Our Lady and St Patrick's Catholic Nursery and Primary School

Teaching & Learning Policy

Main author	Sarah Barreto
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Living, Loving and Learning Together in God's Way

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Together in God's Way

Our Lady and St Patrick's Catholic Nursery and Primary School
Teaching & Learning Policy

Reason for this Policy

We want children who are healthy, confident, involved individuals who achieve to their highest potential and develop a love of learning[1]. We foster a whole school ethos and approach, so that our classroom practice enables all children to do this. What we do in every lesson every day is the key.

We aspire to meet the Standards for Teachers at all times (see Appendix VII).

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Aims

We aim for:-

1. An environment that is safe, healthy, and enriches and empowers learning.

2. Relationships of trust, regard and mutual respect. Emotional well-being is as important as high achievement.[2]

3. A mix ("toolkit") of activities in daily lessons, employing a range of different methods, senses and challenges.

4. High expectations of every child's ability to learn, achieve, think critically and take responsibility for his or her own learning.

5. Personalised learning, according to the needs, abilities and interests of every child, and including those with special needs[3], gifts[4] or talents[5] *(see also Equal Opportunities Policy).*

6. Constructive engagement with parents so that they can help support their children's learning.

7. Extracurricular and enrichment activities that will enhance the abilities of all children.

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Aims into Practice

1. Environment . Teachers should :-

1.1. Have water available. Children can bring in own water container and take it home every day (Y1-6). Reception/FS1/2 to have cups in the classroom.

1.2. Keep the classroom a comfortable temperature and well ventilated with as much daylight as possible.

1.3. Have a tidy and well organized classroom or setting with well maintained accessible resources. Ensure that key information can be seen easily.

1.4. Enable independence, e.g. labelling resources with print and pictures for younger children, or pencil sharpeners the children can use when they need them. Ensure that access points to interactive whiteboard are free and clear.

1.5. Provide visual clues for learning, which must include learning targets, success criteria and key vocabulary and refer to them when teaching.

1.6. Give children their own space within the classroom (e.g. own drawers and pegs).

1.7. Have resources and displays that meet the needs of all children by reflecting current curriculum topics, organic Maths and Literacy working walls, and other subjects as appropriate.

2.   **Relationships. Teachers should :-**

2.1. Be positive and friendly – no put-downs.

2.2. Establish the school and the class's rules and be consistent.*(See Code of Conduct)*

2.3. Welcome mistakes (by you and the pupils) as an excellent way to learn.

2.4. Use praise carefully; praise the behaviour, not the child; praise the process, not the product; praise the learning, not the performance (*see Appendix I, Praise).*

2.5. Encourage independent and collaborative learning, including self and peer assessment. (*see Appendix II, Pupils Thinking about Their Learning)*

2.6. Provide opportunities to talk about feelings.

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3. **Toolkit. Teachers should :-**

3.1. Use directed questions (lolly lotto, or targeted children), paired talk and group talk in all lessons that enable all children to engage with the learning process.

3.2. Encourage children to ask lots of questions. There should be a display in every learning environment that includes children's questions.

3.3. Vary the kind of questions you ask. Use more open ended questions, i.e. those that start with How do you think... Why do you think... and Tell me about.... (*see Appendix IV, Questioning, by G Durcan*)

3.4. Use practical, hands on activities wherever possible.

3.5. Use all environments, including outdoors, and outside visitors when you can.

3.6. Sustain a pace in learning that maintains high levels of interest in pupils.

3.7. Explain your learning target and how children will be able to achieve this through the use of success criteria and assess using them at regular points throughout lessons.

3.8. Use a range of techniques (see Kensington & Chelsea LA ideas on website) [7].

3.9. Make connections – with previous lessons, next lessons, with everyday life.

See Pegagogy PDM notes and work of John Hattie http://visible-learning.org/ and http://growthmindseteaz.org/johnhattie.html

4. **High Expectations. Teachers should :-**

4.1. Expect each child to reflect on his or her own learning (metacognition). How did you learn that? Could you or would you have done it in a different way? How did you reach your target? (*see App II, Pupils Thinking about Their Learning*)

4.2. Give children 'Take up time' (time to think). Very young children may need up to 15 seconds before they can answer a question.

4.3. Model challenge. Encourage the pupils to challenge you. *(See Appendix III, Challenge)*

4.4. Expect and acknowledge high levels of effort from every child. (It takes 10,000 hours to master a skill[8]

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5. **Personalised Learning. Teachers should :-**

5.1. Use an Assessment for Learning AFL[9] minute-by minute, daily and weekly cycle of observe/assess, plan, teach to engage and challenge all learners. (*See Assessment, curriculum policies and SEN policy)*

5.2. Do next step marking [10] in English, maths, science, RE and topic (see marking policy).

5.3. Regularly monitor individuals and groups to see which children are "stuck" in their progress and consult other teachers for support.

5.4. Scaffold and structure the learning according to the needs of each child, e.g. using writing frames.

5.5   Model all activities so that all learners can achieve.

5.6   Ensure that all activities are challenging for all learners in the class.

6   Parents. Teachers should :-

6.1 Inform parents at every stage of their child's achievements and interests *(e.g. P/T consultations, end of year reports, informal meetings, reading records).*

6.2 Provide open ended and differentiated homework.

6.3 Encourage parents to get involved in school life *(e.g. school website, promote Friends of OLSP meetings and events, encourage parents to help in school, make every effort to inform parents about assemblies and meetings).*

6.4 Give parents information about ways they can enrich their child's *(e.g. extracurricular events)* **and their own** education (e.g. *EAL and* parenting classes).

6.5   Use school website to celebrate children's work and inform of dates for the diary etc.

7.   Enrichment Activities. Senior Leaders and the A, G & T Coordinator should :-

7.1   Provide access to extra-curricular clubs and events for all children

7.2   Take up activities from local Secondary Schools and LLC sports coordinators.

7.3   Make staff aware of ideas from the National Association of Gifted Children.

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Notes

1. See School Vision.

2. There are lots of references to wellbeing on the Department for Education website.

3. For definitions of Special Needs, see the Special Needs Policy.

4. **Gifted**; having an exceptional ability in academic subjects such as English, maths or science. On average, 2%, or zero to two children in the year group have this gift.

5. **Talented ;** having an exceptional talent in non-academic subjects, e.g. the arts, sport, technology.

6. See "Communication-Friendly Spaces" for ideas about the classroom environment.

7. AFL ; Assessment for Learning , or formative assessment. See Shirley Clarke & Dylan Wiliam
http://www.journeytoexcellence.org.uk/videos/expertspeakers/formativeassessmentdylanwiliam.asp

8. For detailed guidance on specific aspects of curriculum, see subject policies, Schemes of Work and planning.

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Appendix I

Praise

We want to encourage student's intrinsic motivation, with the idea that abilities and gifts are learnable, not fixed. We need to concentrate on the process they've gone through rather than their ability or intelligence. People often like superficial praise but may come to rely on it. This leads to panic, self-doubt, and the avoidance of risk and challenge when things get tough and the praise dries up.

Problematic Praise.

Avoid superficially positive comments like;

"Aren't you brilliant!" *(Labelling the child; she isn't, but her work may be on this occasion).*

"I know you can do this – you're smart".   *(So if I find it tough, am I thick?)*

"Come on Adam, you're able, you should be doing better". *(Actually, he might like the label of able underachiever- it's cool and safe)*

"Good girl"   *(We say that to my pet dog when she pees outside…..)*

Thoughtful Praise

These all place emphasis on the learning process and its journey-like nature.

"I like the way you stuck at that problem"

"Fantastic concentration Sofia"

"I appreciate your effort"

"Wonderful- tell me what you learned from these mistakes"

"You've chosen something really tough-well done- go for it!"

See work of Carol Dweck on *Growth Mindsets*
http://www.journeytoexcellence.org.uk/videos/video_tcm4588051.asp

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Appendix II

<u>**Pupils Thinking About Their Learning**</u>

- Share intentions with pupils, using pupils' language.
- Help pupils to understand what they have done well and what they need to develop
- Showing pupils how to use the success criteria to assess their own learning

Model quality: show pupils the learning strategies and goals

- Encourage pupils to listen to the range of pupils' responses to questions
- Show pupils the learning strategies
- Show pupils how the success criteria have been met in some examples of work from children not known to the pupils
- Ask pupils to review examples from anonymous pupils that do not meet the success criteria, in order to suggest the next steps to meeting the success criteria
- Use examples of work from other pupils in the class highlighting the ways it meets the success criteria or standards

Give feedback to pupils on their work

- Focus on the task, giving feedback regularly and while still relevant
- Confirm pupils are on the right track and encourage the correction of errors or improvement of a piece of work.
- Give suggestions for improvement and act as "scaffolding" i.e. give pupils as much help as they need to use their knowledge. Do not give the complete solutions as soon as they get stuck so that they must think things through for themselves · Help pupils find alternative solutions.
- Oral feedback is sometimes more effective than written feedback · Next step mark in books.
- Give pupils the skills and confidence to ask for help

Develop self-assessment

- Help pupils reflect on their own work
- Support pupils to admit problems without risk to self-esteem
- Give time to work problems out
- Help pupils understand the criteria or standards that will be used to assess their work
- Give pupils the ability to make judgements about their work in relation to these and any feedback from the teacher
- Help them work out the implications of this for future action.

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For peer assessment:

- Give pupils the ability to explore each other's' work to allow them to see different ways of tackling the same task and, as a result, extend their own repertoire
- Help pupils work with others to look at a range of imperfections and misconceptions through which they can explore their own understanding and misunderstanding
- Help pupils to become clearer about their own expectations through trying to explain strengths and weaknesses to others. This may result in the learning of new and more efficient strategies
- Have annotated examples of different standards to 'flesh out' assessment criteria
- Use examples of pupils' work to show pupils what criteria look like in practice

Self-Esteem

Studies have shown that children's achievements are shaped by what we expect from them and what they expect from themselves. Learning involves taking risks and learners will only do this if they feel secure. We gain self esteem through relationships with others, when we feel we belong, and are valued as part of the class/school. Children who have a strong self image and identity see themselves as learners and as learning is state of mind dependent, they need lots of opportunities to develop feelings of success.

- Self-identity – within classes allowing children to feel that they belong ·   Create a climate where children find out what they're good at.
- Intrinsic motivation is needed 'to sell' the National Curriculum to the children, "What's in it for me?" need to connect to children's values.

Sharing Criteria with Learners

- Give criteria in pupils' language

- Have posters of key words to talk about learning e,g. describe, explain, evaluate

- Use planning/writing frames

- Have annotated examples of different standards to 'flesh out' assessment criteria

- Pupils often learn best from seeing work that is just a little better than the standard they currently achieve

- Pupils learn to judge quality by discussing how examples of weak work could be improved

- Give opportunities for pupils to design their own tests.

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Appendix III

<u>Challenge</u>

1. Play devil's advocate. Don't say "That's right"…..… say, "Why do you say that?" Don't say" Well Done" ….say, "Has anyone got a different point of view?"

2. Award a point, star etc. every time you are well challenged. Better still, ask the class to nominate the person who has challenged you best that week. Present them with "Master Contradictor of the Week" that specifies exactly why they merited the award.

3. Ask the pupils to be prepared to speak to the class for one, two, five minutes (depending on age) at some time during the term. It must be about something they are genuinely interested in. They must have done some research on the topic, and they must be prepared for questions

4. Create a challenge wall. You don't have to answer them- that's their job. See the Little Book of Thunks and 100 Intriguing Questions for Kids.

5. Have a menu of meta-questions that pupils can choose from at some time in the lesson and do a think-pair-share about.

Meta-Question Starters

What do you want to learn today?

What skills do you have that might be useful in this lesson?

What do you know that might already be useful?

What must you do in this lesson?   What else could you do?

Meta-Question Main Course

What are you thinking about right now?

Has any of the lesson so far been about you?

How do you feel about the lesson?

How have you got involved in the lesson?

What breakthroughs have you made?

What do you want to know more about?

Meta-Question Dessert

How are you going to remember this learning?

What is the main thing you will remember?

Which senses were the most important?
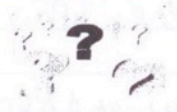
What have you learnt that you didn't know before ?

Have you learnt anything like this before?   How will you use what you have learnt?

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Appendix 1V Questioning by Gerry Durkan

Chase Lane Primary School

The Art of Questioning

?

Educational Consultant - Gerard Durcan

Monday 28th February 2011

Aims

To identify the features of
good questioning

To help improve the planning
of questions

To consider other ways of encouraging
children in discussion

Did you know?

- Teachers ask up to two questions every minute, up to 400 in a day, around 70 000 a year, or 2-3 million in the course of a career

- Questioning accounts for up to a third of all teaching time, second only to the time devoted to explanation

- Most questions are answered in less than a second.

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Why do teachers set so many questions?

- A large proportion of questions (between 30-60%) are procedural rather than learning-based. (Have you put your name on it? Have you finished yet?)

- However questioning is still a key means of knowledge transfer. The consensus is that questioning leads to more effective learning.

'Good learning starts with questions, not answers.'

(Guy Claxton, Professor of Learning Science at Bristol University)

Ask your partner the questions on the card and then reflect upon the nature of the questions.

What makes questions a useful teaching and learning strategy?

Questions as tools for teaching and learning

- Questions prompt pupils to inspect their existing knowledge and experience to create new understandings

- Questions focus pupils on the key issues

- Questioning models for pupils how experienced learners seek meaning

- Questioning is a key method of differentiation

- A well-designed set of questions leads pupils from unsorted knowledge to organised understanding. It models how learning evolves.

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Questions as tools for teaching and learning

- Answering questions allows pupils who have difficulty communicating through writing the opportunity to contribute orally.

- Questioning opens up debate and allows pupils to share their views and opinions and provides the opportunity to relate to personal experience.

- Questions are a useful tool for assessment.

- Questions can reveal misconceptions.

Discuss with a partner some of the perils associated with questioning.

Perils of Questioning

- The bogus question routine – guess my answer
- The police interrogation
- The oral comprehension exercise
- Closed questions and one word answers
- The pursuit of red herrings
- The problems of fielding incorrect, wayward, glib and unexpected answers
- Can lead into uncharted waters
- Unanswerable questions
- Not knowing your audience
- May not give children time to reflect

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Benefits of Talk Partners

- Encourages purposeful talk
- Engages all pupils
- Opportunity to gather thoughts and ideas
- Timeout from teacher driven discussion
- Provides reflection time
- Learn from each other
- Supports writing process

Reflection Time

Research has shown that increasing the wait time improved the number and quality of the responses.

For a lower-order question, three seconds was found to be the optimum wait time, while times of more than 10 seconds produced even better results with higher-order questions.

Same research also found that extending the wait time between the pupil giving the answer and the teacher commenting on it allows pupils to revise or expand their response, and encourages other children to contribute.

Types of Questions

1. **Empirical** – requiring answers based on facts

2. **Conceptual** – concerned with definitions & reasoning

3. **Value questions** – investigating personal beliefs & moral issues

(Ted Wragg Professor of Education at Exeter University)

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Department of Education

- **Product questions** – which work towards an answer

- **Process questions** – which focus on method and reasoning

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Bloom's Taxonomy

A. **Knowledge**	D. **Analysis**
Describe	Explain
Identify	Infer
Who, when, where	Analyse
B. **Comprehension**	E. **Synthesis**
Translate	Design
Predict	Create
Why	Compose
C. **Application**	F. **Evaluation**
Demonstrate how	Assess
Solve	Compare/Contrast
Try it in a new context	Judge

Different Levels of Questions

Literal (on the lines questions; the answers can be found right there – it is simply a matter of locating the answer)
- How many ugly sisters does Cinderella have?
- What was the pumpkin changed into?
- Where did Cinderella lose her slipper?

Inferential (between the lines questions, & can only be decided by searching for clues & inferring their meaning)
- What caused Cinderella to lose her slipper?
- Why do you think the ugly sisters changed their attitude to Cinderella after the slippers fitted perfectly?

Evaluative (beyond the lines questions; requiring the reader to draw on personal knowledge)
- If you were Cinderella, would you have forgiven the sisters?
- What does Cinderella have in common with other fairy tales?

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Lower-order questions – which require children to remember. These tend to be closed, with a single right answer and are likely to be what, who, when or where questions.

Higher-order questions – which require children to think. These are more likely to start with how, why or which, and tend to be open with a range of possible responses.

Research into Questioning

- 1989 study of secondary schools found that only 4% of questions were of a higher-order nature. (*Professor Trevor Kerry Lincoln University*)

- 1993 research into primary schools indicated that only 8% of questions were of a higher-order nature.

- In 1988 report by US educationalist Kathleen Cotton, which examined 37 research projects to do with questioning in USA, came to 2 conclusions.

1. At all ages, a combination of higher-order and lower-order questions are the most effective method.

2. Increasing the proportion of higher-order questions to around 50% brought significant gains in terms of pupil attitude and performance.

Activity – Devising a set of Questions

- Make up questions that you might ask pupils about 'The Three Little Pigs' story or about the Poem 'Nothing'.

- Can you devise a sequence of questions that move from lower-order questions to higher order questions.

- Write your questions onto a sheet of sugar paper.

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Three Little Pigs – possible questions

- Why did the three little pigs have to leave home?
- What would you have built your house from?
- How did the wolf manage to blow down the two houses?
- Can you give examples of how the third pig showed how cunning he was?
- How would you defend the wolf's actions?
- Can you think of a different ending?
- Which part of the story did you like best and why?

Nothing' - Possible Questions

- What does the man say to himself when he hears the strange noises?

- Why does he say nothing is there when he has heard a noise?

- Can you find any places in the poem where Nothing begins to sound like a real creature? What kind of creature is it?

- Is there such a thing as Nothing? What else might make us think that it's not a real creature?

- So how does the writer make Nothing sound like a real creature?

Children asking Questions

Ted Wragg 1993 Research – average of just one spontaneous question each lesson came from pupils, and that was more likely to do with procedure than with learning.

'Asking good questions is the basis for becoming a successful learner. If children aren't asking questions, they're being spoon-fed. That might be effective in terms of getting results, but it won't turn out curious, flexible learners suited to the 21st century.' (Guy Claxton)

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Encouraging Questions

- Holding back on a new topic until children have devised questions they would like answered during the topic. (KWL grid)

- Asking pupils to set questions at the end of a topic, awarding marks for the quality of the questions rather than the quality of the answers.

- Making questions walls where pupils pin up questions they would like answering.

- Asking children to come back next lesson with a question to ask.

Here's the answer, what's the question?

- The answer's blue/green/yes/often/never - what's the question?

- The answer's deeply/before you start/Sundays/a small child - what's the question?

- The answer's no there was a dog in it/he tried but it was heavy/not with the car open/once with a fish - what's the question?

Thunks!

- Is there more future or past?
- Is black a colour?
- If I switch the lights off does the wall change colour?
- Can you cast a shadow into a dark room?
- In a dark room what does a mirror reflect?
- Can you touch the wind?
- Can you touch a rainbow?
- Is a broken down car parked?
- Is there more happiness or sadness in the world?
- Can you feel happy and sad at the same time?
- If I read a comic in a shop without paying for it is that stealing?
- If I swap your pen for one exactly the same without telling you is that stealing?

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More Thunks!!

- If I pick up your pen by mistake and put it in my bag is it stealing?
- If you ask me if I have your pen and I say no because I don't think I have, is that lying?
- If we borrow every single book from a library is it still a library?
- If we move the entire school and everything and everybody in it to Africa would it still be the same school?
- If we took the school building and moved it to the other side of town but left the people and things exactly where they were where would the school be?
- Does lined paper weigh more than blank paper?
- Is it ever OK to cheat?
- Was Perseus a cheat in the labyrinth?

Possibly Impossible Questions!

- Ask for a household object and an animal - then look for five differences between them.
  What five things they have in common?

- Ask for the name of an animal - then ask for five things that we would see if that animal ruled the world?

- Five things you couldn't fit in a garage?

Planning Questions

- Presenting questions as part of a sequence which makes them seem clearly and logically connected has been shown to improve the quality of responses.

- Not realistic to plan every question, but is useful to have one of two key questions, possibly on whiteboard, around which the lesson is structured

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Alternatives to Questions

Alternative Strategy	Example
Invite pupils to elaborate	'Say a little more about that.'
Make a personal contribution form your own experience	'I remember...'
Speculate on a given subject	'I wonder what would happen if...'
Make a suggestion	'You could try...'
Reflect on topics	'Yes, I sometimes think that...'
Offer information or make observations on a topic	'It might be useful to know that...'
Give own views with justification	'I especially liked...because...'
Clarify ideas	'I can that is the case because...'
Echo	'So you think that...'
Non-verbal invitations	Eye contact, tilt of head, nod, etc
Allow a silence	(!)

Alternative Strategy	Benefits for Learning
Invite pupils to elaborate	Encourages pupils to develop more complex contributions
Make personal contribution from your own experience	Encourages pupils to offer contributions of their own, and see empathy as a useful tool.
Speculate on a given subject	Encourages pupils to explore ideas, and understand that uncertainty is a normal stage in the thinking process.
Make a suggestion	Encourages pupils to offer their own suggestions or build on teacher's suggestion
Reflect on topics	Encourages pupils to explore the topic rather than seeking a single answer
Offer information or observations on a topic	Encourages pupils to offer their own information and discuss the adult's contribution
Give own views with justification	Encourages pupils to offer personal response with supporting justification
Clarify ideas	Makes the key points easier to grasp, and encourages children to consider other viewpoints
Echo	Helps children to clarify their own thinking and shows they have been listened to.
Non-verbal invitations	Can signal to individuals to contribute, or leave very open.
Allow a silence	Allows more thinking time

Benefits of Alternative Strategies

- Strikes a balance between teacher and pupil contributions

- Encourages pupils to ask questions

- Allows pupils to explain, justify and clarify their thinking

- Models for pupils the different kinds of thought processes used in learning

    and often results in the pupils mirroring the teacher's strategy.

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When to ask Questions

- Lower-ability and younger pupils respond more effectively to questions presented after they have been given the opportunity to look at material.

- Higher-ability children – asking questions before they have seen the material allows them to examine it with particular inquiries in mind, and elicits better responses.

(Kathleen Cotton American research into Questioning)

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'Of course, there's a constraint of the curriculum, but teachers have to find time to explore the questions they are asked and the answers they are given. If children believe the teacher isn't interested in what they have to say, they will stop saying anything at all.'

(Guy Claxton)

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Appendix V   Standards for Teaching

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STANDARDS FOR TEACHERS

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with
honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Evidence base

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

Lesson obs

1. establish a safe and stimulating environment for pupils, rooted in mutual respect

Lesson obs

2. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

Lesson obs

3. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

SIMS/SPTO data

1 be accountable for pupils' attainment, progress and outcomes

Planning

2 plan teaching to build on pupils' capabilities and prior knowledge

N S Marking

3 guide pupils to reflect on the progress they have made and their emerging needs

Planning
Lesson obs

4 demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

Lesson obs

5 encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

Lesson obs

1. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings

Lesson obs

2. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

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Next Step Marking	3. demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
Lesson obs	4. if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
Talk about	5. if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well-structured lessons

Lesson obs	1 impart knowledge and develop understanding through effective use of lesson time
Lesson obs	2 promote a love of learning and children's intellectual curiosity
Feedback from year group	3 set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
Annotated plans; Talk about	4 reflect systematically on the effectiveness of lessons and approaches to teaching
Feedback re individual contribution to planning	5 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

Planning	1 know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
Lesson obs	2 have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
Provision maps/ NASSEA/ G&T	3 demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
As above	4 have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

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SIMS/SPTO data	1 know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
Target groups from Action Plan	2 make use of formative and summative assessment to secure pupils' progress
	3 use relevant data to monitor progress, set targets, and plan subsequent lessons
Next Step Marking	4 give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

Display in classroom, behaviour chart used	1 have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
Lining up; Walking in corridor; Assembly time	2 have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
Lesson obs	3 manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
Lesson obs	4 maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfill wider professional responsibilities

List 2/3 things;	1 make a positive contribution to the wider life and ethos of the school
	2 develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
Lesson obs	3 deploy support staff effectively
Response to targets	4 take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
Parent Teacher Consultation sheets	5 communicate effectively with parents with regard to pupils' achievements and well-being.

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PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

HT to discuss with staff if appropriate

1 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.

HT to discuss with staff if appropriate

2 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

HT to discuss with staff if appropriate

– 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

HT to discuss with staff if appropriate

– showing tolerance of and respect for the rights of others

HT to discuss with staff if appropriate

– 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

HT to discuss with staff if appropriate

– ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

HT to discuss with staff if appropriate

3 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.

HT to discuss with staff if appropriate

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

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Appendix VI Classroom Environment Checklist 2015-2016

	Foundation	Year 1 and 2	Year 3, 4, 5 & 6
Generic			
School Vision and Values			
School /Class Rules			
School Motto Living Loving and Learning			
A range of ch's work showing a range of curriculum areas inc' a piece from each ch.			
Behaviour System			
Long/ short date, Learning Target & Key Vocab	**Day**		
Wet Play Rules			
Fire Evacuation Procedure			
Prayer			
Telephone Numbers			
Marking Code			
Internet Safety			
Visual Timetable Daily			
Languages Display can be embedded within a topic display			
Colours + names of colours			
Photo of each child	**Nursery only**	**X**	**X**
Topic Table with key vocab'			
Days in French			
English			
Days of the week			
Month of the year			
Upper/ Lower Case Alphabets			
High Frequency Words (on mats)			
Tricky Words e.g. 'I, you'			
Working walls			
(Proud of our) Writing Walls			
Numeracy			
Operations Vocabulary + and -			
Operations Vocabulary + , -, = , x , ÷			
Number Line	**0-20**	**0-100 + yr 3**	**Negative to positive 100**
Multiplication Grid	**X**		
Number Bonds up to 10 and 20	**X**		
Place Value Chart Th, H, T, U	**X**		
Place Value Chart Th, H, T, U, t, h	**X**		

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All of the above mentioned must be displayed at all times. We appreciate that it will take time to organise some of this. If there are things that you can print yourself then please do so and any workload please organise by Thursday as LSA's/TA's can do it on the training days. Anything that you need to order then let Curriculum co-ordinators know.

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