



Learning & Teaching Policy

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Green Valley School's Mission Statement:

At Green Valley, our aim is to stimulate the positive qualities, talents, and potential of goodness latent in every child. We believe that learning should be challenging, creative and fun, and that true education is a life learning process; its ultimate goal is not only academic excellence but also human excellence and the development of good character.

We work hard to ensure that our school is a safe, peaceful, and happy place where difference is celebrated, and everyone is given the opportunity to shine and reach their full potential.

We enhance children's life chances through a stimulating, supportive parental partnership that nurtures each child to achieve his/her full potential.

Children will become responsible, confident members of a global society, who can apply their experiences at Green Valley to all future learning.

Multiple intelligences and Human Values are the pillars of our learning culture. At Green Valley, everyone is equally loved and respected.

Aims

- Strive for excellence in all that we do.
- Provide a curriculum that is rich and varied.
- Create a learning culture centred around Human Values and Multiple Intelligences.
- To develop lively and enquiring minds through encouraging children to question and discuss issues, in order to make informed decisions.
- To nurture self-esteem so children are motivated to learn and to develop an ability to co-operate and work with others.
- Recognise every child's potential and individual talents.
- Encourage and nurture a love for learning.
- To promote positive attitudes, good behavior and moral understanding, and to establish a sense of pride and achievement in being part of our school community
- To nurture a sense of caring for others and to distinguish between right and wrong, and to be aware of the consequences of any action
- To encourage children to make positive choices about their own physical well being
- To ensure equal opportunities are addressed throughout all aspects of the school day

Introduction:

The learning and teaching processes lie at the very heart of the school's business and the vision of what it is we want to achieve.

- All other policies and practices impact pupils in the context of the classroom. This policy puts the aims of the school into classroom effect.
- The nature and quality of classroom practice is the single most important factor-determining pupil's achievement, which lies within our control.

Aims of the Policy:

- To improve the quality of learning and pupil achievement.
- To establish across the school an agreed range of 'good practices' in respect of teaching and learning.
- To ensure consistency across the school and age/ability appropriate progression in classroom provision.
- To share good practice and enable the school to identify aspects of classroom practice and provision which will benefit from further development and support.
- To provide agreed focus and criteria for monitoring the teaching and classroom practice.
- This statement of agreed school practices will provide new staff with a clear indication of the school's expectations.
- Providing a secure, stimulating environment where all pupils are challenged to meet their full potential.
- Providing skills of self-reflection which in turn encourages children to become confident, independent learners who can solve problems

This Policy is arranged under the following main ideas:

1. Learning and Teaching
2. Good Practice
3. The Learning Environment
4. Presentation
5. Planning

6. Differentiation
7. Assessment
8. Role of Support Staff

1. LEARNING AND TEACHING

What is Learning and Teaching?

Quality of Learning

Where learning is good, most pupils respond readily to the challenge of the tasks set, show a willingness to concentrate on them, and make good progress. They adjust well to the demands of working in different contexts, selecting appropriate methods, and organising effectively the resources they need. Work is sustained with a sense of commitment and enjoyment. Pupils are sufficiently confident and alert to raise questions and to persevere with their work when answers are not readily available. They are provided with the skills to evaluate their own work and come to realistic judgements about it. Where appropriate, pupils readily support one another as part of the learning process.

Good Learning and Teaching raises standards of achievement across the whole curriculum. It supports and enables the aims, ethos and values of the school and provides a secure, well-ordered environment where each child can achieve his/her maximum potential.

Quality of Teaching

Where teaching is good pupils acquire knowledge, skills and understanding progressively. The lessons have clear aims and purposes and are driven by specific objectives and success criteria. They cater appropriately for the learning of pupils with differing abilities and interests and ensure the full participation of all. The teaching methods suit the topic or subject as well as the pupils; the conduct of lessons signals high expectations of all pupils and sets high but attainable challenges. There is regular feedback against success criteria which helps pupils to make progress, both through thoughtful marking and discussions of work with pupils. Relationships are positive and promote pupils' motivation. National Curriculum Attainment Targets and Programmes of Study are taken into account.

Effective Schools

There has been much research undertaken into the characteristics of effective schools. It can be clearly seen that many of these factors relate directly to Learning and Teaching.

Features of Effective Schools

1. Professional leadership

The Head Teacher is the professional leader of the school. He or she is purposeful, fully involved in what goes on in the classroom and helps make sure that staff have the opportunity to show leadership and to take part in making decisions.

2. Shared vision and goals

Staff work together with a common sense of purpose and clear targets.

3. A learning environment

The school provides a climate in which pupils are able and willing to learn. The atmosphere is orderly and purposeful; the working environment is attractive, and pupils are expected to use relevant classroom displays to support and extend their learning.

4. Concentration on Learning and Teaching

The school's activities have one central purpose - helping pupils to learn and to achieve.

5. Explicit high expectations

The school has high expectations of what pupils can achieve. These are communicated clearly to all pupils and lessons are intellectually challenging.

6. Positive reinforcement

Discipline is clear and fair. Staff make sure that pupils know how they are doing and take particular care to encourage them for good learning. Positive reinforcement should focus on the learning/effort rather than the child (see appendix A).

7. Monitoring progress

Staff systematically monitor and evaluate the achievements of pupils and of the school as a whole.

8. Pupils' rights and responsibilities

The school promotes; the development of self-assessment and peer assessment will greatly assist here.es pupils' self-esteem. It encourages them to take responsibility, particularly for their own learning.

2. GOOD PRACTICE

Effective Learning

At Green Valley we believe that effective learning takes place when:

- Pupils feel valued as individuals and are actively involved in the learning process
- Children are made aware of what is being learnt and how it will impact the future and the wider development of skills
- Classroom relationships are built on mutual tolerance and respect
- Pupils are encouraged by their teachers and are given opportunities to enjoy a genuine sense of achievement
- Children can discover answers for themselves
- There is a common awareness that high standards of self-discipline and order are expected
- The environment in which pupils and teachers are working is stimulating and comfortable
- Lessons are well prepared, with tasks and resources appropriate to pupils' learning needs

We therefore aim to ensure that:

- Lessons are prepared, structured, and paced to make effective use of the time available
- Pupils are made aware of lesson objectives and where necessary, success criteria at the start of lessons
- Pupils have a clear and common understanding of the high expectations their teachers hold of them and of the targets towards which they are working - The teaching styles, resources and tasks pupils encounter are varied and challenging, offering opportunities for achievement by pupils across the ability range, irrespective of social class, race or gender
- We plan for all children to succeed using Multiple Intelligences and VAK learning styles
- Pupils have a positive attitude towards problem solving; thus seeking answers to their own problems.

- We establish links with the local community to prepare pupils for the opportunities, responsibilities, and experiences of adult life
- We work collaboratively with a shared educational philosophy and commonality of practice

Pupils work towards the school's aim by:

- Attending school regularly, being punctual and ready to begin lessons on time
- Being organized - bringing the necessary equipment or kit for lessons as requested by staff, taking letters home promptly, returning reading books regularly - Conducting themselves in an orderly manner both inside and outside school, in line with the school's values
- Taking growing responsibility for their own learning

Parents work towards the school's aim by:

- Ensuring that children attend school regularly and punctually
 - Ensuring that children bring appropriate equipment to school, e.g. reading book bags and PE kit
 - Providing support for discipline within the school
 - Being realistic about their children's abilities and offering encouragement and praise
 - Participating in discussions concerning their children's progress and attainment
 - Ensuring early contact with school to discuss matters which may affect a child's happiness, progress, or behaviour
 - Communicating promptly with the school, returning forms, letters etc. -
- Supporting children with reading and other school related activities -
- Giving due importance to homework
- Allowing children to take increasing responsibility as they progress throughout the school

To enhance effective partnerships, the school will explain to parents:

- What the children learn
- How the children learn
- Why the children learn these subjects
- What the children achieve

The school will do this by:

- Having educational evenings in school to explain particular curriculum areas -
Inviting parents to visit classrooms to see the children learning
- Talking to individual parents and encouraging the children to explain to their families what they do at school
- Showing parents, the learning that their children have done in assemblies and at open evenings
- Reporting overviews and current learning on the school's website

To support the parents in helping their children to learn at home

The school will do this by:

- Encouraging children to take books home to share with parents -
Being available to talk to parents
- Talking to individual parents at parents' meetings about how they can help their children at home
- Putting on workshops and activity weeks to explain the learning the children do and how parents can help e.g. book fairs and book weeks to encourage reading

To get to know the families better.

The school will do this by:

- Inviting new parents to meet and talk to teachers and staff
- Having meetings of new parents and children with the staff at the beginning of each school year to know each other better

To make everyone feel as welcome as possible

The school will do this by:

- Making the entrances to the school look friendly and inviting with welcome notices in different languages
- Having displays of everyday objects from other cultures
- Having photographs at the main entrance showing everyone who works in the school so that parents and visitors can see who everyone is and what they do
- Having a member of staff, who is there to talk to the parents and children as they arrive and leave each day, in the playground before and after school
- Encourage parents to come into the classrooms and get involved in all the activities when invited by staff

Good Teaching

At Green Valley School we believe that a good teacher:

- Is organized for all aspects of their role
- Has clear learning intentions and outcomes, and (an awareness of) success criteria - Sets clear targets and is able to provide positive reinforcement
- Is committed to improvement and raising standards of achievement
- Is open to new ideas and suggestions
- Is able to work as part of a team
- Is sympathetic and responsive to the needs and aspirations of all children, families, and the community
- Is able to communicate clearly, in a variety of ways
- Recognises, supports, and contributes to the school ethos
- Makes learning enjoyable
- Demands a high quality of learning from all pupils
- Encourages independence and problem-solving
- Has appropriate and high expectations of pupils
- Is willing to listen to constructive criticism and learn from others
- Is well-prepared for lessons

- Is adaptable and flexible
 - Takes note of and adheres to whole-school procedures
 - Establishes clear, consistent, and realistic standards of behaviour -
- Listens to children
- Employs a variety of teaching methods
 - Values children's learning and opinions
 - Is consistent and fair with children
 - Is supportive, co-operative, and fair with colleagues
 - Is calm and patient
 - Is enthusiastic and can motivate pupils
 - Is a reflective practitioner
 - Assesses and evaluates pupils' work against clear/ explicit success criteria

Children learn best when:

- There is a clear focus to the learning
 - They understand what is expected of them
 - The work meets the needs and ability of the child
 - They are interested, happy, comfortable, and challenged
 - Clear examples of expected standards are given e.g. reminders displayed around the room
 - They are encouraged, rather than praised (appendix A)
 - The teacher is enthusiastic
 - Their behaviour is relevant
 - They have been taught the necessary skills
 - They are aware of the relevance of the learning
 - They, their teacher, and their families value their learning
 - The lesson is well planned, prepared, relevant and differentiated -
- There is a calm, orderly learning environment
- They feel secure
 - The activity has been clearly explained and understood

- The teacher is sure about the learning intentions and how they can be achieved -
- A variety of approaches are used, e.g. VAK/Gardner's Multiple Intelligences -
- Learning is made interesting
- Home and school work together successfully
- The teaching is planned, taking account of past achievements and progression -
- They experience success

A good lesson at Green Valley School:

- Starts and finishes on time and in good order
- Begins with clear intentions and expectations shared with children -
- Has a beginning, a middle and an end
- Is well prepared, planned, organized, and resourced
- Involves every child
- Checks understanding regularly
- Uses a variety of appropriate methods
- Is in line with the school's ethos
- Is orderly and engaging
- Is in line with the school's lesson timeline (see appendix B), and general framework (see appendix C)
- Look ahead to next time. Prepares the child for the next instalment of learning, often during the plenary (see appendix D)
- Delivers the National Curriculum, including appropriate cross-curricular issues -
- Establishes clear targets and deadlines and the teacher reminds pupils of these -
- Is briskly paced
- Is in line with the curriculum framework
- Consideration of VAK and/or Gardner's Multiple Intelligences are apparent -
- Includes a range of different levels of questions (see appendix E)

Indicators of good practice within the quality of teaching would include:

- Pace of Learning and Teaching commensurate with capabilities
- Clear objectives of lesson(s) communicated to pupils
- Well-planned teaching methods align pupils with objectives, well matched to pupil's capabilities
- High expectations which challenge but do not defeat pupils
- Sensitive informal assessment of pupils adjusts teaching content to their needs; learning is reinforced by supportive marking and discussion of work - Relationships based on mutual respect; contributions sought and valued from all pupils; knowledge and ideas made memorable by imaginative teaching - Progressive acquisition of knowledge, skills and understanding related to National Curriculum

Indicators of good practice within the quality of learning would include:

- High levels of understanding and ability to draw on knowledge sensibly and cogently
- Ready responses to tasks set, good concentration and a high proportion of time on task
- Evidence of interest and enjoyment and high personal expectations - Perseverance and commitment even with difficult tasks
- Can call on earlier learning to meet new demands
- Use of initiative in seeking answers, finding ways of tackling new learning, organising themselves and using resources to solve problems or reach objectives
- Use self-criticism as a means of self-improvement.

These in turn will provide good indicators of raised achievement across the school:

- High expectations and achievements of most pupils in most subjects - Consistently good standards in each age group achieved across most subjects - Individual pupils' performances are consistent across the curriculum

- Skills in reading, writing, speaking and listening and in practical and expressive activities are high and contribute effectively to the standards reached.

3. The Learning Environment

Successful classrooms are calm, welcoming, stimulating environments where high value is placed on learning.

The visual environment is very important and should display learning that is representative of all children and all ability levels.

Displays should reflect the taught curriculum, include dual language script and be changed regularly to sustain interest and discussion (see Display Policy for more information).

There is a calm environment when:

- Children are on task
- Children are aware of acceptable noise levels for learning and teachers help to maintain this by example
- Children are taught to tidy up after themselves
- Children know the teachers' rules and boundaries
- Classroom support staff and helpers work in a similar way to the teacher and collaborative planning reflects this
- Children have the appropriate amount of room for the activity

The room is well organised when:

- Drawers and tidy areas are labeled so that pupils can be independent and know what goes where
- Children's resources are accessible
- Storage areas are set up
- There is a clear furniture layout
- The room is kept tidy

Classroom Organisation and Management

A well organized and managed classroom is essential if Learning and Teaching is to

be effective. Children should be trained in classroom routines relating to tidiness and orderliness.

Teachers should, therefore:

- Be punctual to and from the playground and to and from assemblies -
- Start lessons promptly after morning registration and assemblies -
- Ensure the computer is in effective use by children
- Ensure the desk and all classroom areas are tidy
- Ensure daily plans are in the classroom. If the teacher knows that they will be away from their class, plans or brief details should be made available for the supply teacher.
- Ensure all displays are maintained neatly
- Ensure books are displayed attractively and all book areas are inviting
- Model excellent presentation to provide a good example when using the classroom board for modelling or teaching
- Ensure children clearly understand the high expectations of them (presentation, behaviour, and attitude to learning)
- Establish classroom rules which support the learning environment
- Ensure children understand the behaviour programme and consequences (see Behaviour Policy)
- Vary the different groupings of children throughout the day; for example: ability based, mixed ability based, individual, pairs, small groups, or larger groups.

Whole Class Teaching Strategies

Each teacher should make the learning intentions and teaching expectations very clear to the children from the outset of the lesson, as well as the purpose of a teaching concept or point needing to be explicit. In addition, the teacher should disclose success criteria or generate it with the help of the children.

All sessions should include a range of interactive teaching strategies and demonstrated with significant modelling by the teacher (see appendix F for generic teaching and learning strategies).

A variety of teaching methods needs to be employed, thereby matching methods to needs - these **could** include:

Lecture - information formally given to a large group.

Note taking - either dictated by the teacher or made individually.

Question and Answer - verbal enquiry by the teacher with response from pupils

Whole class discussion - teacher facilitated, in which a problem is discussed

Forum - audience questioning following a speaker, video or film Projected

visuals -e.g. video, slides, digital whiteboards, films.

Non-projected visuals - e.g./posters, leaflets which supplement a verbal presentation.

Research project - individual study of a problem, for presentation either written or oral, may be made use of

Questionnaires - groups or individuals construct a questionnaire or use one previously constructed to find out factual information, opinion etc. of class members, parents or other members of the community.

An attitude scale - a series of statements on scale between strongly agree/disagree, true/false/don't know, to which students have to react.

Open-ended technique - partially stated question or statement which must be completed.

An inclusion of a wide range of activities which incorporates a variety of learning styles.

Demonstration by teacher and pupil to illustrate and reinforce particular teaching points. Pupils are encouraged to reflect on their progress.

Pupil Groupings

Working groups

Pupils should be given the opportunity to work in different groups and, from time to time, with different pupils. Pupils should be given the opportunity to work in mixed ability groups. This is particularly important for bilingual learners so less experienced English speakers can model themselves on more fluent speakers.

For some work, particularly Maths, English and Science, pupils will work in ability groups. Groups will be reviewed regularly but at the very least, once per term.

Groupings, and the reason for them, should be included in each teacher's planning

file. The pitch of lessons should reflect the target level to which the children are working.

Care should be given to seating arrangements. These should be mixed boys and girls, although numbers may be uneven. You will need to consider whether there are pupils sitting on the same table who may distract each other.

Children may sit in groups, though the learning may be completed individually, or they may need to work cooperatively.

4. PRESENTATION (years 2-6)

Children can feel proud of their learning when it is presented neatly.

At Green Valley we believe that:

- A sharp pencil must always be used to write with.
- When children can write with a neat, joined script they will become a pen writer. -

Once a child becomes a pen writer they must stay a pen writer unless instructed by an adult.

- All maths work in books should be completed in pencil.
- All charts and diagrams will be completed in pencil.
- A ruler must be used to underline titles, rule off and draw charts and tables with. -

The date goes on the top line

- The date and the title are to be underlined with 1 line only
- Covers of books must be clearly labelled by an adult
- Only colouring pencils will be used in exercise books
- Mistakes are crossed out with 1 neat line
- Leave a line and an indent for every new paragraph
- Any worksheets need to be dated, marked and carefully trimmed before being stuck into books (Do not fold worksheets)
- Where possible, worksheets are not used, and recording is done into the exercise book

5. PLANNING

Good planning is essential for effective Learning and Teaching.

The school plans in three ways:

The **Long-Term** plan is the curriculum framework which breaks down the programmes of study into blocked and continuing units which ensure full National Curriculum coverage, continuity and progression. This is supported by schemes of work and end of year benchmarks for core subjects.

Medium Term planning is completed every half-term and breaks down the schemes of work further into broad learning objectives, differentiated activities, experiences and learning outcomes.

This medium-term plan is devised in conjunction with year group/phase partners. Phases should plan to meet every two weeks to evaluate the effectiveness of the plan and to share and moderate children's work which has been achieved within their week. Within year group meetings assessment tasks and observations may be discussed to inform the next week's plans.

Short Term planning is the final cycle. Teachers plan weekly to ensure specific learning objectives, success criteria and outcomes for each session. Teachers will highlight teaching styles, teaching focus and differentiated activities for groups and/or individuals. Assessment opportunities are planned to provide formative evidence which informs future planning.

Planning should be kept in the classroom, in the organized Planning File.

The weekly planning expects teachers to evaluate and monitor achievements Teachers are encouraged to be self-reflective on Learning and Teaching strategies and in addition, monitor children's needs for future planning. **Planning should be annotated to show a reflection of the lesson.**

6. Differentiation

At Green Valley School, we strongly believe that the key purpose of differentiation is to challenge and raise standards in learning. We believe that differentiation is a process of integration and not exclusion. It enables children of different backgrounds and abilities to demonstrate what they know, understand, and can do. All students have individual needs, which staff endeavour to put at the heart of teaching and learning.

1. Differentiation is not necessarily a case of 'individual programmes of work for all children'.
2. Differentiation is concerned with attempting to match learning opportunities with individual learning needs.

3. Children vary in their learning needs, so a range of different teaching methods should be employed: VAK and Gardner's Multiple Intelligences.
4. Differentiation involves skilful teaching; it depends as much on a perspective and professional rapport with the children, as it does on planning and preparation.
5. Differentiation is a whole school issue - a concern which should affect the way a school offers all children access to an appropriate curriculum.
6. Differentiation involves providing resources for learning which are appropriate: careful selection and evaluation are required.
7. Differentiation involves effective assessing of children's ability and building appropriate expectations into future work.
8. Differentiation is influenced by the school's approach to entitlement.
9. Differentiation involves teachers sharing learning objectives and success criteria with children so that they can:
 - assume greater responsibility for their own learning
 - measure their own success and achievement
 - identify their own learning needs more clearly
 - assist the teacher in meeting those needs
 - identify areas for improvement

Why differentiate?

At Green Valley School we recognise that we differentiate work for different purposes.

We differentiate in order to:

- ensure that all our children receive their full curriculum entitlement - ensure activities are fit for purpose, after careful consideration of the needs, abilities, and aptitudes of individuals/groups
- assist assessment by enabling all our children to show what they can achieve
this information feeds directly into future planning
- raise standards of achievement by enabling all our children, despite background and ability, to have access to the learning objectives and success criteria identified on the short-term plans
- encourage future learning and develop positive attitudes by ensuring that all children achieve success and value their learning experiences.

We believe that the most important and essential features of successful differentiation are good planning, personalized learning support/challenges, and knowing our children.

How do teachers differentiate?

Teachers use the medium-term plans to identify specific learning objectives of each lesson. This is to be recorded in the short-term plans.

Teachers will use their knowledge of the children to identify which resources and activities are the most appropriate and relevant to meet the needs of individual children and groups; they then differentiate accordingly, so that each child has full access to the learning objectives identified.

Children/groups are named in the weekly teaching plans and activities identified. They should plan according to children's learning needs, such as: SEN, more-able and talented pupils in both class work and any intervention classes or homework.

So how can we improve in differentiation within the classroom?

The following is an effective model for planning and implementation.

The Good Differentiator

7. ASSESSMENT

At Green Valley we use a range of Assessment for Learning techniques in the classroom as well as summative assessment at the end of units. Teachers input AFL information into Learning Ladders and children are assessed as being either: emerging, developing, secure or mastering against each objective. Descriptions of these learning stages are listed below.

- **Emerging**- early stages of developing a skill; children have just been introduced to the objective; support is needed.
- **Developing**- child exhibits skills learnt with growing independence (prompting is needed).
- **Secure**- child exhibits the skill independently and without support.
- **Mastering**- child can apply the skill spontaneously and with confidence in other areas of the curriculum, and in new and unfamiliar situations. The child is working at depth within a given subject.

For more information, please refer to the school's Assessment Policy.

8. ROLE OF SUPPORT STAFF

There may be other adults working in the classroom alongside the teacher. These may include parents, other volunteers, teacher assistants and EAL teachers.

Each adult's role has to be clarified, known to all involved and included in daily, and where possible, medium-term plans. All adults should know the learning intention of the activity.

Some suggested strategies for working successfully with other adults are:

- Listen to other teacher/adult whilst you are working with the children - Adults should not interrupt each other whilst working with the Children
- Watch for signs of children not understanding and choose an appropriate time to help children to understand what the other teacher/adult has said
- Take turns to do daily tasks e.g. register (school staff only)
- Make roles within the lesson explicit to children
- Agree support roles within the classroom and divide teacher focus accordingly during activities

This document is a working document for all members of our school community. As such it should encourage reflection and self-evaluation which in turn will improve the quality of Learning and Teaching at Green Valley School.

Appendix A

Encouragement Vs Praise

Encouragement helps students focus on effort, progress, and specifics of the job at hand; for example, encouraging words might be: "I can see on your face you enjoy puzzle work," or "I noticed you really working hard on your puzzle." These encouraging statements help promote enjoyment in doing the work or putting forth effort rather than seeking adult approval.

Praise, however, teaches dependency on external feedback (I'm Ok if you like what I do but feel badly if you don't like what I do).

In the classroom, just changing a few words can shift the focus from praise to encouragement.

Common Results

Appendix B

Teaching and Learning - Generic Timeline

Introduce learning objectives and place into lesson context. Outline your end expectations. E.g. 'At the end of this lesson you will be able to Do all the children fully understand. the lesson objective?

Introduce success criteria or generate with more experienced children.

Interactive strategies to reinforce the concepts and to make learning concrete.

As the children set to task, identify the group you are working with, usually linked to ability. Once this group is established free yourself to take an overview of how the other groups are performing.

Plenary - this is one of the most important parts of the lesson. A chance to reinforce common teaching points, misconceptions, and self-assessment (using the success criteria) as a tool for AfL.

Direct teaching of concepts with use of teacher modelling including the explicit modelling of teacher's thought processes

Introduction to tasks. Do all the children fully understand what is required of them?
Have you fully declared your expectations?
(Quantity, quality, style.)

Halfway through the independent tasks stop, refocus and introduce a mini plenary - an ideal time to revisit the success criteria and refocus children on the desired outcomes of the lesson.

Summing up of the lesson and informing children of where we go next.
'Next time we will...'

Appendix C

Teaching and Learning Framework

Purpose

Is the teaching objective clear?

Has it been explained to the children?

Do they understand the task?

Do they understand the teacher's expectations, and do they know what is required of them by the end of the session?

Has reference been made to success criteria?

Introduction

Is there a whole class introduction?

Are the children responsive?

Are the interactive strategies employed to sustain interest?

Is the teacher using a wide range of questioning including higher order skills?

Are the children attentive and is there good order in the room?

Is there a good use of teacher modelling?

Is there reference to success criteria?

Group/ Individual Work

Is there appropriate differentiation to ensure full curriculum access including the needs of SEN/ EAL/ G&T?

Are the activities purposeful and challenging?

Are the children on task in a calm, purposeful setting?

Is the role of the additional adult used to good effect?

Are success criteria used to focus children's learning?

Teacher Focus

Is the teaching and resourcing matched to the level of the attainment of the group? Is the teacher teaching? This is crucial supervision, overseeing the room, overseeing groups, etc. is not teaching.

Is the lesson well planned and does it build on previous learning?

Has the teacher high expectations?

Is there a good sense of pace?

Is the teacher insistent on best work and best presentation?

Plenary

Does the plenary address any common misconceptions?

Does the plenary offer further follow up teaching opportunities?

Does the plenary reinforce the objectives?

Does the teacher tell the children what is going to happen in the next session? Is there reference to the objective and success criteria as outlined at the start of the session?

Green Valley Development Plan 2023-2024

Individualised teaching and learning protocols are essential for 2023. CAT 4 Cognitive assessments are used as a baseline to determine the different cognitive abilities for each student. The different reports and shared (filtered in order

to take the predictions), with students, teachers and families with the corresponding recommendations.

Teaching and Learning in the classroom will then follow these individual guidelines.

Appendix D

Suggestions for improving the plenary part of the lesson

Aspects to consider when planning and teaching the plenary

Making links.

- To the objective/s for the lesson/s
- To previous lessons
- To future lessons/units of work
- To position of lesson in overall unit
- To other aspects of mathematics
- To other subjects in the curriculum
- To what will be taught next to give children a clear idea
- To what has been completed at home
- To other ways of recording
- Between informal/formal methods of recording and presentation
- To the next stage of refining methods

Assessing

- Against key teaching and learning points
- Key points and methods to remember; revise; practise
- Key words, facts, ideas, notation
- Consolidating knowledge and understanding
- Clarifying children's developing knowledge and skills
- Recognising and correcting errors and misconceptions
- Checking and extending children's use of vocabulary
- Learning against targets (individual or group)
- Learning against key objectives
- Formative assessment to inform planning
- The role of additional adults

Questioning

- Targeted
- Prompting
- Probing
- Open
- Challenging assumptions and conclusions
- Prompting children to ask their own
- Testing generalisations and hypotheses
- Solutions and strategies
- To address errors and misconceptions
- To gauge children's responses:
 - what they know
 - what they have learned
 - what they need to practise further

Appendix E

Teaching and Learning – Questioning

Classifying Explaining

Which of these go together? Why? Why does...?

Can any of these be put together? How do you...?

How are these things alike/ similar/ different? Why did this happen?

What could you call these groups? Why do you think that...?

What are the characteristics of all these things in What caused this?

this group? What might be the result of...? Why do you think so? What criteria have been used to classify these? Can anyone think of another reason/ explanation? How could you rearrange ...? Can you explain...?

How could you compare ... and ...?

Can you find another way to ...?

Describing Generalising

What is ... like? What is true about all of these? What can you see? What can you tell us about...?

What did you notice about...? What have you found out about...? How would you describe ...? What seems to be generally true about...? **Evaluating** What have you learned about...? What conclusions can you draw now?

Do you think this is a good thing/ bad thing? Why? What does this tell you about...? How do you feel about this? Why?

Is there anything you would have done differently? **Inferring**

Why was this done? Do you think that it was a good?

idea? Can you explain from this how...? / Why...? What were the reasons for this? What do you think might be happening here? Why? Do you think this is just/ fair/appropriate? Why? What do you think might cause this?

What do you think is important about this? Why? Why do you think they did this? How could this be improved?

How do you imagine they are feeling? Can anyone think How could you justify this? of a different idea?

Can you take another point of view about...?

How would you feel if you were ...? **Predicting and Hypothesising**

Is this the best way to ...?

What are we going to see at ...?

What would/ might happen if ...?

If..., what do you think would be the result?

Recalling Information What would it be like if...?

What would you do if...?

How many ...?

In which year did...? Why did...?

Where is ...?

How would you plan for ...?

Appendix F

Suggestions for effective generic Learning and Teaching strategies

Whole-class section

Speaking and Listening opportunities:

- Talk partners
- Role play
- Hot seating
- Drama
- Whiteboards
- Text marking
- Reading strategies
- Singing

- Video
- Pictures
- Text
- Drama;

Interactive Strategies:

- Demonstrations
- 'show me'
- drama

- writing frames
- speaking frames
- word banks/ vocabulary
- drama/ games
- mixed ability pairs
- reading aloud/ reading independent
- DART activities.

- Scribing
- Modelling or remodelling
- Drama
- Games

- Help address lesson's key objectives
- Should best fit lesson purpose
- Provide opportunities review and clarify their learning •
Encourage reflection on **what has been learnt and how**
- Use of a range of strategies
- Extend thinking further
- Develop strategies to remember what they have learnt • Build-up a
'meta-language' to help them talk about what they've learnt • Secure the
place of the plenary - try to give it its allocated time