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| At Blakehill, we believe that fundamental to securing excellent teaching and learning is to achieve consistency amongst teachers and teaching assistants. This includes: teaching strategies, professional characteristics and classroom climate. To achieve consistency, we have created a series of non-negotiables, ie aspects of teaching and learning that have been identified as essential to raising performance and achievement. |
| **Climate -**Routines in my classroom / phase are consistent and efficient. All classroom staff are ready and prepared to meet and greet (not preoccupied or absent from the room) Resource distribution, class monitors and access to learning resources are readily utilised. Staff in my classroom/phase use the ‘Be Ready’ expectation at the beginning of each lesson/instruction. Class displays support student learning and celebrate pupil work effectively. The work on display is to a high standard and show knowledge, skills, understanding and key learning. |
| **2.  Behaviour for learning** – Everyone in school is responsible for promoting the ‘Be Ready, Be Respectful, Be Safe’ behaviour expectations throughout school.Clearly planned learning activities are implemented during registration to encourage a calm and purposeful learning culture. Staff in my class/ phase escort pupils through school and corridors and cloakrooms are managed at break and lunchtimes or when children are collecting PE bags from the cloakrooms. |
| **3.  Pride -** High expectations are set on how students should present their work and themselves. We constantly demand that pupils work hard to improve their work. This is reinforced through feedback, practice of presentation skills and intervention. |
| **4.  Subject knowledge**. We demonstrate deep knowledge, enthusiasm and understanding of the subjects we teach and fully embed oracy and reading within our lessons.  Teachers and teaching assistants in my class/ phase continue to develop their subject knowledge via their participation in school’s cycle of CPD. |
| **5. Preparing for Learning –** My lessons are planned so that they are engaging, interesting and effectively meet the needs of all learners – successfully addressing misconceptions from previous lessons. At the beginning of each lesson, time is allocated to recap previous learning, read and respond to teacher feedback. Although lessons are delivered with a high sense of challenge, pace and purpose, pupils are given appropriate time to embed and practice knowledge, understanding & skills throughout and during subsequent lessons where necessary. Worksheets are **not** used to scaffold or substitute teaching and learning. |
| **6.** **Classroom organisation –**Seating plans are carefully considered and implemented. I have an overview of different pupils’ needs to inform planning and classroom decision making. The position of the teacher and teaching assistant is planned to allow intervention, fluidity, support and challenge for all pupils |
| **7. Lesson objectives -**Clearly planned learning objectives are shared with pupils every lesson. These are taken from the National Curriculum. Children are expected to write their own LO and date in their books to promote independence. TAs may model this. Pupils know, understand, articulate and apply their learning. A clear emphasis is placed upon knowledge, skills, understanding and key learning. \*Pre and post learning assessments e.g. KWL grid are used to assess prior knowledge, to inform planning, and to show progress. |
| **8.  Stretch and challenge**- Appropriate and stimulating differentiated tasks are planned to ensure all students are stretched, challenged and supported. Pupils are encouraged to work independently wherever possible. Pupils develop a thirst for learning and show a clear willingness to make progress at every opportunity. We constantly demand more of our pupils. Frameworks can be used to scaffold learning. This allows pupils to make progress more easily. This should be withdrawn once a pupil demonstrates competency. In order to promote independent learning and reduce scaffolding, the use of resources (high frequency words, number lines etc), input and deployment of TA are carefully considered. Teacher talk is kept to a minimum. |
| **9. Modelling –**Learning is broken down and modelled to students by using exemplar work, demonstrations, deconstructing and discussion etc. New information should be presented in small, bite-sized chunks. New information is linked to a process pupils are familiar with. Teachers and TAs in my class use modelling strategies e.g. in books, whiteboards. Visualisers may be used to demonstrate WAGOLL or areas of misconception. |
| **10.  Practice -** Pupils are given opportunities to practice newly acquired skills and recall knowledge often. The beginning of each lesson provides time to review previous learning and allows the teacher and other adults to check understanding and address misconceptions. Read and respond time (to feedback) is built into lesson time. Handwriting and spelling practice is completed in the back of pupil work books. A LO for this is unnecessary. |
| **11.  Questioning/AFL –**All adults in my classroom/ phase employ a range of assessment for learning strategies to pupils’ understanding I use planned, highly effective and targeted questioning to deepen pupils’ learning, recall prior knowledge and assess understanding, along with other assessment for learning strategies. Questioning techniques are used consistently throughout lessons by all adults in my classroom to address misconceptions and to deepen and extend pupil learning. The greatest value of questioning is that they force pupils to practice retrieval, this strengthens and deepens memory. See Blooms Taxonomy for question stems. |
| **12.  Marking & Feedback – I** uphold a culture of giving, receiving and acting upon feedback as we know it promotes resilience, builds confidence and enables us all to grow. It should help children to understand what they do well and give clear, specific guidance on how to improve. Feedback from my teaching assistant and I make pupils aware of how they can improve their work and achieve/exceed their target. Same day and next day interventions are identified in pupil books.  Visible progress should be evident in all books and this is an indication that learning is relevant, and feedback has supported outcomes and had impact.  The learning objective / success criteria should be marked in accordance to the school’s marking symbols i.e. Green = objective/criteria achieved, Pink = objective/criteria not achieved, Yellow = objective/criteria developing  • Within a piece of a child’s work, green highlights can be used to indicate examples of positive aspects, whilst pink highlights can be used to draw attention to errors or areas for development  • Agreed marking symbols are used by staff to ensure a consistent approach to marking. These symbols should be shared with children and displayed in the classroom  • Feedback should acknowledge pupil achievements and draw attention to progress made e.g. reference to pupil targets  • Teacher comments/feedback should provide guidance to pupils of how to move their learning forward  • Marking could provide an **action, question or challenge** as a next step e.g. a request to complete corrections  • A correct example can be given by teacher, where appropriate/ modelling  • Verbal feedback to be acknowledged in books using appropriate symbol  • Time allocated for children to respond to feedback and asking children to check their work again referring to success criteria |
| **13. Target Setting** – All children have individual pupil targets for English and KIRFs for Mathematics. These targets are as a result of teacher assessment outcomes and provide pupils with clarity of what they need to do to improve. Pupils should be able to recall their targets and demonstrate that they are working towards achievement. I review pupil targets each half term and renewed if necessary. Targets are dated on achievement. Pupils are required to demonstrate that they are fully competent in the skill/ knowledge before moving on to a new target (3x). My end of year target setting is ambitious. Individual pupil writing targets, KIRFs and Reading content domains are clearly displayed in all pupil English and Maths books. |
| **14. Deployment of teaching assistant and other adults**. - My teaching assistant is in the classroom at all times during lessons and is actively supporting pupils’ learning. There is a clear focus to the predominant task of the TA for each lesson. Preparation of resources etc is completed at the beginning/end of day or at allocated /directed times by the class teacher. My TA assistants  provides support to pupils via modelling, providing feedback, questioning, delivering interventions to groups of pupils, providing instruction, guidance etc. My TA uses their knowledge and expertise to intervene when necessary. Time is built into the day for my TA and I to discuss and evaluate planning, learning and evaluation. See EEF Guidance. |