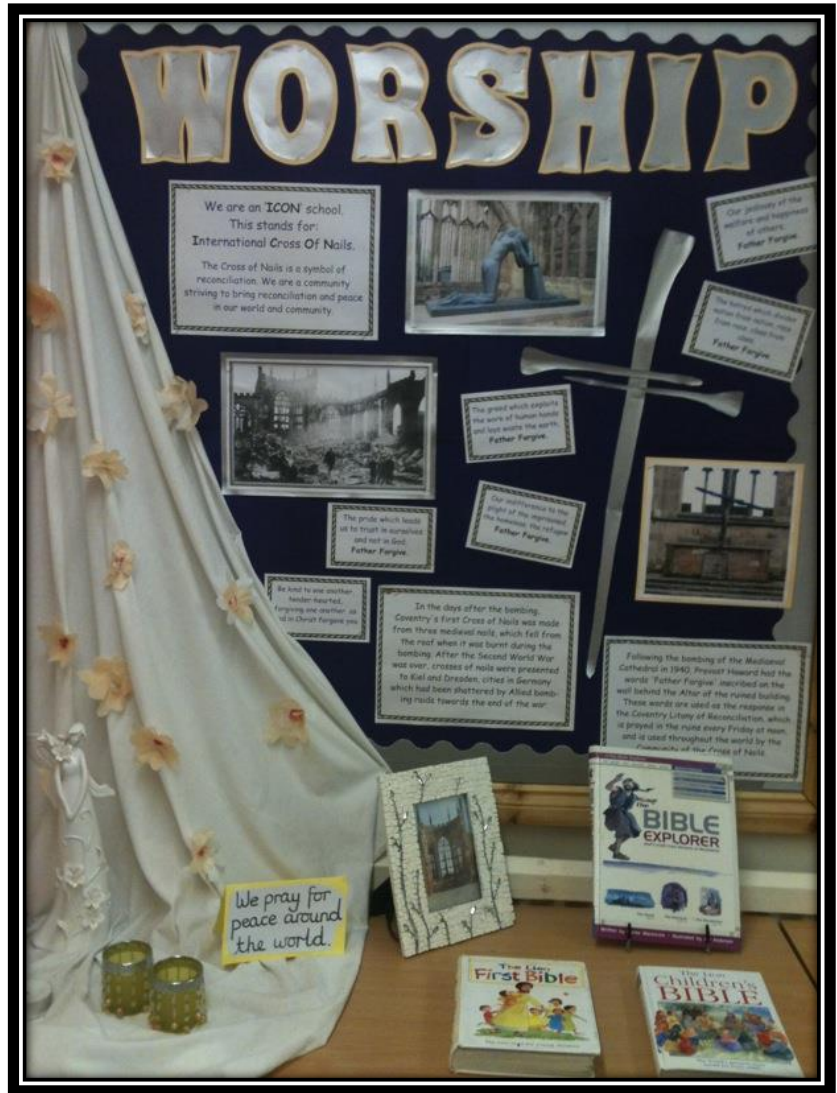
Science

There should be a science display, primarily focusing on relevant vocabulary and questions, linked to relevant learning.

Walsgrave CE Primary

Worship Area
There should be a 'Worship Area' in each classroom. This should reflect the school's church status. The display should be interactive and promote prayer and an opportunity for reflection.

Challenge Boards
There should be a Challenge board in each classroom the purpose of which is to promote thinking skills amongst the children. This board is interactive in nature.

JUDGEMENT TABLES FOR MONITORING THE LEARNING ENVIRONMENT
Judgement table for the classroom reading environment

Satisfactory	Books are categorised in a logical way for the age of the children, reflecting care of books as a core classroom ethos. Children can explain how the categorisation system works and how they look for books. Most books are in the correct place. All children can access a range of texts and genres appropriate to their ability.
Good	**Reading is promoted** through class targets, displays, book reviews, comments on books read, questions etc Book change days are clearly displayed and children know the day/s instantly upon asking. **The area is attractive**, symbolising the key role of books in learning. Non-fiction texts and reference materials are available. Systems for maintaining the reading area are well established. **Equality is promoted.**
Outstanding	The reading area is a core part of the classroom and is part of normal teaching and learning across subjects. Aesthetically, the environment is very inspiring. The key messages are implicitly and explicitly motivating to all groups of children.

Judgement table for the classroom mathematical environment

Satisfactory	Core resources are clearly visible e.g. 100 square, number line.. Children know where to look to use the resources to support their learning. Key vocabulary is clearly displayed – week specific vocabulary and longer term.
Good	A greater range of materials to support the learning of numeracy are displayed. These will include resources to support the teaching of all strands of mathematics. **The maths environment is engaging and encourages** the children to question their learning. Material that is displayed is visual and clarifies key concepts and objectives from the mathematics curriculum. Key vocabulary for the specific year group is clearly visible. Targets for the term are displayed
Outstanding	The numeracy area is a core part of the classroom and is part of normal teaching and learning. Aesthetically, the environment is very inspiring. The key concepts are implicitly and explicitly motivating to all groups of children. The learning environment challenges the children and is interactive; opportunities are present for children to model the strategies they are familiar with, puzzles for children to solve, glossary of key vocabulary for the children to add to, opportunities for children to test out their ideas.

.DEVELOPING AND MONITORING TEACHING

Making sure every teacher is a good teacher lies at the heart of our work in our Federation. We conduct a formal observation each academic year as part of the Performance Management process. In addition to this all staff will be observed teaching English and mathematics during an academic year. The frequency of additional observations will reflect the outcome of these observations. Where practice is less than 'good', English and maths will be seen in the Autumn Term. Staff new to the school will be observed during their first month of employment.

We also conduct a range of other classroom-based observation activities designed to improve teaching and learning these include:
o   peer observations and team teaching
o   coaching observations
o   learning walks
o   work scrutiny
o   classroom environment scrutiny
Other strategies include:
o   general observations (e.g. the EP/ HoS/ senior staff member walking past a room)

- discussions with children (formal and informal)

Most monitoring activities are entered onto the school diary. Random checks, clearly, are not. The aim is to ensure that we get an accurate view of teacher performance over time. Coaching observations seek to ensure all teachers who are not performing to a consistently 'good' standard get the necessary advice to enable them to do so. Where possible, we arrange specialist observations for teachers who are 'outstanding', to ensure that outstanding teachers continue to receive good advice and have opportunities to develop their practice by working in different ways e.g. Leading Teacher for the LA.

Subject co-ordinators observe lessons and look at children's work within their subject each academic year. The outcomes are reported to the Governing Body along with the main strengths and areas for development.

The school believes fundamentally in the provision of broad curriculum – and that belief is underpinned by the notion that the 'broad' curriculum is also of high quality.

- English and maths books are looked at twice during the year.
- 50% of teachers are seen teaching science– children's books are looked at twice during the year.

All other subject leaders see a minimum of 2 lessons per year – children's books are looked at least once.

Follow up

- **Outstanding** lessons/work scrutiny result in a lot of praise, other teachers may observe that teacher. Observers make sure the teacher understands why the lesson was outstanding so they can repeat the teaching at this level more often. Outstanding lessons are talked about to ensure staff within the school learn from each other. Very good practice is shared as widely as possible.

- **Good** lessons/work scrutiny result in praise- and then, depending on the overall pattern, varied follow-up. Some of the ideas below may apply. For lessons / marking/classroom environments that are really good, but not outstanding, we will explicitly discuss the next steps.

- **Satisfactory** lessons/work scrutiny require that the teacher continues to receive coaching observations and observe effective practice where possible. The urgency with which this happens will depend on the bigger picture, e.g. Does the 'satisfactory' judgement seem a fair reflection of the teacher's work as a whole?

- **Inadequate** lessons/work scrutiny result in the completion of a post lesson observation/work scrutiny action plan – by the teacher. (This process happens after the verbal feedback is given. The teacher is required to explain what has been said to them in writing – this enables us to immediately see if they have understood what has been said. The teacher then completes a short action plan, support may be arranged, and a re-observation date is scheduled.) Some teachers may opt for a programme of support designed to strengthen teaching as an initial alternative to the informal capability procedure.

- Sometimes an issue connected with teaching and learning being inadequate may not be to do with the question of a teacher's capability. For example, a key aspect of policy not being adhered to or failing to mark work to an adequate standard, may be best dealt with under the disciplinary procedures.

- Where teaching, and the bigger picture, reveal widespread concerns about pupil progress, the quality of the curriculum, pupil safety etc we will implement the capability procedure.

- We understand that NQTs in a very different position to experienced staff. We have considerable, successful experience of working with NQTs.

LESSON OBSERVATION FORMS 2012/13
Clifford Bridge Primary School
Walsgrave CE   Primary School

Feedback on Learning and Teaching

Name:	Observers:
Date:	
Areas of Strength:	
Key Areas for Development:	

Agreed Actions

Follow up /Impact:

Questions to consider:

Peer Observation and Feedback Form

Name of Observer:	Peer:
Year Group:	Year Group:
Date:	

What are you observing and why?

Notes comments during observation:

How the observation will improve my practice:

Quality of teaching – from the Ofsted 2012 grade descriptors, adapted for **individual lesson observation** (*see caveat below*)

KEY IDEAS	OUTSTANDING (1)	GOOD (2)	SATISFACTORY (3)	INADEQUATE (4)
Teaching that leads to Progress	Much of the teaching is outstanding and never less than consistently good. As a result, almost all pupils are making rapid and sustained progress.	As a result of teaching that is mainly good, most pupils and groups of pupils, including disabled pupils and those with special educational needs, are achieving well over time. Teachers have high expectations of all pupils.	Teaching results in most pupils, and groups of pupils, making progress that is broadly in line with that made by pupils nationally with similar starting points. Teachers' expectations enable most pupils to work hard and achieve satisfactorily and encourage them to make progress.	As a result of poor teaching, pupils or groups of pupils are making inadequate progress.
Sound subject knowledge, use of assessment.	Drawing on excellent subject knowledge, teachers plan astutely and set challenging tasks based on systematic, accurate assessment of pupils' prior skills, knowledge and understanding.	Teachers use their well developed subject knowledge and their accurate assessment of pupils' prior skills, knowledge and understanding to plan effectively and set challenging tasks.	Due attention is often given to the careful assessment of pupils' learning but this is not always conducted rigorously enough and may result in some unnecessary repetition of work for pupils and tasks being planned and set that do not fully challenge.	
Focussed support, matching to pupils' needs, strategies for teaching	They use well judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately.	Teachers regularly listen astutely to, carefully observe and skilfully question groups of pupils and individuals during lessons in order to reshape tasks and explanations to improve learning.	Teachers monitor pupils' work during lessons, picking up any general misconceptions and adjust their plans accordingly to support learning. These adaptations are usually successful but occasionally are not timely or relevant and this slows learning for some pupils.	Learning activities are not sufficiently well matched to the needs of pupils so that they make inadequate progress.

	OUTSTANDING (1)	GOOD (2)	SATISFACTORY (3)	INADEQUATE (4)
Engagement, interest, motivation, resilience, marking and feedback	Teaching promotes pupils' high levels of resilience, confidence and independence when they tackle challenging activities. Marking and constructive feedback from teachers and pupils are frequent and of a consistently high quality, which enables pupils to understand how to improve their work, encouraging high levels of engagement and interest.	Teachers and other adults enthuse and motivate most pupils to participate. Teaching generally promotes pupils' resilience, confidence and independence when tackling challenging activities.	Pupils are informed about the progress they are making and how to improve further through marking and dialogue with adults that is usually timely and encouraging. This approach ensures that most pupils want to work hard and improve.	Teachers do not have sufficiently high expectations and teaching over time fails to excite, enthuse, engage or motivate particular groups of pupils, including those with special educational needs and/or disabilities.
Homework contributes to learning	Appropriate and regular homework contributes very well to pupils' learning.	Appropriate and regular homework contributes well to pupils' learning.	Teachers carefully deploy any available additional support and set appropriate homework and these contribute reasonably well to the quality of learning for pupils, including those with special educational needs	
Attainment of pupils	The teaching of reading, writing, communication and mathematics is exceptional	The teaching of reading, writing, communication and mathematics is very efficient.		Pupils cannot communicate, read, write or use mathematics as well as they should.

Caveat: *"These grade descriptors from the 2012 inspection schedule describe the quality of teaching in the school as a whole taking account of evidence over time. While they include some characteristics of individual lessons,* ***they are not designed to be used to judge individual lessons"***

NB The "key ideas" have been drawn from the content of the descriptors, and are ***not*** *Ofsted constructs.*

SPECIFIC FOLLOW UP

ACTIONS

When lessons are inadequate a programme of support /monitoring will be introduced. This support will be agreed in a meeting with the teacher, their line manager and a member of the Leadership Team.

When lessons are satisfactory the teacher will have the opportunity to observe another teacher and receive support as appropriate.

Lessons which are satisfactory or inadequate will result in a follow up observation.

TRAINING

Providing the most effective training is crucial.

Inclusion and fairness

CPD is not confined to teachers. There should be no question of, for example, withholding resource for professional learning from a colleague who is not a teacher.

Rigorous and continuous analysis of professional learning needs

We use a range of strategies to determine what training to provide:

- individual needs

- collective analysis of individual needs – what is the big picture from this data?

- training needs identified by the leadership team as a result of observations

- training needs identified by the leadership team as a result of data

- teachers self-assess against the TDA's core Professional Standards for Teachers. This forms part of a discussion about training needs on an annual basis.

- self-assessments will be developed for other staff groups linked to relevant standards or job descriptions

Schools are seldom successful when isolated. Schools relate to other schools, to local authorities and to communities. We try to provide opportunities for staff to access external training and to visit other schools.

- All staff have equal entitlement to CPD.

- Where a member of staff expresses an interest in a sustained course (eg 3 days or more) we will always balance this with the teacher's long-term commitment to/future at the school and the likely benefit the training will have. This is part of good resource management practice.

CPD PROVISION

The opportunities available will fully reflect the Code of Practice produced by the DCFS in that they will only be offered if they:
- meet identified individual, school or national development priorities
- are based on good practice - in development activity and in teaching and learning
- help raise standards of pupils' achievements
- respect cultural diversity
- be provided by those with the necessary experience, expertise and skills
- be planned systematically and follow the agreed programme except when dealing with emerging issues
- be based, where appropriate, on relevant standards
- be based on current research and inspection evidence
- make effective use of resources, particularly ICT
- be provided in accommodation which is fit for purpose with appropriate equipment
- provide value for money
- have effective monitoring and evaluation systems including seeking out and acting on user feedback to inform the quality of provision.

EVALUATION AND IMPACT
All relevant leaders are required to assess the impact of CPD in intelligent ways
People who have experienced good CPD, in any form, must share this as widely as possible – always first discussing with a senior authority who should, in turn, discuss with the Headteacher to check the ideas fit in with the overall strategies for the schools

Standards for Teachers 2012

PREAMBLE

A TEACHER MUST:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes plan teaching to build on pupils' capabilities and prior knowledge
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 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
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson

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

- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- 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
- 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

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- 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
- 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
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix 1 Literacy Learning Environment

Appendix 2 VCOP by year group.

The Literacy Learning Environment

Writing

Creating a positive environment for writing will help to embed learning, to raise the standards of writing and to act as a visual prompt or memory aid to support children during the writing process.

From Year One upwards, the writing board should reflect the four features of good writing: Ambitious Vocabulary, Connectives, Openers and Punctuation (VCOP) and will develop and change across the year as writing matures and improves. This board should include:

1. <u>A Punctuation Area</u> – containing the Ros Wilson Punctuation Pyramid and examples of punctuation in practice.

2. <u>An Openers Area</u> – This will contain examples of interesting openers collected during any text work in any lesson. (see appendix for suggested openers by year group)

3. <u>A Connectives Area</u> – This will contain examples of interesting connectives collected during any text work in any lesson (see appendix for suggested connectives by year group)

4. <u>An Ambitious Vocabulary/'Wow Words' Area</u> – This will grow and change constantly as new examples of exciting and ambitious vocabulary are found – some of these words may be linked to your creative curriculum topic or may reflect words gathered in Read/Write inc (see appendix for suggested vocabulary by year group)

Reading

Every classroom should have a designated area designed to promote reading. Whilst Reading Scheme books are stored in a central area, the books within the classrooms should allow the children additional opportunities to practice their reading skills. This area therefore, should be organised in a way that will support children in making individual choices about the books that they would like to read. In the Foundation Stage, Key Stage 1 and in Lower Key Stage 2 there will need to be a series of books grouped by difficulty level. Children will need to have the grouping system explained to them and monitors will need to be appointed to make sure that the reading area stays in good condition.

Books should be grouped as follows:

- Poetry
- Plays
- Fiction (grouped by level from years R to 3)

- Non-Fiction – This should be as wide a range as possible reflecting subjects being studied across the curriculum with a particular focus on the creative curriculum theme being studied in class.
- Dictionaries
- Thesaurus'

Handwriting

A copy of the 'Spectrum' handwriting script should be clearly displayed in every class. This should be at a level appropriate to the age of the children.
- Foundation Stage – Precursive Upright (Unit 2)
- Years 1 and 2 – Cursive Upright (Units 3-4)
- Years 3-6 – Cursive Slanted (Units 5-9)

Teacher's writing in other displays and on white boards should always reflect the agreed handwriting script.

ReadWrite Inc

Every classroom where ReadWrite Inc is taught should have an area displaying words or charts that will support the children in their phonic development. This should include:
- Speed Sound Chart appropriate to the level/unit that the children are working at. In addition to this, the speed sound that is being taught in the current sessions should also be displayed separately.
- Red Words and Green Words - updated with each new book covered within the scheme

Any of these charts or additional material can be obtained through the ReadWrite Inc manager.

Precursive Upright (Unit 2)

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m
n o p q r s t u v w x y z
The quick brown fox jumps
over the lazy dog.

Cursive Upright (Units 3–4)

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m
n o p q r s t u v w x y z
The quick brown fox jumps
over the lazy dog.

Cursive Slanted (Units 5–9)

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m
n o p q r s t u v w x y z
The quick brown fox jumps
over the lazy dog.

Year Group	Vocabulary	Connectives	Openers	Punctuation
Reception	Other topic based words Read/Write Inc Words High frequency words	(red)	(red)	Capital letters and full stops
Year One (based on criteria from levels 1-2)	Use of words such as: exciting, interesting, afraid, lonely. Other topic based words Read/Write Inc Words 'Th' words and 'wh' words High frequency words	because, and, so	The, my, I, first, then, next, last	Capital letters and full stops (levels 1 and 2 of the Punctuation Pyramid)
Year Two (based on criteria from levels 1-3)	Use of adjectives such as: beautiful, awful, enormous, worst, fierce Use of words such as: adventure, accident, magic. Other topic based words Read/Write Inc Words 'Th' words and 'wh' words High frequency words.	and, but, so, then, because, if, when.	The, my, I, first, then, next, last, after that, soon, last time, another thing, because	Capital letters, full stops, question marks and exclamation marks. Commas in lists. (levels 1-3 of the Punctuation Pyramid)
Year Three (based on criteria from levels 1-3)	Use of adjectives such as: gigantic, weird, freezing. Use of adverbs such as: quietly, silently, bravely Use of abstract nouns like: happiness, joy, sadness, fear. Use of nouns such as: transport, shelter, baggage, vehicle Other topic based words.	and, but, so, then, because, if, when, before, after, as well as.	Before, after, when, if, as well as, although, after a while, because.	Capital letters, and levels 1-4 of the Punctuation Pyramid.
Year Four (based on criteria from levels 1-4)	Use of adjectives/adverbs such as: thunderous, marvellous, fearful, attractive, generously,	and, but, so, then, because, if, when, before, after, as well as, also, in addition to,	Time connectives, although, after a while, because, despite, whilst.	Capital letters, and levels 1-4 of the Punctuation Pyramid.

	nervously, worriedly, patiently. Use of abstract nouns like: experience, courage, patience, echo Use of nouns such as: peak, wasteland, furnishing, robe. Other topic based words.	despite, although, however, never the less.		
Year Five (based on criteria from levels 1-5)	Use of adjectives/adverbs such as: sensitive/ly, timid/ly, aggressive/ly, imaginative/ly, unfortunate, murderous, echoing, doubtful, Use of verbs like: prefer, nourish, demonstrate, enjoy, leap. Use of nouns such as: system, communication, ingredient, vibration, Other topic based words.	and, but, so, then, because, if, when, before, after, as well as, also, in addition to, despite, although, however, never the less, whilst, meanwhile.	Time connectives, although, after a while, because, despite, whilst. A range of 'power' openers (connectives, 'ly' words, 'ing' used as openers.)	Full Punctuation Pyramid
Year Six (based on criteria from levels 1-5)	Use of adjectives/adverbs such as: outstanding, outstandingly, tender, tenderly, biological, biologically, formidable, outspoken, stern, comical, pathetic. Use of verbs like: dwell, dine, progress, adore. Use of nouns such as: silhouette, terrain, vision, apparel, apparition. Other topic based words.	and, but, so, then, because, if, when, before, after, as well as, also, in addition to, despite, although, however, never the less, whilst, meanwhile,	Time connectives, although, after a while, because, despite, whilst. A range of 'power' openers (connectives, 'ly' words, 'ing' used as openers.)	Full Punctuation Pyramid