Teaching and Learning Policy

Leamore Primary School

September 2014

Review Date September 2015

1. Aims Of this Policy

1.1 The aim of this policy is to provide the structure to enable the school community at Leamore Primary School to:

- Support all children in making the best possible progress in their learning
- Engage all pupils in learning
- Raise pupil aspirations
- Provide an inclusive school community
- Set high expectations
- Support pupils in developing life skills

1.2 The purpose of this policy is to set expectations for good teaching and learning and ensure consistent principles and methods are employed to achieve this.

2. Our Curriculum

2.1 The school curriculum will ensure the requirements of the National Curriculum (Framework document, 2013) will be met for Years 1 through 6.

2.2 The curriculum will be delivered as whole school topics. These will provide an overarching theme for each class to deliver subjects, topics and themes at an appropriate level for their progression. This will allow for work to be celebrated at the end of a topic as a whole school.

2.3 Each topic will begin with at least one activity such as a trip or visitor to school to engage the pupils and spark their interest in each class. Each topic will end with a celebration event for each class to share their learning with the school community.

2.4 The curriculum will be balanced and broad to enable all pupils to demonstrate their talents and strengths. Teachers will get to know pupils' interests to build their confidence and develop engagement in the classroom. This will build upon practice in the Early Years Foundation Stage.

2.5 Reception and Nursery class will deliver the Early Years Framework. For these classes, many of the principles of this policy

will apply but there will be some differences in practice to meet the needs of young children. These are in the school's EYFS policy.

Supporting Pupils in receipt of Pupil Premium

2.6 *Pupil Premium funding is provided to support children from poor backgrounds or areas of deprivation.* To support the aim of raising aspirations for our pupils, Pupil Premium funds will be used to support taking these pupils on the school trips and involving them in the events described in paragraph 2.3.

2.7 Pupil Premium funds will also be used to support these children in making the best possible progress through providing additional support in class and in after school sessions, where appropriate through additional resources and through providing training for staff to improve their ability to support children.

3. Our Core Expectations

3.1 This policy (and related policies that are referenced) will underpin and expand upon the core expectations for good teaching and learning.

- **Effective Pace**
    - Lessons will start promptly with pupils engaged in learning
    - There will be clear routines in every classroom to support effective transition between activities
    - Resources will be prepared and easily available for pupils to ensure lessons run smoothly
    - *Lessons to use short activities to move at a pace to support learning*

- **Clear Objectives**
    - All children must know what they will learn by the end of each lesson
    - All objectives must be clear and ensure skills and knowledge being learned are not *mixed* with context
    - Learning objectives will be displayed for children and shared orally in each lesson
    - The objective will be the main focus for feedback and marking

- **Well Planned Success Criteria**
    - All pupils must know how they are going to achieve the objective in every lesson by use of success criteria
    - Success criteria will be produced in one of three ways:
        1) Identifying the steps in a process pupils need to use
        2) Identifying the skills or knowledge the pupils will practice or learn
        3) Through collaboration with the pupils after sharing good examples/models of work
    - Pupils must be able to access the success criteria throughout the lesson
    - Pupils' success against the criteria should be shared throughout the lesson to reiterate what good work looks like
    - Pupils should use success criteria to assess their progress towards objectives

- o Success criteria should be used to support differentiation for effective challenge for pupils.

- **Effective Differentiation and Adaptation to Pupils' Needs**
  - o All children will be appropriately challenged
  - o Planning will always show differentiation to ensure pupils are appropriately challenged
  - o Teachers and support staff will use a range of questioning
  - o Differentiation will be supported by resources and apparatus that will enable them to work independently and make progress
  - o Resources, apparatus and teaching will be adapted appropriately to support DSEN pupils' learning plans

- **Pupil Engagement and co-operative Learning**
  - o All pupils should be engaged throughout lessons.
  - o A range of techniques should be used to engage learners – visual, audio and physical input should be used as appropriate with resources deployed to support this.
  - o Pupils will be given opportunities to clarify and shape their ideas with one another
  - o Positive teamwork behaviours will be taught and re-inforced before pupils engage in co-operative learning activities
  - o Pupils will support one another with tasks and peer assessment

- **Effective and innovative use of technology**
  - o The school is well resourced to use technology and it is expected that staff will use it to support teaching, learning and assessment.
  - o It should be used to enable pupils to produce work with audio and visual outcomes.
  - o It should be used to support children's access to feedback from teachers.
  - o It should support pupils access to objectives and success criteria
  - o It should engage and immerse pupils in their learning
  - o It should enable pupils to publish their work to a broad audience and give their work purpose.

- **Pupils receive clear and regular feedback to support progress**
  - o Feedback in lessons will be given with regard to the learning objectives and success criteria
  - o Feedback will be given at the earliest opportunity as this is when it is most effective
  - o Pupil misconceptions should be addressed as early as possible
  - o Feedback can be verbal or written but it must be clear for its intended audience be it pupils, parents or other staff.
  - o Pupils will be given the opportunity to reflect upon feedback and respond to it.

3.2 These core expectations will be enhanced by:

Effective use of additional adults
- Planning should be shared in advance of a lesson to make the effective use of the additional adults working with teachers.
- Teachers will provide clearly defined tasks for the additional adults in their room to support learning throughout the whole lesson.
- Teaching assistants and support staff will be clear about whom they are supporting and why so they can be engaged with pupils throughout lessons.

Consistency in classroom management

- Classroom routines should be consistent and teachers will ensure pupils are secure in these so they settle to learning quickly and can access resources as necessary.
- Resources should be prepared so lessons run smoothly without interruption.
- Routines should be set and communicated so that supply teachers can follow these and provide consistency for the pupils.

Teaching

4. Teacher Standards

4.1 Teachers must meet the Teacher Standards the expectation of how to meet these at our school with respect to our core expectations are in Appendix 1 to this policy.

4.2 Meeting the Teacher Standards will support teachers in successful performance management.

4.3 Where teachers fail to meet teacher standards the capability procedure will be implemented.

5. Planning

5.1 All planning will be kept in the school's shared drive.

Long term plans

5.2 Long term plans will reflect the organisation of the National curriculum into topics and text types for writing.

5.3 This will be produced prior to the Autumn term of each school year and published on the school's shared drive.

5.4 A summary of these plans will be shared with parents via the school website's curriculum section in the first week of the Autumn term.

Medium term plans

5.5 Medium term plans will be published on the school's shared drive by the Monday of the second week of each half term for scrutiny by the Senior Leadership Team.

5.6 Medium term plans will include
- Tables to provide and overview of each half term for Maths and English
- Weekly plans for Science and other curriculum areas.

Maths and English Overviews

5.7 English overviews will include
- Text types and genres to written over the half term including the planned length of time to be spent on each text type.

5.8 Maths overviews will include
- Units of skills and concepts to be undertaken including the planned length of time to be spent on each unit.

5.9 Weekly plans for Science and other curriculum areas: when these are first published they will include objectives and activities to take place in each lesson for the half term.
Each week these will be updated to ensure the lesson has the appropriate:
- Differentiation (including the role of support staff)
- Planned success criteria
- Resources

5.10 Classwork for each half term will be summarised by teachers in a letter to parents to be published with the school newsletter in the second week of each half term.

5.11 Examples of clear overviews and good curriculum letters are included in the appendix to this policy.

Lesson plans

5.13 Individual lesson plans will be produced for English (including Guided Reading and Phonics) and Maths.

5.14 Lesson plans will follow the structure outlined in 6 and will include
- Objectives
- Planned success criteria
- Differentiation (including the role of support staff)
- Assessment opportunities (including mini-plenaries and key questions)
- Resources

5.15 By 6p.m every Friday, following teachers' Planning, Preparation and Assessment time, the following should be published to the planning folder on the shared drive:

- Full lesson plans for Maths and English for the following Monday and Tuesday

- Objectives and activities planned for Maths and English for the rest of the week.
  (Files should include subject and date)
- Complete plans from the previous week's Maths and English lessons. These should be shared as an additional file and should not overwrite the previously published plans.
  (The word complete should be added to the date on these files)

5.16 This practice is to support staff in differentiating plans to meet the needs of individual pupils as a unit of work progresses during the week to support all pupils making best possible progress in the week. If plans are too rigid differentiation (see 8) will not be as successful as it should be.

5.17 Including objectives and planned success criteria on lesson plans enables staff to copy and paste these to labels for pupils to stick into their books to ensure lesson time is spared from copying every objective and success criteria into books. Key Stage 1 children should have printed objectives provided for all English and Maths lessons.

5.18 Staff are expected to reflect upon their practice (see Appendix: Teacher Standards). It is at teachers' discretion as to whether or not this is annotated on the submitted lesson plans however this will provide a good evidence base to support that teachers are reflecting upon their practice.

6. Lesson Structure

6.1 Lessons must engage pupils in learning as quickly as possible. Pupils should be provided with a stimulus or active with a task that relates to the objective at the earliest opportunity for a prompt start to the lesson.

6.2 Teachers interpretation of the phases below will be different based upon age, ability, timing of the lesson and the subject area. Below are the features that should, in principle, be included for pupils to successfully progress in their learning.

6.3 Lessons should include these four phases:

Phase One – Introduction

- Reference to prior learning and where necessary, the opportunity to gauge pupils' current level of understanding.
- Clear explanation of the learning objective and how they will successfully achieve this.
- There should be explanation of why this learning is taking place and links to contexts in their daily lives and future careers are always useful.

Phase Two- Teacher Input

- Introduce new information to the pupils this should be through instruction and exposition and wherever possible include the sharing or modelling of good examples.

Phase Three – Co-operative or independent tasks

- The pupils will process the information. At this point staff should prompt pupils and develop their thinking through a range of questioning and asking pupils to rephrase or reshape tasks for themselves or their peers.
- Pupils should then demonstrate their understanding by completing appropriate tasks and assessing their achievements against the criteria and the objective that were shared in phase one.
- Teachers will plan to support a group or individuals during this period but should check on the progress of other groups by using mini-plenaries or questioning across the classroom to ensure all are making progress and to address misconceptions at the earliest opportunity.

Phase Four - Review

- A review of learning should take place. The review should refer back to the objectives and success criteria.
- It can also link to the next steps in the pupils learning to develop their understanding of why they have undertaken this learning.

6.4 Pace of lessons should be maintained to ensure pupils continue to progress toward completing the objective/success criteria set for the lesson.

6.5 Phases may be repeated during a lesson for example, after a short period of exposition, the pupils may be engaged in a task to help them make sense of the new material but this may be followed by further exposition and another exercise so a mini-plenary has been created during the lesson.

6.6 The phases are not always sequential. Review is not confined to the end of the lesson. Review (such as mini-plenaries) and opportunities for improving work, should be woven throughout the lesson. Success criteria are most successful when referred to throughout the lesson.

6.7 Teaching and learning are not the same. Encountering learning is not the same as understanding it and to have achieved an objective, pupils need to be given opportunities to demonstrate they have understood it.

7. Feedback and Assessment

7.1 Research has found effective feedback has the biggest impact upon pupils' learning therefore its role in teaching cannot be underestimated. The school's assessment policy describes how feedback should be given to effectively support pupils' progress.

7.2 Feedback should take place at the earliest opportunity and misconceptions should be addressed as soon as possible.

7.3 Assessment strategies to be used to measure pupil progress and set pupils' targets are also included in the Assessment Policy.

8. Adapting teaching and Differentiation

8.1 Differentiation is how teaching staff organise teaching activities to ensure challenge of tasks is appropriate to move pupils on in their learning.

8.2 For differentiation to be successful teaching staff must know what stage of their learning pupils have reached.

8.3 Differentiation will be evident by task or outcome.

8.4 Differentiation by task means the task will be planned to support the stages of learning pupils are at. Pupils will receive different tasks or support to facilitate their progress in lessons.

8.5 Differentiation by outcome means the expectation of the pupils' outcomes is made by the knowledge of the pupils' stage of learning.

8.6 Differentiation by task should be used more frequently than differentiation by outcome to best support progress.

8.7 Differentiation can also be provided by the questions Teaching Staff use to prompt learning and assess pupils' understanding. Bloom's Taxonomy (see Appendix) divides questions into six different types. The simplest questions ask pupils to recall information through to questions that ask them to analyse information and evaluate. Teachers need to use a range of questions but the types of questions Teaching staff ask pupils can support planned differentiation.

8.8 All pupils should be working toward the same objective but the success criteria can be differentiated. This enables Teaching Staff to share the different expectations of the methods pupils will use or the support they have to complete a task.

8.9 Pupils will only not be working to the same objective as their peers if their understanding or ability inhibits their ability to access the curriculum so they follow objectives from their Personal Learning Plan (see 8.15)

8.10 Differentiation is successful when it leads to pupils demonstrating progress over time in their work and assessments.

Supporting More Able pupils

8.11 When teaching staff collaborate with the children to create success criteria from good examples, activities should be organised to more able pupils can create their examples from more challenging examples.

8.12 More able pupils may often be challenged to work without support from Teaching staff but they must always have access to

the resources they need to ensure they can demonstrate learning behaviours (see 13) and make the best possible progress.

8.13 Differentiation by task

8.14 Teaching staff should prompt more able pupils to use Higher Order thinking by asking them questions that encourage them to synthesis ideas and be reflective by analysing and evaluating.

Supporting pupils with Disabilities and Special Educational Needs.

8.15 Activities for DSEN pupils will be differentiated in line with their Personal Learning Plans.

8.16 A range of techniques must be used to support DSEN pupils, technology and resources should be used so pupils can develop their independence and are not over-reliant on adult support.

8.17 Adult support may only be appropriate for a part of the lesson, for example, the introduction to facilitate the pupil's access to the task. The pupil can proceed independently with adults checking on progress but must have the appropriate resources available to allow them to work independently.

9. Learning Environment

9.1 Learning environments must set high standards of presentation and respect for the school environment as required by the school's expectations.

9.2 They will provide support for pupils to be able to work in groups and independently through high quality displays and readily available resources. Resources pupils need to access should be clearly labelled for the reading ability of all pupils in the class.

9.3 The areas around whiteboards used for teaching will be kept as clear as possible to avoid distraction from the focus point for teaching.

9.4 Each classroom will have the following display boards allocated for the following:
- Maths Working Wall
- Writing Working Wall
- Reading

- Key Makaton signs
- Topic or Science displays
- In EYFS and Key Stage 1, key phonics will be displayed

   Where classrooms have further display boards, these will be used for topic or Science, PSHE and to share good work.

9.5 Corridor display boards will be allocated to share good work in Writing and Maths in addition to supporting Geography, History and topic work through interactive displays.

9.6 Displays in the School Library and outside the School office will promote Reading.

9.7 For consistency across the school the following colours will be used for display boards in the classrooms for the purposes below:

- Maths working walls will be backed with **Blue** paper.
- Writing working walls will be backed with **Orange** paper
- Reading displays will be backed with **Red** paper
- Key Makaton signs will be displayed and backed on **Yellow** paper
- Topic displays will be at teachers' discretion to support the topic.

9.8 Maths working walls will support the children's **current** work in Maths. These will include:
- Models of working out problems using methods as described in the National Curriculum
- Prompts for reasoning
- Mathematical vocabulary

9.9 Writing working walls will support the children's **current** writing. These will include:
- Appropriate sentence types for the text
- Appropriate models of text structure for the text (story maps for fiction or non-fiction, skeletons for text structure for non fiction)
- Models of good writing and models of improving writing
- All stages of the writing process will be displayed for each unit to support pupils and this may move the display beyond the working wall

All models will use the school's Handwriting scheme.

9.10 Reading displays in classrooms can serve a number of purposes but the most important should be to promote a love of reading. They can include:
- Celebrating pupil success and effort with reading
- Question prompts for comprehension
- Magpie displays of vocabulary and sentences pupils like in their reading books
- Book reviews and recommendations for other pupils
- Character studies

9.11 Makaton displays are to provide key vocabulary and signs the children may be using in their work. The use of Makaton is for pupils to improve their speaking and listening skills by constructing and rehearsing full sentences supported by their Makaton knowledge.

9.12 Conversation stations will be used throughout the school as areas for Teaching staff to model good speaking and listening with pupils.

9.13 Role play areas will be used throughout the school to engage pupils in using all basic skills giving a context to role play and offer opportunities to use clear speaking and listening for different audiences, writing for different purposes and their Maths.

10. Role of Technology

10.1 Teaching through technology is key to our vision for Leamore Primary School. It should be used at every opportunity to enhance teaching and learning.

10.2 Technology should be used to stimulate pupils. It can bring their spoken, written or practical work to a global audience and as such it should raise their aspirations to have quality work published for this audience. Perhaps more importantly it enables parents (see 19) regular access to pupils' work so they know what the children have been learning.

10.3 Technology should be used to support access to the curriculum.
For example, young children or those pupils who find reading challenging can have oral prompts recorded for them to be able to refer to success criteria throughout the lesson to support their independent progress.
It should also be used so Teaching staff can move lessons on at pace by providing objectives or links to resources that pupils can quickly access.

10.4 Technology should be used to engage pupils in learning. The appropriate app on an IPad or desktop computer will sometimes be more appealing to pupils than completing the same task through written work but record must be made of what the pupils have achieved. However, technology should also be used innovatively to engage pupils in their learning and more often than not this must be done in a manner that cannot be replicated by paper and pencil. They could:
- Add audio explanations to written work. For example, describing their thinking as they write their notations to sole a mathematical problem.
- Use Greenscreen technology to immerse them into their role play and record speaking and listening for a range of purposes in different contexts.
- Use technology to make recordings using sensors in Science and Geography and chart their findings.
- Use technology to engage in a range of arts – editing and improving their work as appropriate.

10.5 Technology should be used to develop the pupils' research skills. They should become more effective at interrogating the internet with practice and increasingly aware of the need to question the sources of information.

10.6 Technology should be used to make displays in the school interactive using the augmented reality software available to allow pupils, parents and visitors to bring displays to life to see the processes behind the work on display.

10.7 In Key Stage 2 skills from conversation stations will be developed to access and record using the school's radio station.

10.8 Technology should used to support pupils' problem solving skills.

10.9 Technology should be used to complete the Computing aspects of the National Curriculum.

Improving teaching

11. Monitoring

11.1 All teachers are expected to reflect upon their practice to improve it (see Teacher Standards) and at Leamore it is our experience that teaching staff are keen to learn and improve teaching and learning.

11.2 Monitoring will be conducted to gather evidence and support improving teaching.

11.3 Formal monitoring will take place to support performance management and professional development (see appropriate policies for further information on theses processes). It will be conducted through lesson observations and learning walks agreed with staff and through regular scrutiny of pupils' work and achievement.

11.4 There will also be monitoring outside of this formal process to support teachers by offering advice and further identification of professional development needs (see 12).

12. Coaching and Professional Development

12.1 The school highly values professional development and is keen to give Teaching staff access to training that will improve teaching (see CPD policy).

12.2 In addition to the formal monitoring in section 11, the school will employ coaching as an informal method of improving teaching.

12.3 Coaching at Leamore Primary will include in-class coaching of teachers and direct modeling of classroom techniques.

Coaching will be undertaken by the Senior Leadership team to support improving practice and ensuring this policy is employed.

12.4 Coaching will be undertaken in a supportive, non-threatening manner to ensure it is welcomed by staff and beneficial to them (see CPD policy).

Learning

13. Learning Behaviours

13.1 Good behaviour in the classroom is not enough to ensure pupils make progress in their learning. They need to also demonstrate behaviours for learning that enable them to focus upon the tasks they have and strive to overcome challenges when they face them in class work.

13.2 Pupils will use skills of reasoning, reflection, resilience, resourcefulness and will be responsible to demonstrate good learning behaviours.

13.3 Pupils who use their reasoning skills effectively will
- explain their thinking
- take time to consider their work
- choose the best method or resources for their work
- where appropriate, consider all the evidence

13.4 Pupils who use their reflection skills effectively will
- be curious to learn
- be able to explain their progress
- reflect upon and act upon feedback
- learn from their experiences

13.5 Pupils who demonstrate resilience well will
- stick at their tasks
- maintain a positive attitude to challenges
- keep involved and maintain focus
- practice skills and work toward targets

13.6 Pupils who are resourceful will
- Show initiative

- learn by different methods
- ask good questions
- effectively involve others in their learning

13.7 Responsible learners will
- know right from wrong and make good choices
- organise themselves and look after their property
- help others
- plan ahead

13.8 The importance of these skills are to be explained by staff at the beginning of the school year and reiterated throughout the year to promote these positive behaviours.

13.9 Displays throughout the school will also reinforce these behaviours and they will be rewarded in the school's good learning assemblies.

14. Learning Environment

14.1 Where teachers are responsible for ensuring that pupils have access to resources and displays to support their independent learning (9.2), it will be the responsibility of pupils to use these to help them overcome times they are challenged by their work.

14.2 Pupils are also responsible in keeping the classrooms in orderly fashion to enable them to access resources safely and quickly.

14.3 Pupils need to learn the routines in the classroom for independently getting the resources they require to maintain pace in their learning.

15. Measuring Progress

15.1 Pupils will need to understand targets that are set for them and show resilience to try and achieve these.

15.2 Pupils will need to learn how to check their work against success criteria to measure their progress against success criteria.
15.3 Both of these aspects of learning are developed further in the school's Assessment policy.

16. Improving Learning

16.1 Pupils need to reflect upon the feedback they are given to improve their learning.

16.2 It is essential that pupils learn in an environment where they are clear that they will learn from mistakes they make and demonstrate reflection to correct misconceptions and ensure they do not continue to make the same mistakes in their learning.

17. Role of Technology

17.1 Pupils should take full advantage of the opportunity to learn through technology provided at Leamore and ensure they use the equipment provided as explained by their teachers.

17.2 Technology will also provide opportunities for pupils to extend their learning. Software will be provided that pupils can use to learn outside of school hours and blogging is available to give the pupils opportunities to develop writing for an audience both in and outside of school hours.

18. Sharing learning

18.1 Pupils will be encouraged to share their learning with their parents. They will be able to do through:
- Discussion at the end of the school day
- Producing high quality work in their books
- Posting their work on their individual and class blogs
- Producing work to be part of classroom displays
- Sharing work through curriculum events at the end of a topic

18.2 Through their work on the individual and class blogs pupils will be encouraged to share their work with a potential global audience and will therefore be expected to produce work of a high standard for this.

19. Role of Parents/Carers.

19.1 The school hopes parents/carers take a strong interest in their children's learning. We will encourage parents to ask their children about what they have been learning through newsletters and blogs.

19.2 Homework (see Homework Policy) will be clear so parents understand what they can do to support the children with homework and they will know how regular it will be and when it is due to be returned to school so they can support this through curriculum letters from teachers and the policy on the school website.

19.3 The school will also run workshops for parents and will hope as many parents as possible can attend these to learn how to further support their children's learning.

19.4 The school will be providing a range of online opportunities for pupils to extend their learning and would like parental support in ensuring they do this safely.

19.5 Parents should attend report evenings so they can discuss their children's progress with teachers and there can be discussion on the best steps to take to help the children make further progress in their learning.

19.6 If parents have concerns about the progress their child is making at school, they should contact the school to speak to the class teacher as soon as possible. If unsatisfied by any response they should follow the school's complaints policy.

20. Monitoring this policy

20.1 The monitoring of this policy will be by the monitoring of teaching and learning. This will be completed by the triangulation of pupil progress data, lesson observations (including learning walk activities) and work scrutiny.

20.2 The effectiveness of the policy will be measured by the progress made by the pupils at Leamore and this will be monitored by the Governing Body's Curriculum Committee every half term

through both its termly meetings and the Headteacher's report to Governors prior to a Full Governing Body meeting.

20.3 The quality of teaching is also judged by the triangulation of pupil progress data, lesson observations and work scrutiny and monitoring the implementation of this policy is a key part of this process.

20.4 The appendices will be reviewed frequently to share good practice in the principles set down in this policy and the policy will be reviewed at least annually.

Appendicies

Appendix 1: Teacher Standards at Leamore Primary School

Teacher Standards		At Leamore this means
TEACHING Set high expectations which inspire, motivate and challenge pupils	Establish a safe and stimulating environment for pupils, rooted in mutual respect	• Pupils will be clear of expectations and teachers in line with policies will employ these consistently. • Displays in classrooms will set high expectations for presentation and will support pupils in their learning • Classrooms will be clear of clutter
	Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	• Ensure differentiation for pupils to make progress each lesson • Ensures DSEN pupils meet targets • Where Pupil Premium provides additional resources for staff they will ensure these are employed to support pupils making better than expected progress.
	Demonstrate consistently positive attitudes, values and behaviour which are expected of pupils	• Teachers will promote positive behaviours and attitudes • Teachers will respond professionally to any challenging behaviour • Teachers will employ the school's behaviour policy

Teacher Standards		• **At Leamore this means**
Promote good progress and outcomes by pupils	Be accountable for pupils' attainment, progress and outcomes	• Teachers will be responsible for monitoring pupils progress and challenging any underperformance.
	Be aware of pupils' capabilities and their prior knowledge and plan teaching to build upon these	• Know the pupils ability with each subject area/skill/knowledge through initial assessment and prior attainment and will provide opportunities for pupils to show their capabilities so they are not limited by attainment results.
	Guide pupils to reflect upon progress they have made and their emerging needs	• Teachers use group work, mini-plenaries and feedback to guide pupils to make better progress and will adapt lessons where necessary to support this.
	Demonstrate knowledge and understanding of how pupils learn and how this impacts upon teaching	• Use a range of methods to support children • Use resources to support differentiation and independent learning • Use technology at every opportunity to support and improve learning.
	Encourage pupils to take a responsible and conscientious attitude to their own work and study	• Teachers will regularly reiterate standards for presentation and ensure the pupils understand the expectations for them to demonstrate behaviours for learning. • Teachers will ensure pupils follow the handwriting and presentation policy.

Teacher Standards		At Leamore this means:
Demonstrate good subject and curriculum knowledge	Have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings	• Following the school's long term plan and delivering the National Curriculum. • As per this policy, ensure a range of teaching methods are used to engage pupils across the curriculum.
	Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	• Undertake the necessary reading and research to be able to deliver lessons across the curriculum effectively.
	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	• Model good use of language in speaking and listening and writing. • Follow the school's English policy to promote language.
	If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics	• Deliver the Letters and Sounds Programme effectively and , if necessary, Rapid Phonics.
	If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies	• Follow the school's Calculation Policy to give the pupils the correct grounding in these skills.

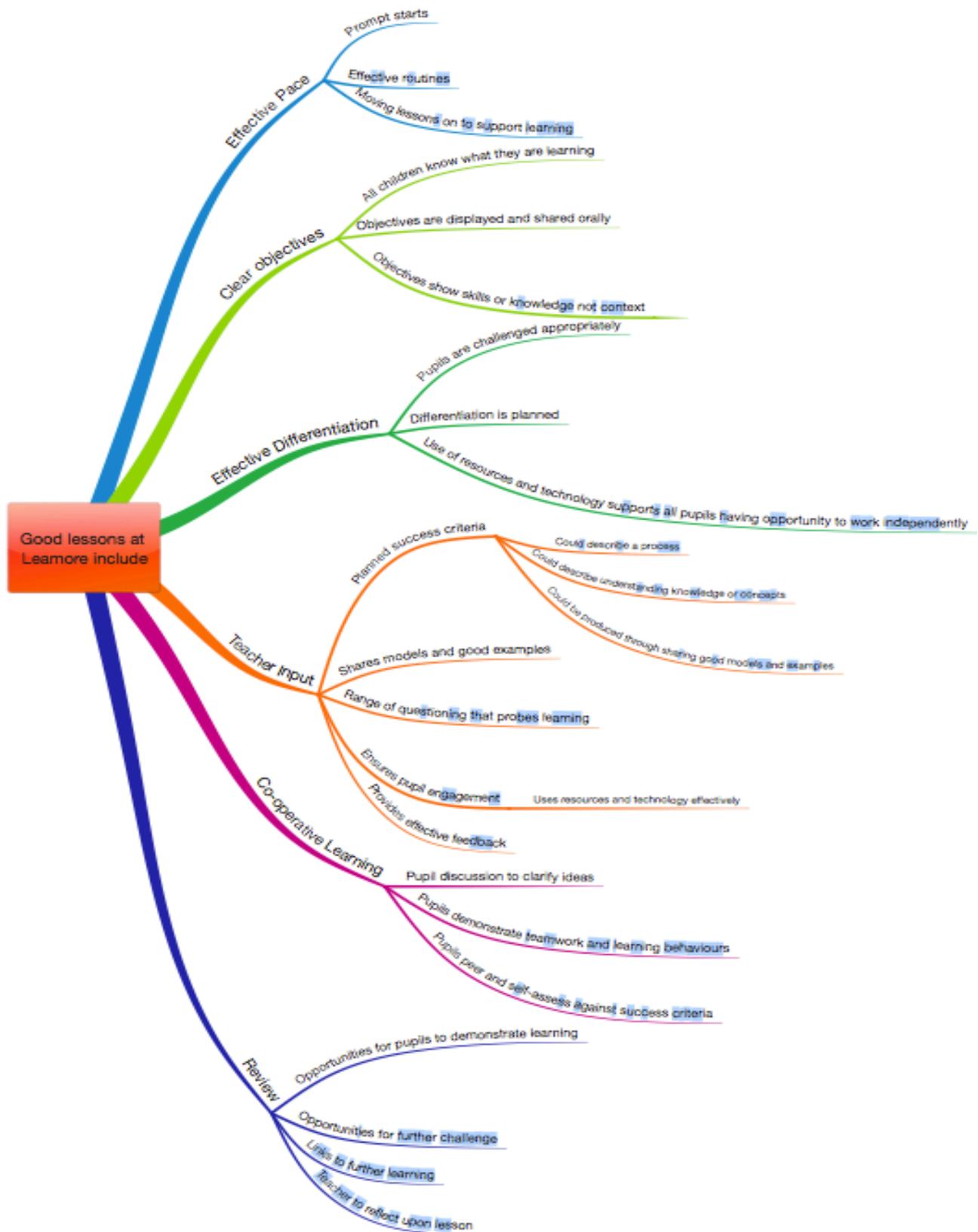| Teacher Standards		At Leamore this means:
Plan and teach well structured lessons	Impart knowledge and develop understanding through effective use of lesson time	Teachers will demonstrate the aspects of effective pace as outlined in this policy. Teachers will use the phases of learning as described in this policy.
	Promote a love of learning and children's intellectual curiosity	Use the range of strategies in this policy to engage pupils in their learning. Encourage pupils to develop the learning skills listed in the Learning section of this policy.
	Set homework and plan other out of class activities to consolidate and extend the knowledge and understanding pupils have acquired	Teachers will set homework in line with the school's Homework Policy.
	Reflect systematically on the effectiveness of lessons and approaches to teaching	Sharing these reflections with colleagues during allocated times in staff development meetings and coaching sessions. Sharing reflections, as appropriate, on lesson plans and the CPD Blog .
	Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)	

Teaching Standards		At Leamore this means:
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	Demonstrate differentiation clearly in planning and delivery of lessons.
	Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these	Develop understanding of DSEN pupils' needs, the needs of pupils with attachment disorders and behavioural issues. Use advice and CPD to provide resources, teaching styles and differentiation to help these pupils.
	Demonstrate an awareness of the physical, social and intellectual development of children, and know how to support pupils' education at different stages of development	Ensure tasks are safe for pupils to participate in. Ensure instructions and feedback are clear to the children either through the language used or support provided through technology.
	Have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.	

Teacher Standards		At Leamore this means:
Make accurate and productive use of assessment	Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	Follow the school's assessment policy.
	Make use of formative and summative assessment to secure pupils' progress	Use ongoing assessment to supporting pupils to making better 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 feedback	To follow the school's assessment policy. Ensure marking and written feedback is completed on time.
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	To follow the school's behaviour policy and implement consistent routines, rewards and consequences.
	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	Ensure differentiation is used as per this policy and a range of teaching strategies are employed particularly engaging children through the use of technology.
	Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary	Follow the school's behaviour policy, policies related to professional conduct/safety and act responsibly with pupils.

Teacher Standards		**At Leamore this means:**
Fufill wider 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	Ensure support staff know their roles an how they can contribute to supporting the progress of children throughout entire lessons.
	Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	To follow the school's CPD policy and seek support when required to support children. Teachers will contribute to the school's CPD blog.
	Communicate effectively with parents with regard to pupils' achievements and well-being.	Give parents effective reports on pupil progress at report evenings. Contact parents with concerns or praise for pupils at the earliest opportunity.

Appendix 2: Good Lessons at Leamore Primary School

The Mind map below identifies the aspects expected in good lessons at Leamore Primary School. This will be on display throughout the school.

Appendix 3: Example Planning Overviews

| Subject Focus:	Objective	Starter (1.05-1.15)	Main Teaching (1.15-1.25)	Independent Activity (1.25-1.45)	Plenary (1.45-2.00)
Week 1 26.02.14	To identify people who are famous. To identify how people become famous.	Give the children the word 'famous', who can explain what it means? In table groups you have 3 minutes to make a definition for the word. Allow the children talk time- whiteboards can be used if desired. Share definitions with the class- use dictionary to find real definition (get children to use alphabet skills to help locate the word)- who was the closest? Does the real definition match what we thought? Compare and reinforce real meaning of the word.	Give the children a selection of portrait photographs- both old and new of a mixture of people (including themselves, staff and images of typical jobs – police, fire service- etc.) Can you sort these images into people who are famous and people who are not famous? Video the children's reasoning- how do you know they are/ are not? Where would you place this face? Why? Look for the children who apply their understanding of the discovered definition. Explain the L/O to the children- today we are going to look at some specific famous people- ask the children to look at the faces in their pile of 'famous' people- can they again split them into 2 categories- they must first decide the criteria.	Encourage the children to think about worthy reasons to be famous- set the scene with some 'would you rather' scenarios- can the children build reasons and justify their preferences (e.g. would you rather be famous for inventing a life saving medicine or for looking like an existing famous person?). The children are going to 'make themselves famous'- using a picture of themselves and make a 'profile' for themselves- including name, description, reason for being famous, lifestyle, etc. LA- Will be given a photograph of themselves to stick in a structured writing frame. Will be use given word mats to support writing element. MA- Will also have a frame with given subtitles to support the children. HA- will have some examples of 'what a good one looks like' and will be given choose their presentation.	Sharing fame. Children will be sharing their famous profiles with each other- first to their partners then to their groups. Focus group- to work with KO in conversation station- children will 'transform' into their famous character and tell the children all about themselves. Recap L/O- who can tell me what 'famous' means- who can choose a famous person that they admire and explain why?

Year 3 Creative Curriculum The Egyptians

	Objectives	Whole Class Work	Independent/guided work	Plenary	Success criteria
1	To understand the historical vocabulary of the period being studied. To be able to use the features of a non fiction books to locate information	1) Remind children that our topic for this half term is going to be Egyptians. Explain that children are going to complete KWL grids in 3s and that we will revisit these at the end of our topic to see what we have learnt. Give children 10 mins to complete their KWL grid. Briefly discuss what children have included. Ask children to think of some words related to Ancient Egypt e.g. sphinx, pharaoh etc. Revise how all topics have terminology specific to them. Explain that we are going to be learning the meaning of some of the terminology that is specific to the Ancient Egyptians. Revise how to use a contents page, a glossary and a dictionary (Egyptian book on visualizer)	Children given sheet with images, names for the images and definitions. These are all jumbled up. In teams (4 to a team, mixed ability), the children need to use the glossaries (and other parts of non-fiction books on Ancient Egypt) and dictionaries to sort out the images, names and definitions so that they match correctly (Rotate books around tables at regular intervals throughout, as not all books will contain all of the words). Children to have a limited number of 'lives' to use on I pad e.g. 3 lives means that they can look up 3 words that they can't find in the books. Extension: Children to add some of their own words and their definitions and images (can draw the images) for further words related to Ancient Egypt.	Go through correct answers and ask children to show any additional terms that they found the meanings of. Any difficulties in locating words? Why? How did they overcome this?	I can explain the meaning of some of the terminology linked to Ancient Egypt. I can use features of non-fiction books to locate information
2	To place events and people in chronological order. To use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD	Display timeline and discuss how we often use timelines in history to get an overview of key events from history. Explain that we will be ordering events from Ancient Egypt in chronological order, revising what the word 'chronological' means. Revise how with BC dates, the higher the number, the longer ago the event happened, because we are saying it was x amount of years Before Christ. Revise how AD means Anno Domini and refers to times after Christ was born	Children to arrange key events from Ancient Egypt in chronological order. (TA to support SEN) Extension: Use non-fiction books to find 2 facts about each event on timeline	Discuss correct order of events – how do we know? Recap on meaning of BC – give children variety of dates using BC and AD – ask children to order- which was longest ago? Which is most recent?	I can place events and people in chronological order. I can use words related to the passing of time including BC and AD

Week 1 27.02.14	To experiment with complimentary colours. To evaluate my own work.	Using iPads and printed copies introduce children to pieces of art by Andy Warhol (spread throughout the room like a gallery- can the children go round the room and observe the pieces of art- ask the children to evaluate the art and choose a piece of art to leave a post it note on. You must write on it what you like/ dislike and **why**.	Ask the children what they notice about the colours? What about the position of the different colours? Show the children the digital colour wheel- today we are going to experiment with complimentary and opposite colours. Show the children the colour chart and talk about the relationships between the colours- show the children how the colours change when they are mixed on large-scale paper in the middle of the room.	Children will experiment with colours independently- they will have a structured frame for the supporting colour wheel but will practise mixing colours and choosing opposite/ complimentary colours. They will select 4 complimentary colours to work together for their future 'Andy Warhol' inspired pieces of art.	Following the activity the children will work on evaluating pieces of art- the focus superhero masks will be given to two children from each group- these children will become the 'comic critics'- when wearing the masks they become art critics- their job is to go around and meet the artists in the gallery and offer evaluation and feedback to them. The children will circulate around the room talking to the artists about what is good and what can be improved- using their colour wheels and knowledge of colour to guide them. Self evaluation against L/O.

Appendix 4: Example Curriculum Letters to Parents

(To be added)

Appendix 5: Accelerated Learning Cycle

33
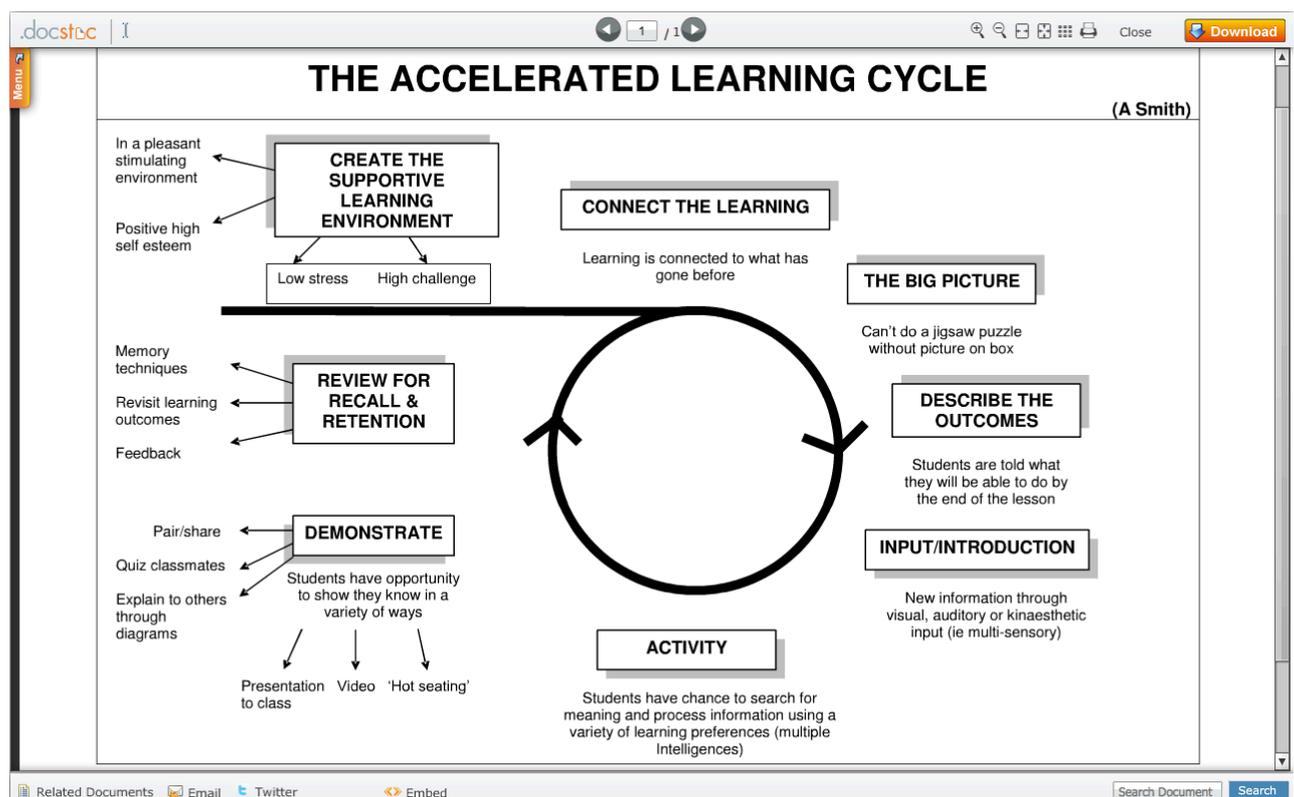
Appendix 6: Lesson Starters

During CPD in 2014, staff at Leamore identified a number of different ways to start lessons to promote pupil engagement. These included:

1) What if? (Open questions)
2) Roleplay
3) Hot seating a person or character
4) Skype/Facetime with a person or character
5) Treasure Hunt
6) Timed research
7) A mysterious object
8) Using the IWB to slowly reveal a picture
9) Physical activity
10)   Imagining explaining a concept or an idea to an alien
11)   Visual stimulus
12)   Audio stimulus
13)   Unusual conversation between teacher and TA
14)   5 words to do with:
15)   Charades/ Give Us a Clue
16)   Fish bones
17)   Objects (rotate)
18)   Sorting activity
19)   Deliberate mistakes to find
20)   Collaborative class blogging
21)   Quadblogging
22)   Mind benders

Appendix 7: Bloom's Taxonomy and Questioning

(To be inserted)

Appendix 8: Materials and resources used to create this policy

Embedded Formative Assessment, Dylan William, 2011
Visible Learning for Teachers, John Hattie, 2012
Outstanding Formative Assessment, Shirley Clarke, 2014
Accelerated Learning Cycle, Alistair Smith
Raising Standards through High Quality Leadership of Teaching, Ofsted, April 2014

The National Curriculum Framework Document, Department for Education, September 2013
Teacher Standards, Department for Education, Updated 2013