

Aim

We aim to ensure that teaching across the school is consistently good with outstanding features and often outstanding.

We will do this by employing the most effective teaching strategies to improve children's social, emotional, physical, creative and intellectual learning in line with the school policy for effective learning. This will take place within the ethos of a democratic classroom which reflects the school commitment to Rights Respect and Responsibility and the UNCRC.

The characteristics of a democratic classroom

Children are made aware of the Rights Respect and Responsibility ethos.

Age appropriate opportunities are provided for children to participate in decisions that affect them.

Children can think freely about and express their views.

There is a climate which allows for different views and opinions to be expressed without loss of dignity.

Children are treated fairly and equitably.

Children learn how to be active contributors to class, community and society.



| Features of outstanding teaching OFSTED 2012 | Features of Good teaching with outstanding features. OFSTED 2012 |
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| <ul style="list-style-type: none"> • Pupils make rapid and sustained progress. • Teachers have consistently high standards. • Teachers have excellent subject knowledge. • Teachers plan astutely and set challenging tasks. • Tasks are based on accurate assessment of pupils' prior skills knowledge and understanding. • Teacher's use imaginative teaching strategies. • Teachers systematically check understanding throughout lessons. • Intervention is sharply focussed and timely and makes notable impact on the quality of learning. • . The teaching of Literacy and Maths is very exceptional. • Teachers generate high levels of enthusiasm for learning. • Teaching promotes high levels of resilience, confidence and independence. • Time is very well used. • Every opportunity is taken to develop crucial skills and children's ability to use them across the curriculum. • Regular homework contributes to learning. • Marking and feedback are frequent of consistently high quality | <ul style="list-style-type: none"> • Most pupils and groups of pupils are achieving well over time. • Teachers have high expectations. • Teachers have well developed subject knowledge in most subjects. • Teachers assess children's prior skills accurately. • Teachers plan effectively and set challenging tasks. • Teacher's use effective strategies, targeted support and intervention to match most pupils' individual needs. • Pupils learn well across the curriculum. • The teaching of Literacy and Maths is very efficient. • Teachers and all adults enthuse and motivate children. • Teaching generally promotes resilience, confidence and independence. • Teachers are skilful in listening, observing and questioning groups and individuals to reshape tasks and improve learning. • Teachers consistently deepen children's knowledge and understanding and develops the use of crucial skills across the curriculum. • Regular homework contributes to learning. • Teachers assess progress regularly and accurately. • Children know how they have done and what they need to do to improve. |

As a result of continuous professional development this policy contains statements that we all agree reflect the most successful strategies that have been found to support good and outstanding teaching.

Effective lesson organisation

1. Successful lessons have a beginning, middle and end:

- Begin by clearly setting out the task. In years 1 and 2 share a simple learning objective for the lesson (WALT what we are learning to do today?) so the children can see what they are expected to be able to do by the end of the lesson (WILF what I am looking for). Explain clearly what is important about the task, how they will have to work to do it well and how it fits in with other learning.
- OR, begin with a challenge to provide an opportunity for higher order thinking and to engage children from the onset of the lesson before setting out the task and learning objective.
- Mini plenaries can be useful in the main body of the lesson to reinforce WALT and WILF, model examples and provide an opportunity for self evaluation and reflection.
- End the lesson with a plenary, involving the children in a discussion about what has been learnt. Help the children to understand what has happened and how well the targets were achieved. Using selected questions from the class bank of self evaluation questions can provide a useful focus.

2. Pace

- Many lessons are helped by a variety of pace. Why, how and for how long the pace is changed will depend on a number of factors, e.g. age/experience of children, interests etc. A combination of differently paced sections could be very effective for example consider which elements of the lesson would benefit from:
 - ✓ A gentle delivery
 - ✓ Dynamic activities
 - ✓ Exciting stimuli
 - ✓ A lively question and answer session
 - ✓ Sustained silent reading or writing
 - ✓ A steady summing up
 - ✓ A fast writing session
 - ✓ A 5 minute group or paired discussion
 - ✓ Setting across the year group or even between year groups when appropriate

3. Teaching style

- Choose a teaching style that best serves the learning outcome and has the most chance of increasing the opportunity for appropriate interaction between teacher and child. This could be for example:
 - ✓ Whole class teaching with appropriate teacher modelling
 - ✓ Targeted teaching in co-operative group work
 - ✓ Mixed ability groups
 - ✓ Differentiated groups
- Different teaching styles are appropriate within the same lesson, over a day or a week. The effective teacher chooses a style that offers opportunities for children to learn in a variety of ways. (See policy on effective learning) By providing opportunities for learning in a variety of ways no child is denied the chance of learning in a way that suits them best.

4. Focus

- Lessons work best when they have a limited focus.
- Children learn best when they are not asked to take on too much learning in one session.

5. Expectations

- Children need to know there is an expectation of high standards in the work they do. This needs to be an overt and integral part of each lesson and is supported by the conditions created by appropriate pace style and structure. Use the agreed WALT and WILF characters to reinforce this.

- Children should be aware of their own targets to improve. Various methods of doing this can be seen around school and teachers should make an appropriate choice based on the year group and needs of the child. In Year R children share their learning journeys with an adult periodically to reflect on their learning. In year 1 and 2 before the Spring parent evenings children discuss their work with parents and explain what they understand about how they could improve their work.
- The conditions of the lesson should mirror the expectations you have of the children and reinforce the expectations of a Rights Respecting classroom as outlined in the Tavistock and Classroom Charters.

6. **Behaviour**

- High standards of behaviour are expected so that all children can access their right to an education and feel safe at school.
- Classroom charters should be agreed at the start of term with contributions and agreement between all members of the class and these revisited periodically and used daily when appropriate to reinforce the agreed behaviours.
- Teachers should praise children for expected behaviour. Classrooms operate a reward system towards which all children can work to gain a reward. Some individual reward systems operate if necessary.
- Children should be made aware of sanctions when they forget the agreements in the charter and these must be applied consistently across the school.
- A risk assessment should be carried out for Children with very challenging behaviour and agreed strategies shared with all relevant staff including lunchtime staff. These strategies may be developed with support from outside agencies.
- Training is necessary to enable staff to apply agreed strategies.
- Resources should be prepared in advance so that teaching can take place effectively and engagement of children maintained.
- Appropriate challenge and differentiation motivates and engages children.
- Clear routines should be used to support expectations, e.g. at times of transition and for stopping the class.
- Parents should be involved sooner rather than later if behaviour is poor.

More detail can be found in the school Behaviour Policy.
Attached is a behaviour checklist for teachers from OFSTED.

7. **Questioning**

Having good questioning skills is a key lesson skill for teachers.

Questions may be "open" or "closed" and differentiated for individuals.

- Open questions encourage a range of possible answers often involving the use of imagination or judgement and are more appropriate when developing higher order thinking skills.
- Closed questions steer children towards a likely answer. They can encourage a less confident child when too many alternatives can be disconcerting and enables a child to show something they actually know.
- Differentiated questions designed to engage and challenge children in a way that meets their individual needs at a level appropriate to their next steps in learning.

Responses and Response time:

- Consider the amount of response time you allow. Children need time for thinking or for recall to take place. Lack of clarity can be caused by asking 2 or more questions in the same sentence.
- How do you use inappropriate answers to help refocus thinking without damaging self esteem?
- How do you question all children appropriately not just favourites or those you know have the answer? Be aware of a balance of questions between boys and girls.
- Remember that hands up is not the only mechanism for offering a response. "Everyone tell me" or "finger on nose if you think you know", "show your answer on the mini whiteboard" and "tell your partner" are other alternatives.

8. Observing

- An effective teacher uses observational and listening skills to make the most of any opportunities for enhancing learning that might present themselves.
- Be clear in what matters in your teaching, your classroom and for your children's learning and filter out the less important and focus on what counts.

9. Intervening

- Intervention is about choosing the right moment to help a child move on in their learning. It might mean asking the right question at the right time, giving the right information or the right stimulus or the right opportunity.
- Knowing when and how to intervene involves knowing the learning target, the stages the child has to go through to reach it and the child's current knowledge and understanding. Improving interventions involves a synthesis of all the above skills.

10. Assessment for learning

- Effective teachers use assessment to make decisions about what they should do next to improve learning and use marking to reflect this for the children as appropriate.
- Alongside the more formal assessments laid down in the school assessment plan effective teachers use informal assessments to inform their teaching and children's learning.
- Effective teachers know clearly the criteria they are using for assessment based on clear focussed learning objectives. They take useful notes about the outcome of assessment and work with colleagues to evaluate the teaching and make suggestions to improve subsequent learning within year group meetings and termly Raising Standard Team meetings.

A separate Assessment policy contains more information for staff.

11. Differentiation

- Effective teachers match learning to the differing needs of children.
- We differentiate because:
 - ✓ Children learn in different ways and at different rates
 - ✓ Children have different knowledge, skills and understanding
 - ✓ Classes are organised in mixed ability or ability groups when appropriate.
 - ✓ It helps to raise standards by enabling children to reach their full potential
 - ✓ Children who are well motivated, on task, doing activities that are closely matched to their skill and ability are less likely to misbehave.
- Effective teachers use different methods of differentiation as appropriate in different situations:

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| Pace: | Organise similar tasks with differing pace, have additional extension/revision activities. Some ICT packages offer different speeds for different learning rates |
| Activity: | Different activities for some groups or individuals because they haven't mastered what has gone before or because they have achieved the target |
| Level: | All children may work on the same sort of activity at the same time but the level has been adapted to meet the needs of groups or individuals. |
| Content: | Children may work collaboratively but may make different contributions to the end result e.g. class newspaper |
| Interests: | Activities that match children's own interests provide opportunities for development where children are well motivated or have specialised knowledge. Children can apply skills taught to this interest. |
| Access | Arrangements sometimes have to be made to modify or adapt activities to allow children with disabilities to cover the work. |
| Outcome: | Children will be set the same task but the expected outcome is different for some. The important thing is to know what you expect, |

to communicate this to the child and to know what will be an indication of a child's success.

12. Planning for differentiation

- The school schemes of work, alongside the Literacy and Numeracy strategies and QCA curriculum guidelines set out what most children are expected to know, understand and do. The effective teacher matches this to the range of children in the class.
- Short term planning should identify the sort of differentiated activities, support etc. that you will provide linked to the outcomes of the Raising Standard team meetings and ongoing Assessment for Learning and APP opportunities.
- Short term planning would identify clearly differentiated learning outcomes

13. Use of ICT

- Effective use of ICT can enhance and develop learning and motivation.
- Teachers should use ICT as one of several strategies that support effective learning when it is the best way to do so.

14. Independence

- Teachers should work towards developing children's independence in a variety of ways in order to help them make effective choices for learning.
- Sometimes children will be independent in choosing their own materials and resources for a task.
- Sometimes children are provided with resources when they are working towards developing skills in using these independently.

14. Effective use of other adults in the classroom.

- Parents who support groups or individuals should have clear instructions about the task and an understanding of the WALT and WILF. Teachers should organise training workshops for their helping parents for activities such as phonics where parents are used on a regular basis.
- LSAs and teachers should try to find time to discuss the task and WALT/WILF etc and the individual needs of any particular children. LSAs should be used to support children with particular needs at challenging times like carpet time and sit with children to focus attention appropriately.
- Teachers and LSAs should be aware of confidentiality issues when working with parents in the classroom.

15. Outdoor learning

- Teachers should plan opportunities for outdoor learning whenever this is possible and appropriate as this is fun and engages and motivates children to learn effectively.
- Year 2 classes will take part in the trail Blazer award scheme.

16. Team work

- The most effective teachers work collaboratively with teachers of the same year group, teachers across the school and appropriate LSAs in reviewing and evaluating effective teaching and the subsequent progress in learning that children have made.
- Working together as a team reduces workload as tasks can be shared time can be used more effectively.
- At this school PPA time takes place in staff groups made up of at least all members of a year group and ideally all teachers together at the same time if at all possible. In this way learning conversations can take place which have the most impact on outcomes for children.