

New Horizons Seaside Primary

Teaching and Learning Policy 2025

Introduction

Our Mission and Vision Statements run through everything we do at New Horizons Seaside Primary and form the bedrock of our Teaching and Learning Policy principles.

Mission Statement

New Horizons Seaside Primary is committed to providing a caring, safe, healthy and well-structured learning environment.

We will promote high standards, enjoyment, wellbeing and achievement for all our children.

Everyone in the school community will be valued as individuals and encouraged to be successful citizens and life-long learners.

Vision Statement

At New Horizons Seaside Primary, everyone feels safe, included and valued. Everyone believes in themselves, creating relationships that develop them personally, socially and emotionally. Everyone makes progress and feels that learning and school are fun.

Everybody Matters, Everybody Succeeds

Relationships are based on honesty, trust and respect. We value each other as individuals. Everyone is optimistic and proud of their achievements and those of others, in all aspects of school life. There is a strong sense of belonging and identity in the school and wider community.

Children and adults take advantage of all possibilities for learning. Essential life skills are developed through first-hand experience to enable them to become lifelong learners. Learning meets everyone's needs for the future and enables them to become successful, happy and contributing members of society.

The Mission and Vision Statements should be seen in conjunction with our Curriculum Intent.

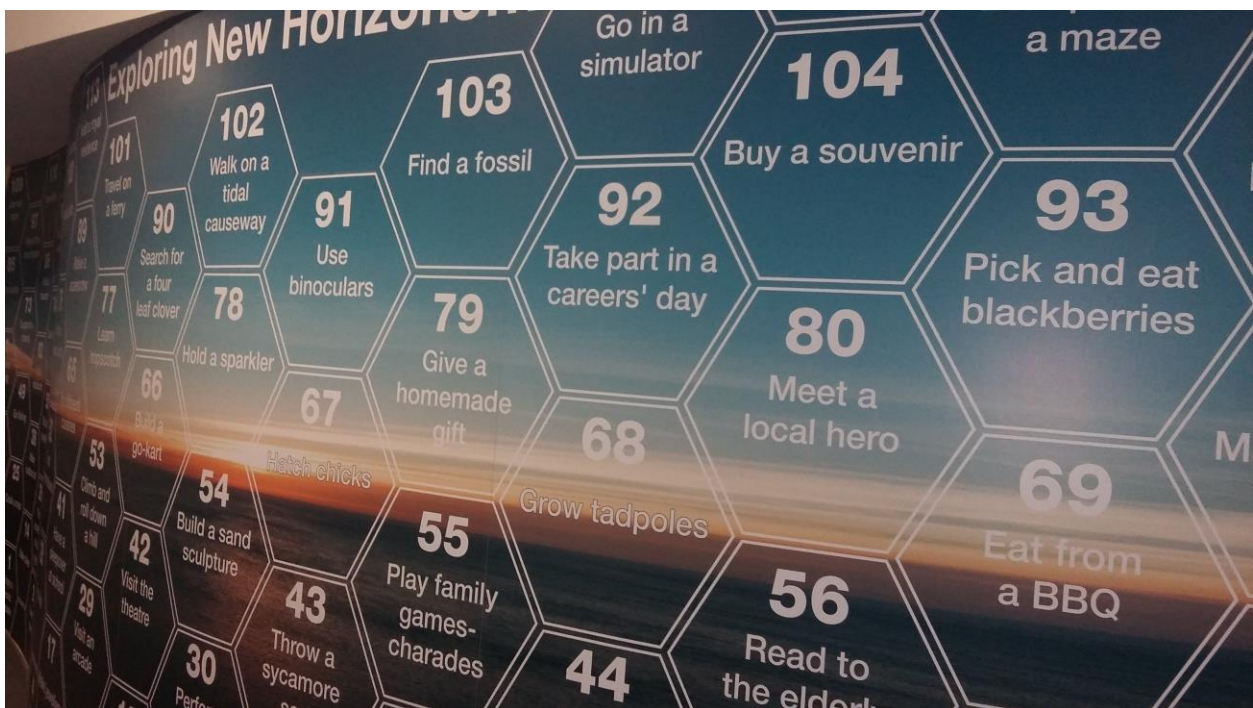
Curriculum Intent: DREAMS

At New Horizons Seaside Primary, we have designed our Knowledge Led Curriculum to develop the following key qualities in our children:

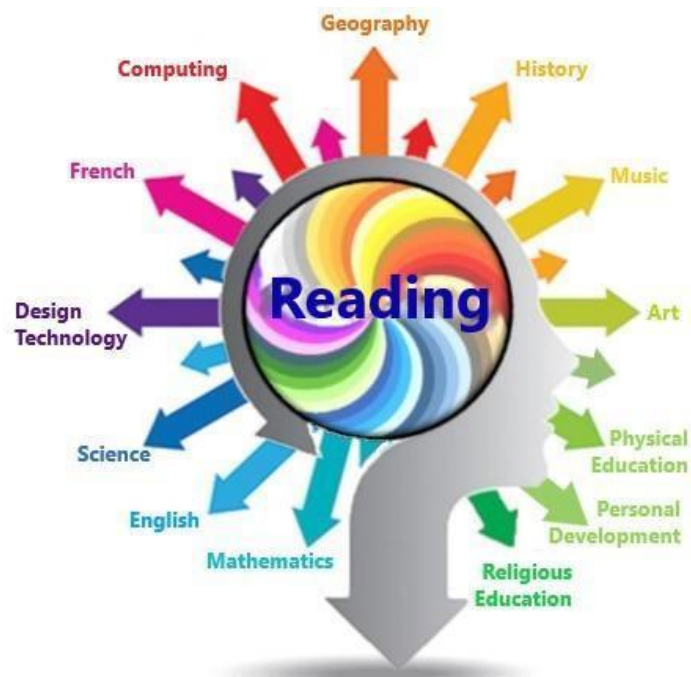
- Diligence:** I always work hard.
- Resilience:** I stay positive when things get tough.
- Enthusiasm:** I am interested in all I do.
- Aspiration:** I want to be the best I can be.
- Motivation:** I stay focused on my goals.
- Self-Belief:** I believe in myself.

Our curriculum enables our children to demonstrate these qualities in lessons. Much more than that, we believe that these values form the basis of our wider-school ethos; we develop children who are able to meet the challenges of all aspects of primary school life and who are equipped with the knowledge, skills and personal qualities they will need for the next steps of their academic journey.

Above and beyond this, our Exploring New Horizons scheme offers unique learning opportunities, which enhance and enrich the learning that goes on in our classrooms and further develop the DREAMS ethos. Over their time at New Horizons Seaside Primary, our children will engage in 118 extra-curricular learning activities ranging from attending a flight simulation to learning to body board to escaping from a maze!



What is a Knowledge Led Curriculum?



Skills and understanding are seen as forms of knowledge and it is understood that there are no real generic skills that can be taught outside of specific knowledge domains.

Acquiring knowledge is seen as an end to itself; there is a belief that we are all empowered through knowing things and that this cannot be left to chance.

New Horizons believes that the creative, 'rounded and grounded' children we all want to develop – with a host of strong character traits – will emerge through being immersed in a knowledge-led curriculum.

Knowledge Is Taught To Be Remembered, Not Merely Encountered.

Our units of work are supported by 'Can I' objectives that detail the knowledge to be learned.

We do not merely want to 'do the Romans'; we want children to gain some specified knowledge of the Romans as well as a broad overview. We want children to know specific facts about plants and about the Amazon Rainforest, WWII, Romeo and Juliet and climate change.

We want children to have more than a general sense of a topic through vaguely remembered knowledge encounters; in addition to a range of memorable, enriching experiences from which important inferred knowledge is gained, we want them to gather a body of specific facts and procedural knowledge – not ad hoc but clearly planned for.

We have also created a Foundation Curriculum Handbook, attached as Appendix C to this document, with further guidance for teachers, specific to delivering individual subjects in the foundation curriculum.

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Aims of the Teaching and Learning Policy

- 1) To ensure consistency in the Teaching and Learning arrangements at Seaside Primary and highlight what we consider to be good practice in order to help maintain and further raise standards.
- 2) To make clear the requirements upon staff related to Teaching and Learning.
- 3) To state how we think children's learning best takes place and what we believe good teaching practice to be.
- 4) To continuously strengthen the link between our agreed school Mission and Vision Statements, DREAMS Trust Values and Exploring New Horizons Curriculum and what the children experience on a day-to-day basis through the Knowledge Led Curriculum in their classrooms.
- 5) To support staff, both new and established, in promoting professional development through sharing good practice.
- 6) To assist in the process of monitoring and evaluating the effectiveness of Teaching and Learning practices throughout Seaside Primary.

It is important to say that there is no one style of teaching or 'blue-print' to success. Good teachers often draw on a range of techniques and approaches according to a number of variables.

There needs to be a common understanding and shared values amongst teaching staff on issues such as effective class management, pace of lessons, organisation, standards of work, levels of challenge, expectations of behaviour and the management of relationships with children.

Children need to have consistency of learning experiences throughout their time at Seaside Primary. This does not just refer to their time in the classroom, but also a whole wealth of real life experiences locally and further afield. Please see the section on our 'Exploring New Horizons' enrichment curriculum.

These common experiences should be developmental and age appropriate as progression is made from years R to Y6.

The Teaching and Learning Policy should permeate all our work with children at Seaside.

Please also refer to our Behaviour Policy, our Curriculum Policy, our Assessment Statement, our Inclusion Policy, our SEN Policy and our Equal Opportunities Policy.

Targets for 2025 – 2026

- **Pitch (No. 2)**
To ensure lessons are planned effectively to meet the needs of the children. Teachers make adaptations for pupils (in the scaffolding they provide, in their modelling, in their questioning, in their explanations and in their feedback) in order to provide appropriate degrees of struggle and challenge, within a culture of high expectations.
- **Teaching Assistant Deployment (No. 3)**
To further develop the quality and effectiveness of the teaching and learning support provided by teaching assistants (particularly during the input) so that it impacts on all children' attainment and progress.
- **Teacher challenges pupils to achieve / develop pupil resilience (No.8)**
To ensure **all** pupils achieve. Teachers encourage **all** pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of **all** pupils' attitudes to learning and actively develop pupil resilience.
- **Written and verbal feedback is given and used in a purposeful and positive manner by the teacher.**
To ensure pupils receive incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. Pupils are challenged to improve through both written and verbal feedback and receive continued praise.

Our Children

At New Horizons Seaside Primary, our children always come first and foremost.

What do we believe our children are entitled to?

- Enthusiastic, committed and consistent high-quality teaching across the curriculum;
- Equality of opportunity;
- A safe and nurturing environment where self esteem and a feeling of belonging are fostered through mutual respect and understanding;
- A well-planned, exciting and stimulating curriculum, providing equal access to appropriate, high-quality resources, which builds on progress and expectations year on year;
- The experience of opportunities for challenge, innovation and adventure;
- A broad, balanced, relevant and differentiated curriculum based on their individual needs and learning styles;
- The chance to develop resilience when faced with new learning, risk-taking and learning from mistakes;
- Opportunities to reach their full potential;
- Opportunities to take responsibility for aspects of their learning e.g. contributing to setting targets, assessment and planning;
- An attractive, organised and well-resourced learning environment;
- Opportunities to extend and enrich their learning beyond the classroom e.g. Visits, clubs and residential trips – see the 'Exploring New Horizons' enrichment curriculum;

- The chance to be involved with decisions about their school – Pupil Governors
- The chance to experience success.

We recognise that not all our children have a supportive and encouraging homelife with positive attitudes towards learning. We aim to know all our children and ensure they have the same experiences and opportunities as one of our core beliefs is that:

“School is to the disadvantaged what home is to the advantaged.”

Lee Murley, Headteacher

What do we understand by ‘effective learners’?

We aim for our children to have:

- An appetite for learning and an ability to engage well with their learning both collaboratively and independently;
- An ability to use and apply their knowledge productively, across the years;
- A good understanding of learning processes in relation to their own learning styles;
- A growing moral, social, cultural, spiritual and emotional understanding and an understanding of our core British Values;
- A range of thinking and learning skills including: communication, social interaction and sustained dialogue, empathy, presentation, research, investigation, asking and answering pertinent questions, attention, concentration and sustained commitment, reflection, evaluation, problem solving, planning and organising, working practically, practising;
- A positive, enthusiastic and motivated attitude towards new learning;
- A confidence in their ability to succeed and to take risks;
- A vision of themselves as successful learners developing aspirations for their future;
- A ‘Pupil Voice’ in a variety of ways (see relevant section).

What do we expect of our children?

- To have a positive attitude towards learning;
- To try their best by putting in a maximum effort;
- To aim to reach their potential by taking personal responsibility for their own learning, completing tasks to the best of their ability and by challenging themselves and evaluating their own learning;
- To be resilient in the face of challenge;
- To be respectful of themselves and others through listening to staff and peers and showing appropriate behaviour at all times;
- To show progressive independence;
- To develop an awareness of their own needs and those of others both in school and in the wider community and knowing that they can all contribute to society in a meaningful way;
- To respect their school environment;
- To follow the school rules and codes of conduct;
- To take ownership of their own belongings;
- To be aware of the consequences of their actions and to use the outcome in a positive / appropriate way;

- To encourage and support each other;
- To attend school except when unwell;
- To develop empathy and understanding of their own and others' feelings;
- To accept differing points of view including acceptance of different cultures and ethnicity.

How do our children have a 'Pupil Voice'?

- Strong Pupil-Teacher relationships, built on mutual trust and respect, ensure that 'Pupil Voice' emerges informally on a day-to-day basis;
- Teachers promote a positive ethos in class so children are not reluctant to show knowledge in front of their peers;
- Children respond to teachers' feedback demonstrating how they can close gaps or reflect on their learning;
- Children are given opportunities to discuss their own and their peers' work (focusing on progress towards clear success criteria and offering feedback) in a range of subject areas across the curriculum;
- We provide formal opportunities for whole school 'Pupil Voice' to emerge e.g., Pupil Governors who are active throughout the year and report to the Governing Body.
- We ensure that 'Pupil Voice' influences how / what the children are learning – children see the effect of their contributions;
- Children have a contribution towards teaching and learning through 'Teachers Observing Teachers';
- Children play a key role in their own target setting, both in learning targets in the classroom and on EHCPs etc;
- We provide opportunities to develop different ways of communicating and expressing oneself e.g. art, drama, music, sport, community projects.

Opportunities for children to plan and manage their own work

We believe that it is important for children to be given regular opportunities to plan and manage aspects of their own work through:

- Selecting appropriate resources, tools, media etc;
- Organising resources, clearing away, storage;
- Planning and preparing work for display;
- Contributing to the design and layout of displays;
- Presenting information in a variety of ways;
- Organising personal research and presentations;
- Setting up apparatus and equipment;
- Planning and carrying out their own investigations;
- Preparing questionnaires and databases;
- Designing games in PE;
- Offering and accepting constructive feedback from peers;
- Taking responsibility for a task or area of the room;
- Taking responsibility for their own personal organisation;
- Making choices about the style and layout of work;
- Selecting class representatives and contributing to discussions;
- Contributing to assemblies and extra-curricular activities;
- Self-assessment and reviews of targets;

- Working independently and taking initiative;
- Showing respect for the feelings and views of others.

Our Teachers

What do we expect of our teachers at New Horizons Seaside Primary?

- To demonstrate a strong commitment to their role as teachers demonstrating resilience and a positive outlook in the face of challenge;
- To set up clear, well-established and respected routines;
- To establish clear, negotiated and respected parameters using the School Behaviour Policy;
- To provide well-designated and deployed resources;
- To work well as part of a team at all levels;
- To place an emphasis on self-discipline;
- To maximise effective grouping strategies;
- To facilitate effective use of social interaction as a learning tool;
- To make timely interventions in relation to needs;
- To promote productive work habits;
- To be a positive role model and set a good example;
- To communicate well, be adaptable, prepared, organised and well-resourced;
- To evaluate their own teaching and positively take on board constructive feedback.

Effective Teaching:

- Draws on a secure knowledge of individual children and content in the planning process and makes use of effective, meaningful assessment to inform planning;
- Shares learning intentions with children;
- All lessons are characterised by the three '**P's: Pace, Productivity and Progress**';
- Presents clear explanations and models to the children;
- Is differentiated to ensure children of all ability levels are appropriately challenged;
- Involves the design of learning activities to engage children' interest and commitment;
- Values all children equally and fosters mutual respect for all;
- Motivates children through energy and enthusiasm and the use of meaningful praise;
- Involves respect and high expectation in the interactions between teachers and children;
- Demonstrates positive attitudes towards all children' potential;
- Sets the learning in a safe, positive and stimulating context;
- Is set in a positive learning environment – classrooms, resources, displays;
- Is well-planned for all abilities and styles of learning, building **on previous knowledge, skills, understanding** and interests;
- Makes use of effective adapting and monitoring strategies including mini plenaries to ensure that all children make at least the expected progress in sessions;
- Makes effective use of technology to enhance the learning experience and maximize progress;
- Fosters independence and teaches life skills;
- Clearly references the current key Teaching and Learning priorities;
- Celebrates all successes relative to individual children.

See the Exemplary Teachers Toolkit (Appendix A)

Our Teaching Assistants, Nursery Nurses & Learning Mentor

What do we expect of our Teaching Assistants, Nursery Nurses and Learning Mentor?

Our Teaching Assistants, Nursery Nurses and Learning Mentor, play an intrinsic role in the quality of the learning that takes place in a lesson, by actively and effectively supporting specific children to ensure they make the best progress they are capable of within sessions.


Our Teaching Assistants, Nursery Nurses and Learning Mentor will:

- Ensure they are clear on their deployment in terms of how the class teacher (or Deputy for Inclusion) has planned for them to support specific children;
- Use the short-term lesson plan to be clear on the learning objectives and the subject knowledge, models, language, key questions etc to promote the desired learning outcomes;
- Build effective relationships with children to optimise learning;
- Take advantage of opportunities to further develop expertise through access to appropriate training and experience of different ages;
- Develop mutually supportive working relationships with class teachers to establish a calm, purposeful working environment;
- Assess effectively to inform teachers' planning for learning and let teachers know within sessions if children are ready to move on to more challenging tasks;
- Have high but realistic expectations of children's progress;
- Support the children through active intervention, questioning and behaviour management during whole class, group or individual sessions;
- Work with groups across the range of abilities;
- Work with targeted children through intervention groups as directed by the class teacher / Deputy for Inclusion;
- Play an active role in supporting children to become independent learners;
- Encourage children to select, return and respect the resources appropriate to the task;
- Model and encourage respect and positive attitudes towards others and the environment;
- Interact using positive, encouraging and nurturing responses;
- Nursery Nurses to play an active role in observing the children's learning and gathering evidence to support the end of year judgments.

Professional conduct by all adults working at New Horizons Seaside Primary is demonstrated by:

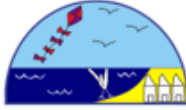
- Showing respect and valuing others;
- Setting good examples and behaving appropriately;
- Observing protocols on dress code and confidentiality – see staff code of conduct.
- Following the guidance in the staff handbook;
- Working as a team and working for the greater good of the school;
- Being caring, encouraging and having a positive disposition;

- Actively promoting school policies and practices;
- Adhering to the terms and conditions of contract of employment;
- Promoting and encouraging effective two-way communication on all levels.



New Horizons Seaside Primary School

Staff Code of Conduct



Introduction

At Seaside, we pride ourselves on our professionalism and high standards. We believe that staff must feel comfortable and unperturbed during their working day so that all members of staff can work in an environment that they feel happy within.

Discretion

Fostering positive relationships within the workplace means ensuring conversations between staff are appropriate for the environment they are in. We welcome a range of visitors into our school and they are sometimes encouraged to use our facilities whilst they are with us. Therefore, in order to maintain our high standards of professionalism, staff must ensure that discretion is used when conversing with others in the staff room and other communal areas.

Confidentiality

Seaside is a large primary school and so there will be times when potentially sensitive information may be shared between members of staff. It is essential that all staff ensure that any such information is kept confidential so as to protect the child, family or member of staff involved.

Dress Code

In order to maintain a professional yet comfortable environment, staff at Seaside must ensure that they are suitably dressed to undertake the duties of the school day.

- Shoes must have a **closed toe**, a secure back/strap (no flip flops or sandals).
- Strappy vest tops must not be worn.
- Denim items must not be worn.
- Skirts and dresses must be of an appropriate length to ensure modesty.
- Shorts are permitted in the summer **term**, these must be tailored and an appropriate length.
- Staff must wear their school PE kits on the day in which they teach PE.
- Teachers who are leading an after-school sports club must change into their PE kit at the end of the day – before the club starts.
- Leggings are acceptable but staff must ensure that tops cover the lower body appropriately.
- Lip and tongue piercings are not permitted as they can inhibit speech sounds. All piercings must be safe and covered as necessary for PE lessons, in accordance with West Sussex guidelines.]

Staff Agreement

I confirm that I have read, understood and agree to comply with the New Horizons Seaside Primary Code of Conduct.

Name:

Signed: _____ **Date:** _____

Code of Conduct New Horizons Seaside Primary Reviewed: 3/9/24

Our Parents

We believe children learn best when Parents / Carers and the school communicate and **work together**, to support children’s learning through:

- Parents supporting the school by actively making use of ParentMail and StudyBugs;
- Parents’ consultation evenings, informal discussions, school events, information leaflets, information evenings (YR Reading Meeting, Year 1 Phonics Meeting etc);

- The reading and sharing of books, the home-school contact books, phonics and word recognition, spelling, research for topic work by using home reference books, internet and the local library;
- Active involvement during school activities and events (FOSPS) and listening to children read etc.

We expect Parents / Carers to:

- Work hard in partnership with the school to consistently achieve positive outcomes;
- Have a positive attitude towards their child's learning and towards their child's teacher;
- Respect the school ethos;
- Get involved in a variety of ways;
- Deal with any problems with respect and consideration and in a calm manner;
- Ensure children are well fed, have a water bottle, get enough sleep, are clean, have the correct equipment, are physically safe and arrive on time;
- Read with child, support and take an interest in learning;
- Support the school / teachers' decisions;
- Respect requests by the school;
- Are good role models to their children and others;
- Offer to help in school and on trips when available;
- Put the needs and welfare of their children ahead of their own;
- Be proactive in asking for help in relation to the health and wellbeing of their child.



Our Local Governors

The three key roles of a Local Governing Body are to:

- provide operational and strategic support for the school;
- support the headteacher, but constantly look to raise standards through appropriate levels of challenge;
- ensure accountability.

This means the Governing Body demonstrates a personal and genuine commitment to New Horizons Seaside Primary by:

- Sharing areas of expertise;
- Attending governor training sessions;
- Visiting the school regularly within agreed visit protocols and getting to know the staff and children;
- Ensuring involvement in SIP, SEF and other key policies;
- Supporting school events and meetings;
- Maintaining a clear profile through the Seaside Primary entrance photo board and the designated section on the website;
- Monitoring the implementation of the school's curriculum policies through an effective formal school visits programme and regular reports to the Governing Body;
- Ensuring through the above that the curriculum is balanced and broadly based and that the National Curriculum is implemented;
- Appointing teaching staff.

Our Trustees

The key responsibilities of the Board of Trustees include:

- Ensuring the quality of educational provision;
- Challenging and monitoring the performance of the academy;
- Ensuring good financial health and probity;
- Supporting the LGB and SLT in management of staff.

In fulfilling these responsibilities, an effective Board of Trustees will:

- Help the school to set high standards by planning for the school's future and setting targets for school improvement;
- Keep the pressure up on school improvement;
- Be a critical friend to the school, offering support and advice;
- Help the school respond to the needs of parents and the community;
- Make the school accountable to the public for what it does;
- Work with the school on planning, developing policies and keeping these under review;
- Exercise its responsibilities and powers in partnership with the LGB, school leadership and staff; and not intervene in the day-to-day management of the school unless there are weaknesses in the school, when it then has a duty to take action.

In essence, they must ensure they fulfil a duty of compliance, prudence and care. Further information can be found on the NHAT website.

Wider Community

We involve and interact with the wider community through:

- Liaising with other schools and agencies through a range of activities such as school to school support and collaboration to share best practice;

- Working with experts and enthusiasts to extend our own learning;
- Supporting children's needs by arranging visits and consultations from professional outside agencies;
- Visiting the local area and wider community;
- The work of the Governing Body;
- A commitment to extended services;
- Developing a relationship with key organisations e.g. emergency services;
- Taking groups of children to contribute to the local community e.g. Community carol services and other charity events;
- Raising money for our agreed local and national charities;
- An active FOSPS and invitations to events, assemblies, concerts, fundraising etc;
- Entering competitions and sporting events;
- Inviting the press to special events.

Planning for Teaching and Learning

At New Horizons Seaside Primary, we know that effective planning is crucial to ensuring that teaching and learning meets the specific needs of the children in a set or class at any given time.

All planning is completed on agreed planning formats. Long term planning for all subjects has been firmly established. Our foundation subjects are taught in curriculum blocks and short-term plans for these are stored electronically in correctly labelled folders on the T-Drive.

Planning is monitored at regular intervals by SLT and curriculum team leaders, to ensure coverage, continuity and progression across the year groups and school as a whole.

English and Maths Planning Overview

English and maths planning will be undertaken with the specific children in a set or class at any given time firmly in mind.

The planning will show differentiation for the children within each set. In year groups with four sets, there is the expectation of some crossover at the top ability level and bottom ability level of sets *where this is appropriate to the lesson content and children*.

Although individual teachers are ultimately responsible for the planning for their own individual set, in English, a recommended model is to plan collaboratively with another teacher in the year group to share ideas, practice and expertise. Logically, this would mean the teachers of Sets 1 and 2 plan together and the teachers of Sets 3 and 4 plan together, although all still following the Year Group medium-term plans.

In maths, individual teachers of sets should plan their own maths lessons for their sets, taking into account the needs of the specific children they are teaching. Again, in practice, the Year Leader should also ensure that they are on hand to support less-experience colleagues e.g. ECTs or RQTs with their planning for maths if colleagues are identified as struggling.

In practice, the Year Leader should also ensure that they are on hand to support and offer advice to less-experienced colleagues e.g. ECTs or RQTs with their planning for English and maths.

Foundation Subject Short-Term Planning

All Foundation Subject planning for our two-week curriculum block units should be undertaken as a year group collaboratively. This ensures all teachers have had a chance to give their input into the planning, meaning the planning benefits from the full range of teaching experience and expertise within the year group. It also ensures that all teachers are clear on content of the lessons they will be delivering over the two-week block.

In the first instance, Year Leaders are responsible for ensuring that their year group's foundation subject planning meets the requirements in terms of detail, differentiation, reflection of whole school initiatives etc.

These plans are then monitored at regular intervals by SLT and subject leaders, to ensure continuity and progression across the year groups.

Planning the learning will involve:

- Determining precise learning objectives;
- Designing activities to fulfil those objectives;
- Challenging and engaging each pupil at an appropriate ability level;
- Targeting all Pupil Premium children in each session;
- Ensuring that the activities are motivating, relevant and worthwhile;
- Adequately, resourcing the activities to meet the learning needs;
- Selecting the teaching technique(s) appropriate to the learning focus and learning style;
- Using strategies for shared assessment that will inform future planning;
- Providing opportunities for self-initiated work and extending the learning beyond the classroom;
- Making connections between curricular areas, previous and new learning and other contexts in which **to apply knowledge and skills.**

Effective Planning should:

- Be useful, appropriate, relevant and succinct;
- Consolidate and build on prior knowledge and understanding;
- Show clear learning objectives and outcomes;
- Show how the learning objectives will be achieved;
- Show assessment opportunities and key questions (teacher, peer, self) and homework tasks;
- Show resources, differentiation, extension, SEN and Pupil Premium provision;
- Include a variety of learning styles;
- Show continuity and progression across year groups and between long, medium and short-term plans;
- Show curriculum coverage (long-term plans);

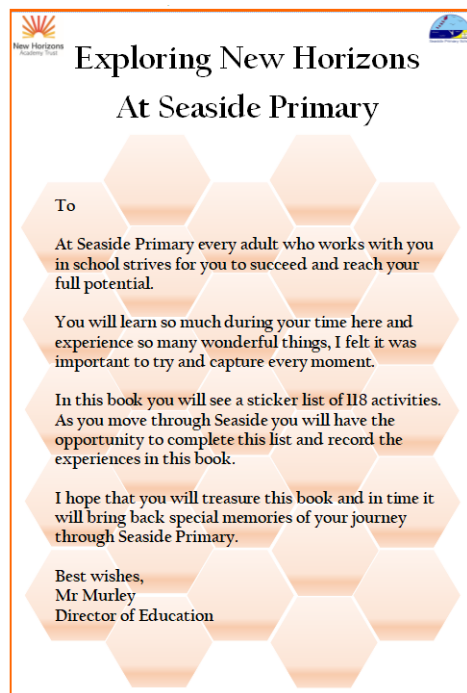
- Be adaptable and flexible, taking into account external influences and children’s personal interests;
- Provide opportunities for self-initiated work, extending learning beyond the classroom;
- Fully consider the role of other adults e.g. TA, Learning Mentor;
- Use the standard planning format;
- Be informed by prior learning determined by assessment.

‘Exploring New Horizons’ Enrichment Curriculum

The ‘Exploring New Horizons’ Enrichment Curriculum is embedded throughout our delivery of the National Curriculum during the children’s time at Seaside Primary and further complemented and enhanced by the numerous day visits and the three residential trips (Year 4, Year 5 and Year 6) that we offer.

Our staff created 118 experiences both inside and outside the classroom, aimed at broadening our children’s horizons, developing their self-esteem, offering them new learning opportunities and building and reinforcing positive relationships between the children and our teaching and SLT staff.

These experiences include hiking in the countryside, building a sand sculpture, getting firewood and attending a flight simulation. Children briefly record a memory of the experiences in a special book, which aims to encapsulate this aspect of their time at Seaside Primary – see the introductory comment by Lee Murley below.



Classrooms

An effective classroom learning environment should:

- Celebrate current children's successes and show the value we place on children's work through display of quality published pieces e.g. well-mounted and presented final edits of work;
- Stimulate and challenge learning – e.g. through the use of key questions on displays to promote discussion and higher order thinking skills;
- Offer support for current learning and be updated regularly to reflect new topics;
- Provide a sense of order e.g. tidy and uncluttered rooms – children should take a large share of this responsibility;
- Empower children' independence – e.g. resources are clearly labelled and organised;
- Ensure safety;
- Reflect whole school policies and procedures i.e. Behaviour charts are in a prominent place on the wall and being used, British Value poster updated each month, relevant stages of the Maths Calculation Policy on display, VIPERS is on view.
- Be inspiring, promoting creativity, have visual aids and stimulating, interactive displays;
- Be inclusive for all members of the school community and take account of different learning styles;
- Have classroom rules on display created by children to promote good behaviour;
- Have displays that reflect the breadth of the curriculum we offer;
- Ensure displays, signs and notices are kept up to date and tidy;
- Display a daily visual timetable; the day and date and from Yr 1 the Learning objectives for the lesson are evident;
- Have resources that are clearly labelled using the agreed format;
- Ensure resources including books are stored for easy access;
- Ensure the computer area is organised for ICT use and is uncluttered;
- Ensure that teachers own resources are well organised and stored to reflect the expectations being made of the children;
- Ensure layout facilitates whole class, group and individual working opportunities;
- Ensure the minimum amount of furniture is used and organised to enable children and adults to move around the classroom safely.



Monitoring our

How do we monitor our Teaching and Learning?

Teaching and Learning will be monitored by:

- Classroom observations. These will take the form of two hour-long formal observations, four 15-minute drop-in observations within a shared period of time and subject area (a minimum of two weeks) and snapshot pop-ins;
- Formal assessment data through tracking all individual and all specific groups of children at each of the three key data points across the year;
- Regular and honest appraisal of work programmes by year and phase leaders.
- Discussion and comparison of outcomes across year groups in Phase and Year meetings;
- Discussion and comparison of outcomes for all groups of children at key data points with performance management line managers and the Headteacher;
- Regular monitoring of curriculum areas, planning and books by SLT and Curriculum Teams;
- Self-evaluation by individual class teachers, Curriculum Teams and SLT.

Assessment for Success

We use a broad range of tools and standardised test data to make decisions about the children's learning. Within year groups our children are placed in subject groups, based on ability level. This ensures that we strive to fulfil our vision for education, ensuring that "Everybody Matters, Everybody Succeeds".

Data guides placement of the children and additional interventions help them succeed. These groupings are closely monitored throughout the year and are adjusted as necessary at the three key data points. We identify our gifted, talented, and high achieving children and place them accordingly to their ability whilst offering a suitable curriculum to meet their needs.

Assessment should always have a purpose – to ensure in a timely manner that all individual children are being given every opportunity to make the very best progress they are capable of across each year group in all Key Stages up to and including their KS2 SATs in Year 6.

Assessment should:

- Be continuous and ongoing;
- Be relevant to the curriculum;
- Involve the children in self-assessment;
- Be fair, accessible and wide ranging;
- Inform teaching and future planning, including possible interventions, to move children on to the next step in their learning or consolidate work already covered;
- Be standardised where necessary;
- Explicitly compare the relative progress of all groups of children including Pupil Premium children to ensure all groups of children are performing at the expected level;
- Build pupil resilience in formal testing situations, preparing them for secondary school.

Pupil Premium

In line with our ethos, we use specific strategies to close the gap for our disadvantaged children and improve outcomes. These are:

- Rigorous monitoring and use of data;
- Raising pupil aspirations;
- Engaging parents and raising parental aspirations;
- Developing social and emotional competencies;
- Supporting school transitions;
- Providing strong and visionary leadership;
- Organisation of specific interventions are put in place to remove identified barriers to learning such as: 1-1 support; emotional literacy support, sessions for emotionally vulnerable children; support for children to attend after school clubs and close family liaison to support attendance issues;
- Teaching assistants are a key resource in closing the gap for our disadvantaged children. We have focused on improving the subject knowledge and teaching skills of teaching assistants such as marking work, assessing progress and providing written feedback and setting high expectations for all children including Pupil Premium children.

Evaluation of Teaching and Learning

Evaluation of Teaching and Learning is focused on what children actually take away from:

- the end of the lesson (analysis of marking)
- the end of the unit of work (outcomes in books and any end of unit assessments)
- the end of term / year (key data points)
- the end of the key stage (transition data / SATs)

Evaluation is a formative process. It will reveal where the learning gains have been, where further practice may be required and the focus for future planning.

Strategies for Evaluating the Impact of Teaching and Learning

- Planning for evaluation
- Links to school self-evaluation programme
- Capitalising on external evaluation
- Performance Management
- Lesson observations
- Teachers Observing Teachers (TOT)
- Pupil tracking to monitor progress (throughout school year and at transition points)
- Case studies
- Pupil work/focused work scrutiny
- Data analysis: Quantitative and Qualitative data
- Staff meetings
- Children's voice
- Parents' voice
- Tutorials
- Assessment with children
- Moderation
- Self/peer assessment

- Use of open/investigative tasks
- Use of plenary
- Mind mapping
- Formal testing
- Teacher assessment

Teachers Observing Teachers

Peer observation in education is a powerful tool for teacher development. It involves one teacher observing another teacher within their classroom setting with the aim of enhancing their teaching practice, and benefiting both the observed and the observing teacher.

These observations are usually part of a two-way, reciprocal process, with one teacher observing the other, and then switching places, to see differences in student behaviour and student learning, as well as new avenues for good teaching and learning enhancements.

Peer observation is important because it:

- supports teachers' continuing professional development.
- draws on social cognitive theory, which suggests that people learn when observing others and participating in social environments.
- enables observing teachers to build on their current knowledge base by learning new strategies and applications for pedagogy, and then adapting them within the framework of their own teaching methods and teaching styles.
- allows observee teachers to share and demonstrate their expertise within the context of their classrooms, and gain valuable feedback and ideas.
- promotes reflective practice.

Observation is also credited with increasing teachers' self-confidence to try new strategies. *According to Seeing is Believing: The Benefits of Peer Observation – an article written by educational psychologists Graham D. Hendry and Gary R. Oliver and published in the Journal of University Teaching & Learning Practice – teachers benefit greatly from observing.*

“The traditional view of the process also includes an assumption that colleagues can learn effectively from each other’s explicit, constructive feedback about observed teaching. However, evidence is increasingly emerging that learning from watching a colleague teach can be just as beneficial as, if not more than, receiving feedback, even when that feedback is well constructed,” the article states.

“The observer learns about how to perform the practice by seeing it, rather than being told about it, and comes to believe (strengthening their self-efficacy) that they can also teach in this way, and so is motivated to attempt the practice.”

Preparation. Agreed the preferred focus and purpose of the observation with the observing teacher. Choose an observing teacher who has relevant experience on the area of focus, and a format for the observation.

Observation. During the observation session, the observing teacher/s writes down any comments or feedback they have about the areas of focus discussed during the preparation stage.

Reflection and discussion. The teachers meet to reflect on the observation, and discuss it together. The post-observation conversation should focus on strengths as well as constructive, practical suggestions for improvements, and only in the area of focus agreed ahead of time. This conversation, as well as any related materials, are kept confidential, and the discussion is free from judgements or unfocused criticisms.

The benefits of peer observation

Teachers Observing Teachers benefits everyone:

Teachers

Through peer observation, teachers gain valuable feedback and learn new techniques and methods. Observed teachers can apply new strategies and get immediate, constructive feedback from their peers, or uncover new ways of approaching challenges or problems by discussing options and ideas with their colleague following observation. Observing teachers, meanwhile, can improve their communication skills, learn new approaches to shared challenges through modelling from other teachers, and reflect on their own teaching practice.

Through this method of professional learning, teachers also benefit from the positive enforcement that comes with sharing their strengths, teaching skills, and areas of good practice with their colleagues, and discussing these together.

Learners

Peer observation ensures that pupils and students receive effective teaching that better supports their development. They also benefit from an enhanced learning experience and better learning outcomes.

School

Teaching staff are more effective, learners are more successful, both feel more supported, and school morale is improved.

It can contribute to the development of the whole school by creating a professional learning community dedicated to improvement. By opening up the classroom and sharing strengths with each other, good practice is seen and celebrated. Importantly, areas for development are highlighted and colleagues then work together to plan next steps. The collaborative nature of 'Teachers Observing Teachers' helps strengthen relationships among teachers and improves teaching and of course, the greatest reward of 'Teachers Observing Teachers' is the benefit that children gain by improving their performance and practice.

How do we judge the quality of our Teaching and Learning?

See Appendix A: Lesson Observation Prompt Sheet for a clear breakdown of the indicators for the level of learning in each area of classroom practice. This prompt sheet

is used by the SLT in all lesson observations and a completed version is given to classroom practitioners as part of their feedback following formal lesson observations.

The form is easily accessible to all teaching staff on the school T-Drive. It should be referred to by Year Leaders and Phase Leaders over the course of the school year.

The section regarding the effectiveness of Teaching Assistants should be completed by SLT in conjunction with the targets set for Teaching Assistants in their performance management cycle with the Deputy for Inclusion.

A key point to bear in mind is the concept of 'over time'. During all forms of lesson observation, SLT will of course be looking at what is taking place in the classroom at that specific time. However, SLT will very much be focusing on the practices, procedures and of course progress in books that have clearly been established and embedded over time. This means that lessons which do not go to plan for a variety of reasons can be put into a bigger picture context.

Conclusion

It is hoped that this policy will provide the basis for consistency in effective learning and teaching across the school. It should be viewed as a model of what we believe to be good practice and what we should aspire to achieve.

The policy may be added to or amended at any time in the light of relevant staff meetings or allocated Twilight time or as part of a formal review.

Reviewed September 2024

Lee Murley
Headteacher

Appendix

| | |
|---|---------|
| Appendix A: Exemplary Teaching Toolkit | page 24 |
| Appendix B: Lesson Observation Prompt Sheet | page 27 |
| Appendix C: Foundation Curriculum Handbook | page 33 |

Standards for Exemplary Teaching

These are our agreed expectations to ensure our school achieves the highest standards of achievement and progress. Our teaching is dynamic, challenging, engaging and responsive.

2024- 2025 School Improvement Priorities for Teaching and Learning

- **Pitch (Lesson obs sheet 2)**

To ensure lessons are planned effectively to meet the needs of the children. Teachers make adaptations for pupils (in the scaffolding they provide, in their modelling, in their questioning, in their explanations and in their feedback) in order to provide appropriate degrees of struggle and challenge, within a culture of high expectations.

- **Pace (Lesson obs sheet 7)**

To ensure teaching is exciting; inspired; uses stimulating approaches with a variety of pace for all. Teachers provide accurate time for practice to embed the pupil's knowledge, understanding and skills securely.

- **Progress (Lesson obs sheet 6 & 22)**

Subject Knowledge – In lessons teachers will demonstrate their secure subject knowledge in order to develop, consolidate and build upon pupils' knowledge, understanding and skills.

Progress – Teachers will ensure that all pupils make better than expected progress because teaching is highly effective in developing their knowledge, understanding or skills during a lesson. Evidence in pupils' books will demonstrate good or better progress over time.

- **Teaching Assistant Deployment (Lesson obs sheet 3)**

To further develop the quality and effectiveness of the teaching and learning support provided by teaching assistants (particularly during the input) so that it impacts on all children's attainment and progress.

Pupil Outcomes

- Teachers demonstrate deep knowledge & understanding of the subjects they teach. They use questioning effectively. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers make maximum use of lesson time and coordinate lesson resources well. They manage pupils' behaviour effectively and in line with the school policy.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable them to succeed.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback and pupils use this feedback effectively to move their learning on.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum.
- Teachers are determined that pupils achieve. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback (written or oral) to improve.

Lesson Structure

Stage 1: Setting the Scene - link the lesson to **prior learning**. Provide an overview. Share learning Can I. Engage the learner.

Stage 2: The Teaching Input - provide pupils with new learning/skills. Periods of explanation are short. Expert questions used. Punctuated with activity.

Stage 3: The Main "Doing" stage - developing understanding, demonstrating understanding, assessing understanding throughout.

Stage 4: Mini Plenary – during the session to assess progress and move children on.

Stage 5: Plenary - the review and what next?

Learning Intentions

Learning intentions are dated, shared and displayed.

All learning intentions begin with 'Can I ...'.

All pupils (within a class/set) share the same learning intention.

Learning intentions are not confused with the context of the lesson.

The learning intention is shown in the pupil's book at the top of the page for all subjects.

Children will assess their learning against the 'Can I...'

Steps to Success

All pupils are clear about how they will achieve the learning intention.

Teaching points are clear for the children to follow.

Children use the learning intention with the teaching points to self-assess their own or their partner's work.

Children are reminded of the teaching points during the lesson – often children's work is used to illustrate the success criteria in action (visualizer).

Teaching points may differ according to the needs of each group or pupil but must always be challenging.

Teaching points show clear differentiation for all We want all our children to access the same learning intention but through the differing use of activities/resources and adult support.

Active Engagement

Teaching is exciting, inspired, stimulating with excellent pace.

Pupils are **actively** engaged during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are not sitting passively for long periods (never more than 15 minutes).

Opportunities to *Think/Pair/Share* and discussions with a *Talk Partner* are regular features in all lessons.

Children know their targets and what they have to do to meet these.

Mini whiteboards and rough books are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.

Visuals, artefacts, auditory input are all used creatively as a way to enhance learning. Teachers use the "real thing" where they can.

Effective Use of Additional Adults

Additional adults are clearly directed to support learning.

Teaching assistants are fully engaged with pupils on the carpet and tables during lesson times. They are not photocopying work, sharpening pencils or sticking work in books during learning time or watching the teacher.

They are clear when questioned who they are supporting and why.

Planning is shared **in advance** with teaching assistants, which they clearly understand. The planning folder is accessible to the CT and the TAs at all times. It belongs to the class.

They sit next to the pupil/pupils they are working with, quietly engaging the pupils, explaining the task or using other resources, e.g. number line/mini whiteboard to facilitate learning.

They are involved in assessing pupil's understanding, recording observations and assisting the teacher with assessments.

Through deliberate deployment TAs have a demonstrable impact on the quality of learning for the pupils they are working with.

Regular Feedback, Marking and Assessment

Effective marking, verbal feedback are embedded in everyday practice and is used to inform teaching and learning.

All pupils are clear about how they need to improve as a result of their feedback and through their targets.

Marking is in line with the policy and linked to the learning intention and success criteria identifying next steps.

Pupils are given regular time to respond to marking and continue a learning dialogue. Merits are awarded accordingly.

Positive Climate for Learning

All core routines are followed for example lesson timings.
Expectations are constantly reinforced and rewarded with merits.
Children know how to be effective learners and demonstrate resilience.
Children demonstrate good behaviours for learning.
Behaviours are modelled and reinforced by all staff at all times.
Mistakes are seen as learning opportunities.
Children behave and help each other; they are able to praise and offer feedback.



Learning Displays

All classrooms must display the date and daily timetable.
Each class must have VIPERS & the Maths calculations/fractions models as a prominent part of the classroom, preferably at the front of the classroom.
Book Areas are cared for – well-presented and follow the agreed format - Bookflix
Each class to value: British values, School rules, RE and Worldviews, RWI/spelling quest, behaviour charts, French.
The walls display current learning and thinking KLC up to date.
Displays follow the display policy. They are tidy, well organised and act as an effective learning support with an explanation and questions.
Displays often include children's thoughts, ideas and reflections.
Displays to include vocabulary, key questions, shared work/modelled work, children's work and pictures.

Learning Environments

Pupils need to know how/where to **access resources** and they show respect for the classroom environment.
Merits are used for quality work and behaviour and are **celebrated**.
Classrooms are very tidy, resources are labelled and organised.
Basic equipment (pens/pencils/rulers- clear ones) is out on tables at all times.
Reading books should be readily available - displayed in baskets/trays in the classroom at all times.
All labels, displays are written clearly using the school's handwriting style or computer generated so that pupils can see different styles of presenting text in print.
Displays reflect the topics or texts being studied and should have titles so that there is immediate recognition by others.
All classes to have interesting book corners where books are **valued and enjoyed**. They demonstrate our school focus on Reading and excite children to read the books on display.
Teaching staff and Children's resources are always tidy, well organised and are not in the most prominent part of the room.
Classrooms have relevant learning prompts displayed which are used in lessons, all items displayed have a purpose in teaching & learning.
Children's work, particularly writing should always be displayed and celebrated in each classroom. It should be named and must be in line with the handwriting policy.
In Reception classes pupils can interact with displays at a low level.
All display follows the agreed policy. They are an interactive resource where possible to be used by the children.

Appendix B: Lesson Observation Prompt Sheet

|  New Horizons Seaside Primary: Observation Prompt Sheet  | | | | |
|---|-----------------------|---------------------|----------------------------|--------------|
| Teacher: | | Teaching Assistant: | | NqR: |
| Date: | Class and Year Group: | Time: | Formal or <u>Drop in</u> : | Observed by: |
| Learning Intention / Subject: | | | | |
| Teaching and Learning Targets 2024-2025: <ul style="list-style-type: none"> • Pitch (No. 2) To ensure lessons are planned effectively to meet the needs of the children. Teachers make adaptations for pupils (in the scaffolding they provide, in their modelling, in their questioning, in their explanations and in their feedback) in order to provide appropriate degrees of struggle and challenge, within a culture of high expectations. • Pace (No. 7) To ensure teaching is exciting; inspired; uses stimulating approaches with a variety of pace for all. Teachers provide accurate time for practice to embed the pupil's knowledge, understanding and skills securely. • Progress (No. 6 & 22) Subject Knowledge – In lessons teachers will demonstrate their secure subject knowledge in order to develop, consolidate and build upon pupils' knowledge, understanding and skills. Progress – Teachers will ensure that all pupils make better than expected progress because teaching is highly effective in developing their knowledge, understanding or skills during a lesson. Evidence in pupils' books will demonstrate good or better progress over time. • Teaching Assistant Deployment (No. 3) To further develop the quality and effectiveness of the teaching and learning support provided by teaching assistants (particularly during the input) so that it impacts on all children' attainment and progress. | | | | |
| Strengths (max 5): | | | | |
| <ul style="list-style-type: none"> • • • • • | | | | |
| TA Effectiveness as instructed by the teacher (to be feedback to the TA after the observation and used for their PM): | | | | |
| <ul style="list-style-type: none"> • | | | | |
| Appraisal development points for next observation (max 3): | | | | |
| <ul style="list-style-type: none"> • • • | | | | |
| General Comments: | | | | |
| | | | | |

| WHAT THE TEACHER/TEACHING ASSISTANT DOES | | | | |
|---|---|--|---|---|
| Aspect LEARNING | Poor Practice | Developing Practice | Strong Practice | Exemplary Practice |
| 1) Sharing of Learning Objectives and Skills | Not done or referred to once and this is not clear as a result. | Shared but needed to be built upon. | Shared and referred to. All clear of the purpose of the lesson. Objectives and skills are part of the learning and this is clear and fully explored in lesson and plenary. | Clearly seen, spoken and referred to throughout and in plenary. Plenary fully explores objectives and skills and prepares for the next lesson. |
| 2) Teaching and Learning Target 2024-2025 Pitch Planning of tasks/activities. Use of assessment to inform planning. | Teaching is poorly planned. Limited evidence of assessment being used to inform planning. Tasks are pitched at the same level for all abilities in the class, with no support or extension activities provided. There is an over reliance on the planning from others and little or no ownership is taken by the teacher. Planning does not match school LTP and MTP. Assessment – has not informed the planning and catered for the pupils' needs. IWB slides are of poor quality and do not enhance learning. | Tasks are pitched at the general ability of the class, with extension activities provided for the most able and some support mechanisms in place. Planning does not always build sequentially on what the children can already do. Planning does not fully reflect the needs of the class or set. Too few models are planned for and used in sessions. Assessment has been used to inform planning but could be employed more effectively. IWB slides are largely appropriate, but their use may negatively impact on pace and progress in the session | Teachers use effective planning to help children learn well. Teachers makes some adaptations for pupils – tasks are pitched and adapted to pupils appropriately. Models are used effectively and enhance learning and pupil progress. There are moments when the children are supported by the teacher through additional interventions. Assessment has clearly been used to effectively inform planning. IWB slides are used in an appropriate and timely fashion. | Teachers plan lessons very effectively. Teachers make adaptations for pupils (in the scaffolding they provide, in their modelling, in their questioning, in their explanations and in their feedback) in order to provide appropriate degrees of struggle and challenge, within a culture of high expectations. Tasks are set at a pitch suitable for individual pupils. The work is achievable for individuals if they work hard and try their very best. Intervention within the lesson is planned for. Teacher goes that extra mile to ensure progress. Assessment has been used highly effectively to inform planning. Use of models and IWB slides is exemplary, however the teacher could cope just as well without these if they were to become unavailable due to IT issues. |
| 3) Deployment of Teaching Assistants | TAs do not meet the needs of groups of pupils so that their learning is limited by too much being done for them , rather than helping them to do the work for themselves. TAs do not have a clear purpose in the session and often sit and just listen to the teacher for extended periods. | TAs provide suitable support for groups of pupils regardless of their aptitudes and needs. Such support helps them to achieve the objective , but may miss opportunities to promote wider skills. TAs adjust the tasks that they are working on due to direct teacher deployment during the lesson. | TAs, where applicable, are well deployed to support learning for groups of pupils regardless of their aptitudes and needs so that all such groups make at least good progress. TAs use their own initiative without being prompted by the teacher. They add value to the lesson and are able to deploy themselves effectively if learning and tasks are reshaped during the session. | TAs, where applicable, are highly effective in promoting rapid learning for groups of pupils regardless of their aptitudes and needs. TAs undertake an active and integral role throughout the session. This is often fluid in nature and maximises the time they have to support learning. They go the extra mile and fully understand the needs of the children and the role they must play in assisting the teacher. |
| 4) SEND | Pupils with specific learning needs are not provided with appropriate support and guidance to allow them to make progress. They are repeatedly sat with the TA and rarely get to learn independently. | Pupils with specific learning needs receive support that allows them to make satisfactory progress Planning needs to carefully identify what small steps these children need to make accelerated progress. | Pupils with specific learning needs receive support that allows them to work independently and make good progress during the lesson. Knowledge and skills gained during lessons can be recalled at a distance from what is being taught. | Pupils with specific learning needs receive support at the time and level it is required to optimise their learning. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up. SEND pupils make significant progress and their attainment is strong based on their low starting points. |
| 5) PP pupils | Teacher is unable to state when asked which pupils in class / set are Pupil Premium. | Teacher can name PP pupils. PP are named on English, maths, science planning. Evidence of planned support and monitoring to target PP pupils which benefits some but not all PP pupils. | Planned support and monitoring targets PP pupils throughout lesson effectively. All PP pupils make good progress because teaching clearly develops their knowledge, understanding or skills. | Planned individualised support and monitoring targets PP pupils highly effectively. All PP pupils make better than expected progress because teaching clearly develops their knowledge, understanding or skills. |
| 6) Teaching and Learning Target 2024-2025 Progress- Part 1 Teacher subject knowledge, enthusiasm | A lack of subject knowledge restricts the learning and teaching. This impacts negatively on the pupil's learning. There is an overreliance on reading from IWB slides for subject knowledge. | Satisfactory subject knowledge does not restrict the learning but also does not allow to effectively develop, consolidate and deepen pupils' knowledge. Better teacher subject knowledge would enhance pupil outcomes in the session. | Teacher demonstrates a good subject knowledge and develops, consolidate and deepen pupils' knowledge, understanding and skills. Knowledge is shared in a variety of ways and always engages pupils. | Teacher shows passion, enthusiasm and enjoyment and demonstrates a secure knowledge and understanding of the subjects they teach. Teachers can explore tangents to learning with the children and deepen their understanding further. |

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| <p>and enjoyment for teaching and learning</p> | | | | |
| <p>7) Teaching and Learning Target 2024-2025</p> <p>Pace Teaching/learning is exciting with an appropriate balance of pace and time for children to process learning.</p> | <p>Lack of pace and purpose.</p> <p>Teachers talk too much and keep children waiting by over explaining learning.</p> <p>Alternatively, large sections of the input or activities are rushed so pupils cannot access learning.</p> | <p>Pace appropriate at times.</p> <p>Pupils are given time to access the learning but not enough time to apply their knowledge, skills and understanding.</p> <p>Teachers know what they want the children to achieve but struggle to gain this fully in the session.</p> | <p>Clear pace and purpose.</p> <p>Time in lessons is used productively.</p> <p>Pupils are given time to apply their knowledge and understanding in new ways that stretch their thinking and to practise key skills.</p> <p>The teacher knows what they want the children to achieve in the session and this is achieved.</p> | <p>Teaching is exciting; inspired; stimulating approaches. Excellent pace for all.</p> <p>Teachers provide accurate time for practice to embed the pupil's knowledge, understanding and skills securely.</p> <p>The teacher reacts intuitively to the needs of the class, varying pace and delivery to meet the needs of all children.</p> |
| <p>8) Teacher challenges pupils to achieve / develops pupil resilience</p> | <p>No or little challenge for pupils who need motivating. Children "give up". Tasks are boring, repetitive and mundane.</p> | <p>Majority are challenged.</p> <p>Some children require support to motivate them to tackle challenging tasks – the support the teacher provides is adequate for this. Differentiation that is planned for does not translate to the children making strong progress.</p> | <p>Teacher sets clear tasks which challenge all pupils at appropriate levels. Teacher expects and encourages all pupils to work with positive attitudes so that they can apply themselves and make strong progress. Teacher begins to set individual challenges for children through an in depth understanding of their needs.</p> | <p>Teachers are determined that all pupils achieve well. They encourage all pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning and actively develop pupil resilience. Teachers introduce subject content progressively and constantly demand more of pupils. Teachers know their children inside out and this is reflected in learning specifically tailored to the individual.</p> |
| <p>9) Teacher develops whole curriculum, mechanics of English etc.</p> | <p>Aspects not picked up when clear links present themselves. For younger children in particular, the teaching of phonics is only partially effective in enabling them to tackle unfamiliar words. Children show no awareness and use of spelling strategies they have been <u>taught</u>. (Even when prompted)</p> | <p>Links made for pupils. Need to be developed further. For younger children in particular, the teaching of phonics is not yet fully effective in enabling them to tackle unfamiliar words. Children show some awareness and use of spelling strategies they have been taught.</p> | <p>Opportunity for pupils to make connections and use and extend knowledge. Teachers develop pupils' reading, writing and communication, and where appropriate, mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words. Children show good awareness and use of spelling strategies they have been taught.</p> | <p>Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words. Children excellent awareness and use of spelling strategies they have been taught.</p> |
| <p>10) Use of Effective Questioning</p> | <p>Poor questioning using closed questions or no questions. Teacher only asks those children to answer with their hands up.</p> | <p>Questioning has purpose and is open. However, who is asked and how asked needs altering. Sometimes the teacher misses opportunities to explore answers given by children as they are only looking for one specific word or phrase.</p> | <p>Questioning open and purposeful. Variety of pupils asked and in different ways; clearly planned. Teachers use questioning skilfully to probe pupils' responses. Teacher models to the children that always being willing to give a response is often more important than the answer itself.</p> | <p>Teachers use questioning highly effectively (differentiated through methods, types and to whom) and demonstrate understanding of the ways pupils think about lesson content. Teacher encourages the children to pose and compose questions regarding their own learning leading to a clear demonstration of deepen understanding of knowledge and skills.</p> |
| <p>11) Written and verbal feedback is given and used in a purposeful and positive manner by the teacher, teaching assistant.</p> | <p>Little verbal praise is used. Books /Folders not marked or surface marked with no clear praise and target. No feedback in the lesson. Common secretarial skills like the Date and Can I are poorly presented and misspelt despite being copied off the IWB and this is not addressed in</p> | <p>At times verbal praise is used, but this can be superficial or lacking in purpose. Feedback is given in the lesson and this clearly is the norm. However, formal written feedback evidence is scarce and/or there is little or no evidence in books that pupils respond to it. Pupils can repeatedly make the same mistakes before teachers address the problem.</p> | <p>Written feedback is seen and is clearly given regularly – pupils respond to this. Verbal feedback is a natural part of the lesson and clearly relates to progress. This feedback is well targeted to individuals. Pupils are given sufficient time to review what they are learning and to develop it further.</p> | <p>Teacher provides pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively. Continued praise throughout publically and privately. Pupils are challenged to improve through both written and verbal feedback.</p> |

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| | either written or verbal feedback. | | | |
| 12) Equality and <u>Diversity</u> / Promotion of British Values | Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils. | Teacher does not effectively challenge stereotypes and the use of derogatory language in lessons. This does not discriminate against the success of individuals or groups of pupils but teacher could do more to promote equality of opportunity and diversity in teaching and learning. | Teacher challenges stereotypes and the use of derogatory language in lessons. Teacher promotes equality of opportunity and diversity in teaching and learning. | Teacher is quick to challenge stereotypes and the use of derogatory language in lessons. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. |
| 13) Homework is set and pupils are actively involved with this. | Homework unclear and not given time. Little classroom awareness. No or little homework produced and pupils see little value in it. | Homework: appropriate, relevant and set with clear time frame. Homework completed to a satisfactory standard. | Most pupils value their homework and share with enthusiasm. Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come. | Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come. |

WHAT THE PUPILS DO – Behaviour/Conduct/Attitude to Learning

| Aspect LEARNING | Poor Practice | Developing Practice | Strong Practice | Best Practice |
|--|--|---|---|--|
| 14) Pupils behave and are involved | Behaviour issues prevent progress and the teacher does not notice or address these. | The majority are involved and contribute. Attempts by the teacher do not lead to strong <u>RfL</u> in the session. | One or two behaviour issues, which are effectively managed following the Seaside behaviour policy. Pupils focus well on their learning because teachers reinforce expectations for conduct. Adults use praise and reward to build solid relationships with the children. | All involved. All contribute. Teachers manage pupils' behaviour highly effectively with clear rules that are consistently reinforced. Adults use praise and reward to build excellent relationships with the children. Children enjoy being taught by the teacher and this is evident throughout all aspects of the session. |
| 15) Pupils show enthusiasm and enjoyment for classwork | Little or no engagement by majority of pupils. <u>Pupils</u> work is minimal and they actively seek to avoid working hard. A significant number of pupils have a negative attitude towards the subject and/or the teacher. Many pupils show little or no <u>RfL</u> in the class and the teacher does not notice or address this. Children are repeatedly off task. | Majority of pupils engaged. A few are not and this is not addressed in a timely manner. A few pupils are inattentive this impacts on other children sitting close to them. Levels of <u>RfL</u> in the class need to improve. A few <u>work</u> hard to disguise the laziness of others. A few children regularly seek to leave the classroom to avoid completing tasks. | Most show enthusiasm and enjoyment in class. Most pupils are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills. Children transfer enthusiasm into appropriate outcomes in sessions. Levels of <u>RfL</u> in the class are generally positive. | Pupils are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons. They seek to excel in sessions and over time. <u>RfL</u> is excellent for the overwhelming majority of pupils. Even when challenge is too high, children still respond positively. |
| 16) Pupils demonstrate resilience in the face of challenge | Pupils 'give up' when facing challenging work. Pupils refuse to engage with support given in sessions. | Pupils demonstrate they are developing the capacity to learn from mistakes. Most pupils 'give it a go'. A few children insist on constant support from adults. | Pupils have developed the capacity to learn from mistakes. They all 'give it a go'. They are keen learners who want to find out more. Most children can reflect on their mistakes and build upon them. | Pupils love the challenge of learning and are resilient to failure. They can take challenging feedback and respond positively to it. |
| 17) Pupils know what they are doing and can say why | Pupils unaware of the purpose of the lesson and are unable to explain what they are doing. | Most can explain what they are doing and why they are doing it. | Pupils' learning is differentiated and all pupils can say what they are doing and why. | All pupils understand and can explain what they are doing and why. This is differentiated. Some pupils can make further connections and explain what they need to do next. |
| 18) Pupils know their targets and next steps | To most this is a mystery until prompted. Targets are not set or reviewed regularly by the teacher. | Pupils can show what their targets are and can explain them in pupil language. Some children have targets that are set and reviewed regularly by the teacher. | Pupils know targets and can explain what they have to do. The overwhelming majority of children have targets that are set and reviewed regularly by the teacher. | All pupils share clear knowledge of targets and what they have to do to meet these. They are fully engaged with the process. All children have targets that are set and reviewed regularly by the teacher. These are often referred to in lessons and over time. |
| 19) Class environment. <u>Pupils behave</u> and help each other; able to praise each other and | Pupils actively block learning for others. Negative comments pervade. Too many children are allowed to just be passengers in the classroom. | Pupils do not block learning. Pupils use praise with encouragement. A few children are allowed to just be passengers in the classroom. | One or two pupils help others and no one blocks learning. Pupils can praise each other and can offer feedback sensitively. Children know that acting upon feedback is important to help them make progress. | Pupils go out of their way to help each other and provide mutual support. Excellent use of praise and effective feedback. Children can tailor their support and feedback to each other based on their well-developed relationships. |

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| offer feedback. | | | | |
| 20) Pupils evaluate learning and progress | Pupils unable to say what they can do and what they need to do | Pupils can say what they have to do and show this in their work | Most pupils commit to improving their work. Pupils use feedback well and know what they need to do to improve. | Pupils evaluate own and others accurately and constructively . Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve. |
| 21) Pupils use knowledge from other aspects of the curriculum e.g., numeracy, mechanics of English | Pupils unable to transfer knowledge; they cannot communicate, read, write or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills because they are not able to access the curriculum. | A few pupils can use their knowledge and transfer their understanding. | Some pupils clearly using knowledge and can transfer and extend learning. | All pupils clearly using knowledge and can transfer and extend learning. |
| Aspect LEARNING | Poor Practice | Developing Practice | Strong Practice | Best Practice |
| 22) Teaching and Learning Target 2024-2025 Progress-Part 2 Progress in lesson observation. Progress over time. | Pupils or groups of pupils make inadequate progress because teaching does not develop their knowledge, understanding or skills sufficiently. There is very little evidence of progress over time in pupils' books. Work produced in lessons and over time does not reflect their true ability. Work is frequently missing, incomplete or of a very low quality. Children have too much of their work done for them by adults. | Pupils <u>or groups of pupils</u> make less than expected progress because teaching only largely develops their knowledge, understanding or skills sufficiently. There is some evidence of progress over time in pupils' books. Work is occasionally missing, incomplete or of a very low quality. Occasionally pupils lack motivation and only complete the bare minimum that is required of them. | All pupils <u>or groups of pupils</u> make good progress because teaching clearly develops their knowledge, understanding or skills. There is clear evidence of progress over time in pupils' books. Work is generally well presented, shows pride and is of a good standard for their age. Almost all books in the class could be picked at random and it would exemplify high standards. | All pupils <u>or groups of pupils</u> make better than expected progress because teaching is highly effective in developing their knowledge, understanding or skills. There is strong evidence of consistently good or better progress over time in pupils' books. Work is well presented for each individual, shows really pride and is of a good standard for their age. Any book could be picked at random and it would exemplify high standards. |
| 23) Monitoring and adapting | No checking or intervention seen. Common misconceptions are not identified or addressed, which impacts on the overall progress in the session. Teacher continues with plan when clearly the pitch of the lesson is too high or too low. | Majority of pupils' progress checked. Some common misconceptions are identified and the teacher intervenes to the benefit of some individual pupils. However, teachers do not effectively reshape tasks or explanations so that pupils better understand concepts. Teacher subject knowledge may be incomplete to enable effective identification of misconceptions. | Progress of all pupils checked. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them improve their learning. Teachers reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths, even those that are quietest and least forthcoming in the class. | Teacher checks pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support . Pupils' common misconceptions are identified and acted upon to ensure they are corrected . Exemplary subject knowledge underpins the monitoring and adapting that takes place. |
| 24) Place of Learning | No prompt start to the lesson. Pupils without equipment or appropriate equipment. Environment not conducive to learning for example untidy. Multiple children sat with back to IWB . Slow transitions at beginning and end of session waste time . Teacher does not readily identify IT issues to SLT and seek help in a timely fashion . | Prompt start. Pupils have necessary equipment. Room lacks in presentation and displays need enhancing . Some displays may lack work or reflect a standard that needs to be improved upon. | Prompt start. Lesson has an efficient and effective atmosphere . Well planned and resourced. Pupils use all resources effectively. Displays are clear, renewed, used by pupils. Room organised for maximum learning and presented with care and attention . | All engaged. Everyone on time. The children settle to their learning and demonstrate their learning routines. Lesson has an efficient and effective atmosphere . Lesson could have continued. Lesson organised for maximum learning . Pupils have a positive contribution to their own learning. Displays show learning focus, engaging and renewed/changed/added to frequently . Room has attention to detail and presentation is of a high quality. |

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| 25) Enthusiasm and Enjoyment | Some pupils were clearly disengaged and not challenged . Teacher appeared unprepared and lacked enthusiasm towards the subject matter. | Pupils do what is asked and most are happy to do so . Place of respect. Children are willing to give things a go and engage with classmates. Teacher shows enthusiasm towards subject matter. | Most pupils and staff enjoy every aspect of the lesson . Respect is mutual . Children and adults fully engage with the roles and tasks they are given. Enthusiasm for learning is clear from all. | Enthusiasm, enjoyment and respect fully pervades the classroom . You want all children at Seaside to experience as what is on offer in terms of enthusiasm and enjoyment in this room . Adults go the extra mile and they make it appear effortless. |
| 26) Professionalism | A disregard for policies and procedures: Teacher does not follow the agreed planning and curriculum. Teacher disregards support and feedback given by experienced colleagues. Teacher is regularly unprepared to teach the sessions that they are responsible for each day. Teacher does not liaise with PPA/ECT Cover to ensure continuity and progression for the children. Teacher does not contribute positively or effectively to the year group team. Teachers seek to isolate member/s of their team. The teacher has an inappropriate teacher/pupil relationship. Parents are not communicated with effectively, or in a timely manner, and as such they have an inaccurate/overly inflated picture of the progress their child is making. No attempt to model school handwriting policy. Repeated use of incorrect standard British grammar e.g. " Some think ." "You done really well." Inappropriately dressed for PE. | Teacher largely follows Seaside policies and procedures but could do so more effectively. Teacher changes to the curriculum are not always agreed in advance with Subject Leaders and SLT. Teacher is occasionally unprepared to teach the sessions that they are responsible for each day. Teacher sometimes communicates effectively with parents and is able to give accurate and honest feedback in relation to the effort and progress the children are making. Sometimes hard messages are avoided in favour of giving feedback that parents want to hear. Occasionally resources are requested at the very last minute before teaching is scheduled. One or two lapses in use of correct standard British grammar. Teacher makes a good effort to model school handwriting policy but does not do this consistently. | Teacher follows Seaside policies and procedures effectively. Teacher is well prepared the overwhelming majority of the time. Teacher plays an active and positive role within the year group team and can communicate positively and purposefully. Teacher communicates effectively with parents and is able to give accurate and honest feedback in relation to the effort and progress the children are making. Teacher models handwriting in pupils' books and on board which is in line with the school policy. Teacher ensures they model standard British grammar in their speech. | Teacher is exemplary in following Seaside policies and procedures and takes every opportunity to actively promote these. Teacher is well prepared all of the time. Teacher plays an active and positive role within the year group team and acts as a role model to others regardless of their experience. Teacher communicates very effectively with parents and is able to give accurate and honest feedback in relation to the effort and progress the children are making. If difficult feedback is needed, it is given to parents. Teacher models handwriting in pupil books and on board in line with school policy, raising children's awareness of this when appropriate. Teacher not only models standard British grammar but takes every opportunity to actively and sensitively encourage pupils to do the same. |

New Horizons Seaside Primary

Teachers' Foundation Curriculum and Science Handbook

Introduction:

This handbook has been designed to support you, our class teachers, in delivering lessons across the foundation curriculum and science. For each foundation subject and science, the SLT have collated reminders and suggestions for classroom practices based on our own teaching experiences.

Making proper use of these will be seen as a strength in lesson observations, as they will benefit the pupils in terms of their learning and acquisition of knowledge.

Although as you know, we use the schemes at Seaside as outlined below, please remember that the resources and planning which come as part of the schemes should be used in conjunction with your own subject knowledge, experiences and creativity. In this way, although you need to follow the agreed schemes, you still have a good level of autonomy in how you deliver your lessons. We have specifically agreed that you can annotate Music Express planning, new Purple Mash unit planning PPP planning for PE and Fitness this year, to allow you maximum time to focus on *what* you are teaching as well as *how* you will teach it.

- Computing – Purple Mash
- French – CGP Salut!
- Music – Music Express Online
- PE – PPP (Primary PE Planning) – Planning support
- Geography (individual units) – Rising Stars – Planning support

Creativity is key – as teachers you all strive to make lessons and learning as interactive, memorable and fun as possible. This has never been more important than at the current time, when due to Covid we are unable to extend classroom learning to other venues for Educational Visits.

Re-enact battles in history on the field or get children to hide under classroom tables while sounding an air raid siren! Set up a restaurant role-play table with a menu, tablecloth and food props in French! Act convincingly to suspend pupil disbelief in D&T to make them believe in their design brief!

Please read the following general information carefully:

General Guidelines

- ❖ **Long Term Plans:** At the planning stage for each new block unit, you should double-check the Long Term Plan to ensure the unit is being taught in the correct half-term.
(T-Drive – Teacher Folders – FOUNDATION + SCIENCE CURRICULUM – LONG TERM PLANS).
- ❖ **Use of the Progression Overviews:** From September 2020, the Progression Overviews should inform all block planning for all foundation subjects and science. Following the objectives in the Progression Overviews will:
 - ensure continuity and progression of skills in individual subjects;
 - ensure coverage of and the acquisition of new knowledge as part of new units;
 - revisit and embed prior knowledge from units already covered in line with the Knowledge-Led Curriculum.(T-Drive – Teacher Folders – FOUNDATION + SCIENCE CURRICULUM – PROGRESSION OVERVIEWS).
- ❖ **Teacher Subject Knowledge:** You should ensure you have revised the topic you are teaching beyond the learning objective of a particular session, to ensure you are in a position to competently address misconceptions and answer pupil questions as they arise.
- ❖ **Embedding the Knowledge Led Curriculum with reference to previous learning:** In both KS1 and KS2, you should always build in time at the start of a session to refer to and to consolidate previous knowledge from the session or day before. Mini quick-fire quizzes consisting of 5 or 6 questions as a session starter are ideal for this purpose. Quizzes can be completed on whiteboards and add an element of pace and excitement at the start of a session.
- ❖ **Time allowance to respond to teacher questions in marking in books:** A higher level question or mini challenge should be displayed on the board for those children who answer your teacher question in their books promptly. Children's responses to the higher level question or mini challenge on the board can be briefly shared once all children have written their answer to teacher questions.
- ❖ **Pupil voice:** You should use open questions and allow pupils the opportunity and time to verbalise their ideas. This may take the form of partner or group talk. A particular strength of lessons is when the children are actively encouraged to offer their partner constructive feedback in the form of EBIs or next steps in addition to praise for achievements towards the learning intention.

- ❖ **Preparation of resources:** For all subjects, resources are key to giving children the quality learning experience they deserve. You need to order resources in a timely fashion to ensure that they are ready at the start of the unit. You need to order adequate quantities of resources to ensure that pupils all get to make use of these during the lesson and are not just spectators to activities.

- ❖ **Mini-Plenaries:** Build in regular time throughout the lesson to gather the children together for the following focuses:
 1. To evaluate individual and partner learning (in relation to the Can I)
 2. To identify pupils' next steps in order to meet the Can I
 3. For pupils to identify next steps for a partner
 4. To address misconceptions
 5. To move children on in a timely fashion
 6. To redirect support staff to where they are most required
 7. To utilise the work of the pupils to demonstrate good progress to the class
 8. To model examples of good work through the use of the visualiser
 9. To share successes
 10. To reinforce expectations around **P**ace, **P**roductivity and **P**rogress (3 Ps)

Subject-Specific Guidance:

Individual subjects will be delivered in specific ways. Please read on for suggested tips for how to deliver each area of the curriculum.

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Art and Design
Computing
Design and Technology (D&T)
French
Geography
History
Music
Personal Development (PD)
Physical Education (PE)
Religious Education (RE)
Science

Teaching Art and Design: General Guidelines

- ❖ **Knowledge Led Curriculum:** You should ensure that subject knowledge, relating to the current unit, is shared at regular intervals during the sessions, to help pupils retain key pieces of knowledge. You should also ensure at key points in the unit, that work by artists previously studied by the children are reintroduced as a comparison point to the work of the artist currently being studied.
- ❖ **Printed Resources:** Ensure that any printed resources are of a high quality and where relevant, in colour.
- ❖ **Physical art objects:** There should be sufficient quantities of any physical art objects for pupils to easily be able to access these for their work i.e. one per table / one per pair as appropriate.
- ❖ **Equipment:** Ensure that children have ready access to the tools and equipment they need for their art activity. Make sure that there are sufficient numbers of pencils etc. for their class and that these are sharpened and ready to use.
- ❖ **Pupil Choice:** Wherever possible, within art units children should be able to demonstrate their own artistic individuality – standard templates should only be used for differentiation purposes as a last resort. Children's work should be unique to them.
- ❖ **Mini-Plenaries:** Throughout the lesson, you should plan time for the children to reflect on the art skills used (referring back to the Can I).
- ❖ **Written / Verbal Feedback:** In teacher feedback to pupils, the focus should always be on the artistic skills the pupils have demonstrated and key artistic concepts i.e. composition, perspective or tone. The same should be encouraged when pupils are giving their partner EBIs or next steps. Post-it notes can be used for written feedback in sketch books, so as not to 'deface' art work.
- ❖ **Art Galleries:** Make use of classroom 'Art Galleries' – the children's work is placed on the tables where they sit and the children rotate around the room in silence or listening to classical music, putting post-it note feedback / EBIs (scaffolded and discussed prior to the activity) next to the children's work. The children then have time to absorb and then share this once they are seated again.

Teaching Computing: General Guidelines

- ❖ **Discussion of Online Safeguarding:** Throughout the sessions, as a priority you should refer (where relevant) to aspects of Online Safeguarding and facilitate discussions around previous learning outcomes. Actively encourage the children to identify risks themselves and discuss, with their peers, strategies to stay safe online.
- ❖ **Partner collaboration:** In all lessons, children should be paired with a partner who will enhance their learning experience. Children may be matched based on a variety of circumstances including: ability, behaviour needs or engagement within lessons etc. Partners should be encouraged to share roles equally so all learners are participating in the lessons at all times.
- ❖ **Preparing the Computing Suite:** You should ensure that the Computing Suite has been checked before the start of a lesson to make sure that all computers are switched on and ready for use. Where relevant, programmes should be pre-loaded to ensure that learning time is maximised.
- ❖ **Mini-Plenaries:** Time should be allocated within the lesson where children can review their learning so far. At all times, discussions should be focussed around the 'Can I' and key teaching points or misconceptions should be addressed. If necessary, specific children should be shown new skills in order to move learning on.
- ❖ **Knowledge Led Curriculum:** Children should be given opportunities to link new learning to previously taught concepts. They should be encouraged in all lessons to apply previous skills such as:
 - logging on
 - touch typing
 - saving work etc. in all lessons.

Concepts should be revisited as necessary or additional support should be given.

- ❖ **Computing Experts:** Some children have a real passion for computing and may have developed skills far in advance of your own in some areas of the computing curriculum. Harness their subject knowledge in lessons for whole-class demonstrations and explanations as well as for brief coaching sessions with pupils who are struggling – although ensure that these are brief and do not hinder the 'expert' from making expected progress in the session.

Teaching Design and Technology: General Guidelines

❖ **Consistent Use of the 'D&T Cycle':**

Evaluate – Design – Make (Technical Knowledge) – Evaluate

- ❖ **Use of Tools:** It is vital that all children are given the opportunity to gain experience using age-appropriate tools. When using saws, knives or other sharp/hot implements, you should complete a safety risk assessment (refer to this clearly in your planning for each session) and agree this with a member of SLT.

Children should be engaged at all stages of their design and care must be taken to ensure that all children can take part safely. This may mean that a group of children are supported by the TA in order to complete a particular task whilst the rest of the class complete another activity. Risk should not get in the way of valuable learning experiences but must be considered at all times.

- ❖ **Use of the D&T Booklet:** Ensure that the agreed booklet design is used throughout any unit of D&T. Each lesson should be referenced with the Date and 'Can I' and adequate space should be provided for written tasks.
- ❖ **Suspension of Disbelief:** Make the children believe in their design brief and that they are designing their project for a 'real' purpose!
- ❖ **Pupil Feedback:** Throughout the unit, children should be given the opportunity to give feedback on the work of their partner. This may mean writing an EBI or giving verbal feedback. This is particularly powerful during the 'making' stage of the unit as children will need to be regularly reflecting on how their design is progressing and agreeing on suitable next steps.
- ❖ **Resources:** Ensure you purchase resources well in advance of the block being delivered. With this in mind, appropriate costings and itemised orders must be agreed by SLT prior to the planned sessions.
- ❖ **Real-Life Examples:** Successful units of work will begin with the children being able to handle and explore examples of the item they are designing. This may be real items that have been collected by the teacher and/or completed designs from the previous year. It is vital that the children can see what the intended outcome is prior to designing their product.
- ❖ **Prototypes:** In order for the children to evaluate and make changes to their products, time must be given to creating prototypes of the final design. This fundamental aspect of the designing process is key in ensuring that children are reflecting on their work and assessing it against the agreed success criteria. All prototypes should be kept and used within discussions at the end of the unit.

Comparisons should be made and pupil comments should clearly evaluate the development between the original design, the prototype and the finished product.

- ❖ **Resilience (DREAMS):** Things not going quite to plan is part and parcel of Design and Technology and using systematic praise to highlight pupils who have not become demoralised and who taken on board feedback or tried to find alternative solutions themselves will be key to developing pupil resilience in your classroom.
- ❖ **Recording of Work:** Final products should be celebrated and evaluated. Where possible, examples should be kept as examples for the subsequent year. Photos should be taken and children may also be given the opportunity to film a short narrative about the features of their final product. These should be saved and stored on the T-Drive and will be used to enhance portfolio evidence.
- ❖ **Knowledge Led Curriculum:** Where possible, cross-curricular links should be made to ensure that children make connections with other curriculum areas. For example, when making Greek sandals, historical factual information and timelines should be referred to throughout the D&T sessions. Reference should also be made to previous units if skills taught in the current unit build on previous skills.

Teaching French: General Guidelines

- ❖ **Pupil Confidence:** Create a learning environment in French lessons which supports the children in developing the confidence to actively participate in your lessons. A key aim for you should be to ensure that children in your class are not afraid of trying or of 'getting it wrong'. Praise 'for having a go' should be consistent throughout the lesson.
- ❖ **Interactive / Fun:** The CGP Salut! scheme supports interactive teaching and learning as does the use of flashcards. Children should be actively encouraged to come to the front to use the board or to carry out flashcards activities.
- ❖ **Role Plays:** Children love role plays (meeting a friend, buying something from a shop etc). Build these into your lessons – even the most basic of props can motivate and enthuse children.
- ❖ **Differentiation:** Use more confident pupils as conversation partners with you to demonstrate new language, ask them to lead activities with flash cards, encourage them to give more detailed verbal and written responses to questions and allow them to ask for or look up additional vocabulary themselves. *Always remember that the pupils who are most confident and able in French are often not the same pupils who are more able in other subject areas. For example, EAL pupils can excel at language learning because they have developed skills and strategies to help them learn English.*

- ❖ **Vocabulary Introduction Cycle:** A strength of classroom teaching practice is using the vocabulary introduction cycle with flashcards. This should all be done in French. See the example below:
 - Is this X? “*Est-ce que c’est X?*” The children can reply using “*oui*” (“yes”) or “*non*” (“no”).
 - Is this X or Y? “*Est-ce que c’est X ou Y?*” (the children will have to reply with the name of the correct room).
 - What is this? “*Qu’est-ce que c’est?*” (when they’re more familiar with vocab)
 - Children ask questions.

- ❖ **Classroom Phrases in French:** Knowing and making use of the regular classroom phrases in French helps to create a more immersive learning environment. All the phrases are on the CGP Salut! programme. Please feel free to ask if there are any others that you need.

- ❖ **Marking in French:** This again leads to a more immersive learning environment. See the examples below:

Bon travail – Good work
 Très bien – Very good / Well done!
 Bonne présentation – Good presentation
 Bien – Good
 Bravo! – Well done!
 Superbe – Superb
 Bon effort! (Good try / Good effort)
 Génial! = Great
 Tu ne fais pas suffisamment d’efforts – You need to try harder!
 Peut mieux faire – You can do better!
 Beaucoup mieux! = A lot better!
 Exceptionnel = Exceptional
 Travail propre = Neat work

- ❖ **Knowledge Led Curriculum:** Refer to the Long Term French plan at the start of units to see where children may already have covered similar vocabulary to the unit you are teaching.

- ❖ **Teacher Subject Knowledge:** No one expects you to be a fluent French speaker! Use Salut! to practise the language you will be using in your lesson *before* the lesson, write phonetic prompts if you need them and above all, ask if you need to check something or want help!

Teaching Geography: General Guidelines

- ❖ **Partner Talk:** You should plan in opportunities to pose 'big questions' to the class. Children should refer back to these throughout the lesson/unit. They should be encouraged to make links with previous and current concepts and discuss these within their partners/groups. Concept cartoons can be used to evoke thoughtful discussions and lead to whole class discussions.
- ❖ **Research Lessons:** Plan for opportunities for all children to conduct research sessions within a unit. These sessions will take place in the Computing Suite during one of the allocated Computing sessions. Your role is to ensure that all children are researching a topic that interests them and that will allow for the children to develop a deeper understanding of the topic. For example, children may develop a particular interest in learning about climatic zones and wish to explore this further. These sessions will allow children to ask and answer their own learning questions whilst also developing their existing knowledge.
- ❖ **Discussing Recent / Current Affairs:** All taught units must make reference to recent/current events from around the globe. It may not always be possible to make a current link. However, you should ensure that topics relate to incidents or events from within the past year.
- ❖ **Field Work:** In a range of lessons throughout the unit, children should be given multiple opportunities to undertake practical work 'in the field'. You should plan lessons that involve exploring our local area (in discussion with SLT) and when this is not appropriate, they should allow for practical scenarios for children to apply and learn through.
- ❖ **Teacher Feedback:** Where possible, your feedback should include open-ended questioning through the use of EBIs. For example, "If the hottest place on earth is the equator, why are not all deserts found on the equator?" Equally, you should consider posing misconceptions or inaccuracies for the children to fix. For example: "The North Pole has more daylight hours than any other place in the world. Tell me why I am wrong."
- ❖ **Key Vocabulary:** Vocabulary referenced in the curriculum objectives, should be consistently used throughout planning, delivery, notebooks and displays. At all times, children should use these as reference points and be able to give definitions.
- ❖ **Resources:** Ensure that all activities are purposeful and that they lend themselves to the children applying the geography based skills they have learnt. Rather than copying names from a map for example, encourage the children to use Digi-mapping and atlases to source the information themselves.
- ❖ **Knowledge Led Curriculum:** Make sure that you are familiar with the Geography Progression Overview and that wherever relevant, comparisons are made

between current and previous learning. You should also ensure children learn the 'Ten Things' for each unit – see the Progression Overview.

Teaching History: General Guidelines

- ❖ **Research Lessons:** Plan for opportunities for all children to conduct research sessions within a unit. These sessions will take place in the Computing Suite during one of the allocated Computing sessions. Your role is to ensure that all children are researching a topic that interests them and that will allow for the children to develop a deeper understanding of the topic. These sessions will allow children to ask and answer their own learning questions whilst also developing their existing knowledge.
- ❖ **Teacher Feedback:** Where possible, feedback should include open-ended questioning through the use of EBIs for example. Equally, you should consider posing misconceptions or inaccuracies for the children to fix.
- ❖ **Key Vocabulary:** Historical terms and vocabulary referenced in the curriculum objectives, should be consistently used throughout planning, delivery, notebooks and displays. At all times, children should use these as reference points and be able to give definitions. You should specifically praise pupils who do use dates and terms correctly. You could have a visiting history 'professor' (one of the pupils who you have identified as using dates / terms correctly) who comes to the front to give a whole-class explanation.
- ❖ **Resources:** Ensure that all activities are purposeful and that they lend themselves to the children applying the history based skills they have learnt. Make activities interactive and fun – e.g. races to order dates and match them correctly with events on a timeline.
- ❖ **Interactive Activities:** Get the children up when appropriate to act out what they are learning – e.g. even ten minutes of role-playing a Viking raid can enthuse the children for the writing that may follow.
- ❖ **Knowledge Led Curriculum:** You should ensure that you are familiar with the History Progression Overview and that wherever relevant, comparisons are made between current and previous learning. In an AfL comment, for example, you might ask the children to contrast what they have learnt about Roman weaponry with what they know about Ancient Greek weaponry. You should also ensure children learn the 'Ten Things' for each unit – see the Progression Overview.

Teaching Music: General Guidelines

- ❖ **Music Express:** Before each lesson, make sure that you have fully familiarised yourself with the lesson plan. Annotate your own individual lesson plan if need be, as you and your year group colleagues might need to note down different prompts for the same lesson. Paper resources (where necessary) should be printed and adapted to suit the individual needs of your class.
- ❖ **Knowledge Led Curriculum:** Ensure your subject knowledge goes beyond the specific lesson you are teaching and that you are able, for example, to talk about the history of the music genre the children are experiencing. Information on this can be obtained using the online resources and your own teacher research. Make references to previous units covering the same skills so that children are retaining knowledge.
- ❖ **Differentiation:** For some children, academic subjects will be an area of difficulty. However, music may be a chance for these children to show flair and originality. With this in mind, differentiation must be expertly considered so that all children make appropriate progress. Use your TAs where necessary to ensure that children are fully supported in their lessons. Children with a particular talent in music may be used to showcase their skills.
- ❖ **Performances:** Music lessons should be delivered with the intended outcome in mind. At the end of each unit, children should be given the opportunity to perform their finished pieces to an audience. This does not always have to be in the style of a big production but could be achieved within an assembly, an invite to parents to come into school at the end of the afternoon or across year groups. Discussions around what makes a 'good audience' are useful before performances and singling out children for praise / merits if they have listened particularly carefully or have given useful feedback works well.
- ❖ **Recording of Work:** All final outcomes should be recorded and saved on the T-Drive to enhance portfolio evidence. You should also ensure that the developmental stages of the lessons are recorded to show the progression of skills.
- ❖ **Use of Instruments:** Where appropriate, instruments should be used within sessions. Prior to a lesson, you should ensure that there are adequate instruments for each child in the class and that they are appropriate to the style of music being explored.
- ❖ **Use of Key Vocabulary:** In order to deliver our KLC, children should be exposed to the vocabulary required throughout each music unit. Your subject knowledge should include being able to explain the instrument names and correct terminology for all aspects of the music lesson. Please see the Music Express resources to support with this.

Teaching PD: General Guidelines

- ❖ **Safe learning environment:** It is very important that you create an environment in which the pupils feel safe and able to share their views, without fear of being ridiculed by others or teased. You should use praise frequently, not just to praise children for sharing their views, but also to children who are good listeners and who make sensitive comments about what other children have said.
- ❖ **Pupil voice and participation:** Use open questions and allow pupils the opportunity and time to verbalize their ideas. All pupils should be encouraged to share their views or ideas – whether this be to a partner or to the class.
- ❖ **Knowledge Led Curriculum:** Make sure that you are familiar with the PD Progression Overview and that wherever relevant, comparisons are made between current and previous learning.

Teaching PE: General Guidelines

- ❖ **Participation within Lessons:** All children should be taking part in PE lessons. If a child has forgotten their kit, they should still be encouraged to take part within the session (ensure footwear is safe to participate in) but notify parents that the full and correct PE kit will be needed for the next lesson. If a child is unable to take part in PE due to an agreed medical/other concern, full participation is still required. Use these children as referees, scorers, judges etc. as required in the lesson.
- ❖ **Differentiation:** Lessons should follow the planning as suggested in the planning scheme, but particular focus should be given to children who require additional support with fine/gross motor skills/coordination or other physical need. Resources and equipment should be adapted as necessary so that all children can fully take part regardless of ability.
- ❖ **Visual Assessment Opportunities:** Time should be planned in for children to be filmed or photographed whilst learning the discipline or skill. These should be shown in real-time on the IWB so that you or the child's peers can give feedback as necessary. Allowing children to view their own technique is a powerful method of assessment as it allows opportunities for them to critique their own performance and suggest their own EBIs or next steps.
- ❖ **Mini-Plenaries:** Each session should have planned opportunities to evaluate and assess learning at various points within the lesson. Use these to gather the children together to focus on a key skill or teaching point. Children can be asked to model effective practice of a discipline; an interactive resource can be accessed for a class demonstration or you can model the technique yourself!

- ❖ **Success Criteria/Written Pupil Feedback:** Depending on the discipline being taught, it may be appropriate to adopt the use of an assessment feedback form for the children to complete. This will allow the children to make comments on particular aspects that will support evidence in meeting the Can I. For example:

Control: *How still were their balances?*

Extension: *Were their legs and arms straight? Were their toes pointed?*

Timing: *Did they hold their balances for 3 seconds? Did they all start and finish their balances at the same time?*

Creativity: *How interesting was their routine?*

Teaching RE: General Guidelines

- ❖ **Knowledge Led Curriculum:** At all relevant opportunities, children should be encouraged to make links between learning from previous units. Discussions should be planned in frequently to allow children to comment on comparisons and similarities across a range of faiths and religions.
- ❖ **Written Feedback:** Marking of work within an RE lesson should reference the themes from our Collective Reflection Policy. You should ask the children questions that enable them to think about their own beliefs, thoughts or cultures. Children should be given suitable amounts of time to respond to marking at the start of a lesson.
- ❖ **Preparation of Resources:** When introducing a new unit or theme, careful preparation should be taken to ensure that children are exposed to real-life artefacts or objects that are used to support to support the teaching. These should be used on display throughout the unit of work for the children to refer back to.
- ❖ **Engaging Activities:** Children should be exposed to a range of activities that excite and engage them. Worksheets should only be used as a last resort and where possible, children should be encouraged to take part in discussion based activities.
- ❖ **Use of Visitors:** In order to enhance teaching practice, consider the use of visitors who are able to deliver sessions on particular religions or faiths. These should be booked in advance of the lesson and all relevant security checks should be undertaken with SLT before a visitor is confirmed.
- ❖ **Mini-Plenaries:** Mini-plenaries should be used throughout sessions to refocus the children and pose new thoughts or ideas.

Teaching Science: General Guidelines

- ❖ **Subject knowledge of the teacher:** You should ensure you have revised the topic you are teaching beyond the learning objective of a particular session, to ensure you are in a position to competently address misconceptions and answer pupil questions as they arise.
- ❖ **Reference to previous learning:** In both KS1 and KS2, you should always build in time at the start of a session to refer to and to consolidate previous learning from the session or day before. Mini quick-fire quizzes consisting of 5 or 6 questions as a session starter are ideal for this purpose. Quizzes can be completed on whiteboards and add an element of pace and excitement at the start of a session.
- ❖ **Time allowance to respond to teacher questions in marking in books:** A higher level question or mini challenge should be displayed on the board for those children who answer their teacher question in their books promptly. Children's responses to the higher level question or mini challenge on the board can be briefly shared once all children have written their answer to the teacher questions.
- ❖ **Pupil voice:** Use open questions and allow pupils the opportunity and time to verbalize their ideas. This may take the form of partner talk or Think Tank talk in KS2. This is essential at the start of investigations – the children should be given time to think of their own ideas for how an investigation could be carried out. Be careful to not correct children's predictions.
- ❖ **Key Vocabulary:** Key vocabulary should be consistently used throughout planning, delivery, notebooks and displays. At all times, children should use these as reference points and be able to give definitions. Specifically praise pupils who use terms correctly. Invite a visiting science 'professor' (one of the pupils who you have identified as using dates / terms correctly) to come to the front of the class to give a whole-class explanation.
- ❖ **Preparation of resources:** For investigations, prepare all resources prior to the lesson and make sure there are enough for the number of children in the class. You need to notify a member of the Science Curriculum Team as early as possible if there is something you need to order for the unit you will be teaching.
- ❖ **Well-established use of Think Tanks in KS2 classes:** This is covered in the Working Scientifically section of the Science Curriculum Handbook.
- ❖ **Knowledge Led Curriculum:** You should ensure that you are familiar with the Science Progression Overview and that wherever relevant, comparisons are made between current and previous learning.