Teaching & Learning Policy

Revised January 2024

Buckingham Primary School

This policy was adopted on January 2024

The policy is to be reviewed by January 2025

BUCKINGHAM PRIMARY SCHOOL
TEACHING AND LEARNING POLICY

Aims

At Buckingham Primary School we believe that teaching and learning should be a rewarding and enjoyable experience. We therefore aim to provide a rich and varied learning environment, which allows children to develop their individual skills and abilities to their full potential. We aim to provide children with the opportunity to develop the knowledge and skills to allow them to achieve success both now and in their futures. This policy also aims to support teachers in establishing clear and consistent methods of effective teaching whilst also taking workload into account.

Through our teaching we aim to:

- Enable children to become confident, resourceful, enquiring and independent learners who learn more and remember more as they progress through their learning journey with us.
- Foster children's self-esteem and help them build positive relationships with other children and adults
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others
- Recognise and celebrate our diversity through lessons, reading, celebrations, assemblies, etc.
- Show respect for all cultures and, in so doing, promote positive attitudes towards other people
- Enable children to understand their community and the role they play within it; to help them feel valued as part of this community
- Develop aspirational pupils and offer opportunities to broaden their horizons
- Help children grow into reliable, independent, self-disciplined and caring citizens
- Develop a broad vocabulary for all learners allowing for equal opportunities for every child
- Plan and prepare children for a smooth transition from Nursery to Reception, KS1, KS2 and KS3

Guiding Principles

- High quality teaching leads to improved progress for all children
- Children working independently are given quality, skills based learning challenges
- Vocabulary is taught and used
- Regular and effective feedback leads to rapid progress
- Learning is retained when delivered through meaningful contexts
- Prior learning is revisited and connections are made to ensure learning is retained in long-term memory

At BPS we believe that **children** learn best when:

- Their basic needs are met
- They are made to feel secure and confident
- They are involved in the learning process
- A variety of well-considered resources are used
- They are presented with learning tasks that are meaningful, relevant and appropriate
- A menu of support is available where necessary

At BPS we believe that **teachers** teach most effectively when:

- They feel valued within the school community

- They develop excellent relationships with all individuals in the classes they teach
- They work as part of a mutually supportive team
- They feel supported to take risks
- They have access to high quality professional development
- They have regular release time to evaluate and plan lessons
- They are clear about their aims and share them with learners
- They set clear boundaries
- They have excellent subject knowledge and have access to resources to further develop this

Curriculum Planning

To ensure that we have continuity and progression in the children's knowledge and skills throughout the school we have progression maps and whole school overviews for each subject area and these are reviewed annually.

From Early Years to Year 6 the curriculum focuses on acquiring knowledge from the National Curriculum and Early Years Foundation Stage guidance. Continuity and progression in knowledge, understanding and key skills are ensured through a regular programme of scrutiny and moderation by subject leaders.

Our curriculum provides the context for children to develop their 21st Century Skills. This, with a curriculum focussing strongly on our school values of Compassion, Courage, Honesty, Resilience, Respect and Responsibility, SMSC, British Values and key social issues will make all learners develop as human beings as well as learners.

Subject Co-ordinators are required to oversee their area of the curriculum to ensure that subjects are taught with appropriate depth and breadth across the school.

General Curriculum Organisation

Plans are saved in the Teacher Shared Area no later than **Sunday of the week preceding the lessons**, thus allowing all teachers within the team time to review and adjust the teaching to suit the needs of their pupils. Plans are also available for review by SLT as appropriate. Plans clearly indicate the roles of all adults in the class to ensure the best learning outcomes for all children. It is the responsibility of each class teacher to ensure weekly plans are personalised to meet the needs of the learners in each class choosing the most appropriate method (eg: plans may be printed out and annotated, adapted electronically or adjusted in a way suited to the teaching style) Plans are printed out and kept in a class planning folder which is also accessed by support staff.

- Sports Coach time and PPA time are timetabled by the Headteacher. Staff are required to organise the remainder of the timetable themselves on the basis of the times agreed in the Staff Handbook.
- It is expected that a **variety of teaching techniques** will be used. However, from KS1 an emphasis is placed on inclusive whole class teaching with the support of individual and group work as appropriate.
- Learning Environments (inside and out) are organised to reflect the variety of activities that take place.
- Equipment and materials are organised and clearly labelled so that children can be encouraged towards independent use of the majority of classroom resources.
- At the end of the year, teachers have handover meetings to share where the curriculum may need to be adapted for future classes, specifying any gaps or things that did not work.

Long-term overviews

Overviews are provided by the subject coordinators. These clearly show prior learning and what is to be taught. It is the responsibility of individual teachers to ensure the plans are adapted to suit the need of

their class. The National Curriculum 2014 forms the basis of what is taught. The plans belong to the school as part of its curriculum records.

Short term plans

The high majority of lessons are already planned, allowing teachers time to personalise them to ensure the best learning outcomes for their class. Where this is not the case, weekly plans are written and are kept in electronic planning folders as well as printed out for the class planning folder.

Teaching Delivery

At BPS, we promote independent learning and encourage children to persevere with a task before seeking adult help. To support this, we use the '5 Bs' – ***Brain, Book, Board, Buddy, Boss*** (adult help) in KS1 & KS2 with an adapted version being used in F2.
We acknowledge that children learn in many different ways and recognise the need to develop strategies which allow all children to learn in ways that best suit them. We take into account different levels of prior attainment when planning teaching and learning.

We offer opportunities for children to learn in different ways. These include:

- Investigation and problem solving
- Research and discover
- Group, paired and independent work
- Listening, asking and answering questions, including open-ended questions
- Watching audio-visual material and responding to musical or recorded material
- Debates, role-plays, and presentations (both adult and pupil led)
- Designing and making things
- Participation in athletic or physical activity
- Leadership responsibilities
- Performance in music, dance and dramaPrinciples of Quality First Teaching
- Creative play
- Community involvement
- Reflection

The key message is that children should leave a lesson with more knowledge and/or skills than they had before the lesson.
Teachers know their children best and are therefore best placed to make decisions on delivery of lessons to ensure the children are active and engaged. We acknowledge that a lesson will be taught in varying ways depending on age, subject and needs of the children. However, in discussion with teachers, we have agreed a list of key ingredients that should be included in every lesson:

Principles of Quality First Teaching (See full details in Appendix 1 and 2)

Recap of prior learning - Recapping previously linked learning and retrieving knowledge from previous lessons, either those taught recently or in a previous month or years

Clear understanding of what pupils are learning - The intended learning is clearly explained to children and focused on the specific knowledge and skill to be learnt, rather than the activity.

Learning Journey - Children are provided with a clear explanation of how this learning fits into their journey and how it links with school values.

Checks for Understanding - Teachers use questioning, activities and their own observations to regularly check children's understanding and address misconceptions.

Clear and Sequenced Explanations - New information is introduced in small steps, with teachers taking time to explicitly teach and explain key vocabulary.

High Quality Modelling - Children should be shown and not just told and this modelling should reflect high expectations in relation to the presentation of work.

Active Participation from Children - Children are actively involved in learning in all stages of the lesson, through discussions, answering questions and through activities to practise.

Adaptations & Scaffolding - Tasks are appropriate for their stage of learning and are scaffolded to work towards a goal of independence.

Feedback - Teachers and other adults check children's progress throughout the lesson and provide feedback at the point of learning, and at the beginning of the next lesson.

Review of Learning Time is set aside for teachers and children to review learning. This review will provide opportunities to address misconceptions, summarise learning and consider the next step in their learning journey.

21st Century Skills

21st Century skills are abilities that today's students need to succeed in their future careers during the Information Age. At BPS we have narrowed these down to the following five key skills: Collaboration, Communication, Critical Thinking, Creativity, Contrast. When designing learning tasks, we try to develop these key skills within them. These skills are intended to help students keep up with the lightning-pace of today's modern markets. Each skill is unique in how it helps students.

Vocabulary

It is crucial that children have explicit and robust instruction in vocabulary, to support their verbal and written communication. The explicit teaching of vocabulary allows students to access academic language and discourse, and facilitates their comprehension of increasingly complex texts. Therefore, in every lesson, the teacher identifies, defines and models the use of key vocabulary. This will be displayed in class.

Building on knowledge

Our pedagogy is informed by knowing that: a base level of knowledge is required to access a topic; for knowledge to be retained, prior learning needs to be built upon; connections being made are the best way of developing long-term knowledge; for knowledge to be retained, learning must be an active process; interleaving (continually revisiting information) allows for long term retention.

Therefore, pedagogical approaches include:

- Recall quizzes
- Referring to prior learning
- Building on prior learning
- Using mind maps to make connections

Cognitive Load Theory

At BPS we understand that all children have a limited working memory. Therefore, we support children to free up their working memory, allowing for them to learn as much as possible. We do this in variety of ways, such as: developing key facts and fluency across the curriculum, reducing distractions in the classrooms, providing resources and prompts for learning, developing techniques to free working memory

Personalisation and support

At Buckingham Primary School we plan activities to challenge the highest attainers, then employ a variety of strategies for support to make tasks accessible to all learners, such as:

- Scaffolding: using a variety of resources to allow pupils to access learning
- Response: using clear objectives, a wide variety of accessible questions and explicit assessment criteria
- Resource: using ICT, a variety of media and study guides ensuring readability for all children
- Support: using other adults and other pupils effectively
- Curriculum: using an adapted curriculum for a minority of children who struggle to access the same curriculum as their peers

Teachers challenge pupils to ensure they have the opportunity to reach their potential, whilst planning additional support in a manageable way. This is achieved by:

- Planning activities for all pupils and providing modelling and scaffolding carefully to allow for support and challenge.
- Employing teaching assistants in a planned and informed manner. Teaching assistants should always be aware of the expectations of the lesson, how they can best provide support and have copies of the plans in advance, which may be sent electronically or can be accessed in the class planning folder.

Low attaining and those not making acceptable progress

Every term teachers are required to attend a Raising Attainment Plan Meeting, identifying children not working at the expected standard or not making expected progress, noting their individual needs, interventions in place and next steps. There will be a focus on the lowest 20% of the class.

Disadvantaged Children and Children with SEND

Please refer to our SEND Policy and Pupil Premium Strategy.

Assessment

Assessment is an integral part of the teaching and learning cycle. It is used to:

- Inform the short term planning cycle
- Inform teachers and teaching assistants about the progress of pupils
- Inform pupils how well they are doing and what they need to do to improve
- Enable pupils to self-assess effectively
- Provide information for parents and the next teacher
- Both teachers and teaching assistants evaluate progress regularly and note any issues / barriers to learning / suggested next steps etc. This may be completed verbally, by note or electronically as required
- We have three assessment weeks and data is recorded on the O-Track system.
- Use Headstart summative assessment

Feedback

Teachers complete feedback forms during lessons and while looking at books. This feedback is then shared with the children either during the lesson, at the end or in the following lesson. This is also used to ensure all adults in the class are aware of how children have achieved and how to support children to move their learning forward. (See Feedback Policy)

Presentation

High expectations are upheld at all times and children are encouraged to take pride in every piece of work. Each piece of work should have an underlined date and title/learning objective. Children write in pencil until they are deemed ready to move onto using a pen.

Display

Teachers are given guidance on displays throughout classrooms and the school. This is part of the Staff Handbook. It specifies what needs to be on display and that working walls are used in classrooms to support the children's learning.

Use of online audio/visual resources

When teaching using online videos/recordings, Teachers will always check these thoroughly before showing them to children. Content will be age appropriate and not contain any poor examples e.g language including swearing and offensive terms and negative behaviour. When showing clips of films, or whole films, the film will hold a U or Uc certificate otherwise parental permission will be requested. If teachers are in doubt of whether something is suitable, they will refer to SLT for advice. Teachers are aware that when a clip ends or begins, there may be other unsuitable adverts or pop ups visible and therefore this will be checked before showing it to children.

Home Learning

We have a Homework Policy which includes details of expectations in different year groups.
In the event of school closure, individual children, classes or the entire school may be required to learn from home for an extended period. Details of how to manage this and expectations can be found in the Home Learning Policy.

This policy will be subject to evaluation and monitoring on an annual basis linked to the School Improvement Plan.

Agreed January 2024

Appendix 1

Principles of Quality First Teaching

Recap of prior learning

Recapping previously linked learning and retrieving knowledge from previous lessons, either those taught recently or in a previous month or year, helps children to retain knowledge which frees up space in their working memory, avoiding cognitive overload when learning new material. It also helps children make useful links in their learning.

Clear understanding of what pupils are learning

The intended learning is clearly explained to children and focused on the specific knowledge and skill to be learnt, rather than the activity.

Learning Journey

Children are provided with a clear explanation of how this learning fits into their journey: how it is linked to what they already know, how it will prepare them for future learning, its relevance in the wider world and its links to the school's values. Research indicates that providing new information to pupils by linking it to their previous knowledge allows a quicker understanding, deeper retention and enhances their memory.

Checks for Understanding

Teachers use questioning, activities and their own observations to regularly check children's understanding, identify misconceptions and explain things they are still finding challenging - and to identify those who are not are ready for the next step in their learning. Where pupils haven't fully understood, time is taken to ensure they are able to keep up.

Clear and Sequenced Explanations

New information is introduced in small steps, with teachers taking time to explicitly teach and explain key vocabulary. Evidence shows that this is most successful when pupils are given time to practice each step before moving on.

High Quality Modelling

Children should be shown and not just told. Teachers use a range of modelling strategies, such as demonstrating skills, thinking aloud and diagrams to support explanations of more complex ideas. High-quality modelling also sets high expectations in relation to the presentation of work.

Active Participation from Children

Children are actively involved in learning in all stages of the lesson, through discussions, answering different types of questions and carrying out guided and independent practice, as this has been shown to enhance children's learning.

Adaptations & Scaffolding

Scaffolds are temporary structures – the aim is to carefully remove them.

For learning to be effective, tasks need to be appropriate for their stage of learning. Some pupils will require greater scaffolding or more time to practice fundamental skills whereas others may be ready to move their learning on by applying their knowledge or being introduced to more complex ideas. Once conceptual understanding is sound, scaffolding will be carefully removed. This may happen in a lesson or over a sequence of lessons. Creating independent learners is vital, as it helps children to improve their educational performance and stay motivated.

Feedback

Teachers and other adults check children's progress throughout the lesson and provide feedback at the point of learning, enabling children to respond to this feedback, enhancing their learning and increasing their chance of success. Feedback records are used to note progress and future adaptations needed.

Review of Learning

Time is set aside for teachers and children to review learning. This review may take place at the end of the lesson or throughout the lesson, as required and provides opportunities to identify and address misconceptions, summarise learning and consider the next step in their learning journey.

Appendix 2

Learning Environment		
Teaching Standards:	Effective	Highly effective
1.Set high expectations which inspire, motivate and challenge pupils 7. Manage behaviour effectively to ensure a good and safe learning environment 8. Fulfill wider professional responsibilities -communicate effectively with parents with regard to pupils' achievements and well-being	Teachers develop positive relationships with pupils and parents.	Teachers establish and maintain consistent positive relationships with pupils and parents, in line with the STEPS and EMR approach.
	Teachers are keen for their children to attend school regularly and support and take swift, appropriate action to tackle non-attendance and poor punctuality: as a result, attendance improves overtime.	Teachers are ambitious for their children to attend school regularly, and robustly challenge non-attendance and poor punctuality in the first instance: as a result, attendance of pupils improves significantly overtime.
	Teachers encourage their pupils to have a positive attitude to school-life.	Teachers inspire their pupils to have a highly positive attitude and commitment to their school. Their pupils make a highly positive, tangible contribution to the life of the school and the wider community.
	Teachers have high expectations for pupils' behaviour and conduct. These expectations are commonly understood, supported by school values, 3 Rules and Captain Learning Behaviours, and applied consistently and fairly in the classroom. As a result, pupils are positive about their behaviour and strive to behave in keeping with our school core values.	Teachers have high expectations for all pupils' behaviour and conduct in and outside of their lessons. These expectations are commonly understood, supported by school values, 3 Rules and Captain Learning Behaviours, and consistently applied in and around the school. The class teacher is conscientious in dealing/resolving issues involving their pupils and strive for their pupils to display our core values in all areas of school-life. As a result, pupils behave with consistently high levels of respect for others and are overwhelmingly positive about the behaviour of their peers.
	Low-level disruption is not tolerated in class.	Low-level disruption is not tolerated in or outside of class.
	For their year group, teachers are proactive in modelling and promoting positive behaviours and addressing unacceptable behaviours.	For all pupils across the school, teachers are proactive in modelling and promoting positive behaviours and addressing unacceptable behaviours.
	Spiritual, moral, social and cultural aspects of learning are seen threaded throughout the learning environment.	The learning environment actively promotes and fosters diversity, adhering to BPS ethos and values, which are intrinsic to pupils' attitudes to learning.
	Teachers develop pupils' understanding of protected characteristics and promote a culture of equality in their classroom. The classroom environment is tidy, free from clutter and has resources which are clearly labelled and accessible to all children.	Teachers develop pupils' understanding of protected characteristics and create a secure culture of equality within their classroom and in the wider school. The classroom environment is tidy, purposeful and engaging. Resources are clearly labelled and children are independently responsible to access and utilise them to support their learning.

	Displays are intentionally set up to foster learning and ignite curiosity. They should reflect the learning happening in that lesson and be a tool to support children's learning.	Displays are interactive and developmental and stimulate higher order thinking skills. They should reflect the learning happening in that lesson and be a highly effective tool to support children's learning; as a visual support to promote independence and resilience, to reinforce learning and to help children commit learning to long term memory.
Teaching and Learning		
Teaching Standards:	Effective	Highly effective
2. Promote good progress and outcomes by pupils 3. Demonstrate good subject and curriculum knowledge 4. Plan and teach well structured lessons 5. Adapt teaching to respond to the strengths and needs of all pupils	Teachers are aware of pupils' capabilities and their prior knowledge and plan learning which builds on these. They include recap of prior learning in every lesson. As a result, teaching and learning is effective and the children make good progress from their relative starting point.	Teachers are securely aware of all pupils' capabilities and prior knowledge: they plan sharp, precise learning which builds on these. They include recaps of previously linked learning from recent prior lessons and learning which may have taken place in months or years before. As a result, teaching and learning is highly effective and the vast majority of children exceed in progress from their relative starting point.
	Teachers have a clear understanding of what pupils are learning and the intended learning is clearly explained to children and is focussed on the specific knowledge and skill to be learnt, rather than the activity.	Teachers have a clear understanding of what pupils are learning and the intended learning is clearly explained to all children, adapted where necessary, and is sharply focussed on the specific knowledge and skill to be learnt, rather than the activity.
	Learning throughout the curriculum is designed and delivered in a way which allows pupils to transfer knowledge to long-term memory. It is clearly and coherently sequenced so that new knowledge and skills across all areas of the curriculum, is built upon. As a result, teaching and learning is effective and the children make good progress from their relative starting point.	Learning throughout the curriculum is embedded securely and consistently, and delivered in a way which allows all pupils to transfer knowledge to long-term memory. It is ambitiously sequenced so that new knowledge and skills across all areas of the curriculum, is systematically built upon. As a result, teaching and learning is highly effective and the vast majority of children exceed in progress from their relative starting point.
	Teachers use questioning, activities and their own observations to regularly check children's understanding, identify misconceptions and explain areas they are struggling with.	Teachers use skilful questioning, activities and their own observations to regularly check children's understanding, identify early on any misconceptions and explain in a variety of ways, areas they continue to struggle with.
	Teachers provide clear and sequenced explanations. New information is introduced in small steps and pupils have opportunities to practice each step before moving on. Teachers teach and explain new vocabulary.	Teachers provide clear and sequenced explanations. New information is introduced in carefully planned and sequenced small steps and pupils have regular opportunities to practice each step before moving on. Teachers explicitly teach and explain new vocabulary, providing opportunities for children to explore words and develop understanding within the context of the lesson.
	Teachers use a range of modelling strategies to support explanations of complex ideas and to set expectations in relation to the presentation of work.	Teachers use a range of modelling strategies, such as demonstrating, speaking a thought process out loud, mind maps or diagrams, to support explanations of more complex ideas. High-quality modelling also sets high expectations in relation to the presentation and quality of work.
	Children's learning is enhanced through active participation in learning, by answering questions, through discussions and by guided and independent practice.	All children's learning is enhanced through active participation in learning throughout all stages of the lesson, by responding to or raising different types of questions, through purposeful discussions and by guided and independent practice.
	Teachers plan and create tasks appropriate for the pupil's stage of learning through adaptations and scaffolding. This may include more time to practise fundamental skills or challenging children to move their learning on by applying their knowledge to more complex ideas. Pupils are supported to be motivated and independent learners and the children make good progress from their relative starting point.	Teachers plan and create tasks appropriate for each pupil's stage of learning through creative adaptations and scaffolding. This may include more time to practise fundamental skills, pre-teaching, or challenging children to move their learning on by applying their knowledge to more complex ideas. All pupils are motivated and well supported to become independent learners. The vast majority of children exceed in progress from their relative starting point.
	Teachers check children's progress throughout the lesson and provide feedback (in line with the BPS feedback policy) at the point of learning, enabling	Teachers consistently check children's progress throughout the lesson and provide tailored feedback (in line with the BPS feedback policy) at the point of learning,

	children to respond to this feedback. This enhances their learning and increasing their chance of success.	enabling children to respond effectively to this feedback. This enhances their learning and the vast majority of children are successful.
	Teachers allocate time to review learning. The review may take place throughout or at the end of the lesson as required and provides opportunities to identify and address misconceptions, summarise learning and consider the children's next step in their learning.	Teachers consistently allocate time to review learning. The review may take place throughout or at the end of the lesson as required and provides targeted opportunities to identify and resolve misconceptions, summarise learning so that all children are clear of the next step in their learning journey.
	The pupils' work across the curriculum is of a good quality.	The vast majority of pupils work across the curriculum is of a good quality: a substantial proportion (third) is often considered exceptional.

Planning

Teaching Standards:	Effective	Highly effective
3. Demonstrate good subject and curriculum knowledge 4. Plan and teach well structured lessons 5. Adapt teaching to respond to the strengths and needs of all pupils	Teachers plan from the curriculum progression and learning block documents. All planning identifies prior and future learning, key learning objectives, knowledge and skills which need to be learnt, differentiated questioning and AFL opportunities, differentiated independent activities which allow the children to practise what they have learnt or demonstrate the knowledge gained and refer to key vocabulary.	Teachers plan using the curriculum progression and learning block documents. All planning clearly identifies prior and future learning, key learning objectives, knowledge and skills which need to be learnt, differentiated questioning and AFL opportunities, individualised differentiated independent activities which allow the children to practise what they have learnt or demonstrate the knowledge gained and refer to key vocabulary.
	It is evident from well-thought through plans that lessons are demanding and promote a love of learning – they foster children's intellectual curiosity.	It is evident from thorough plans that lessons are ambitious and demonstrate inspirational teaching strategies to enable the children to learn exceptionally well across the curriculum. They maximise every learning opportunity and reflect the urgency of learning.
	It is evident that teachers in most subjects use the school's Principles of Quality First Teaching to impart knowledge and develop understanding. This ensures lessons are effective.	It is evident that teachers in all subjects use the schools Principles of Quality First Teaching consistently to facilitate learning. They impart knowledge, expedite understanding and consolidate learning. This ensures lessons are highly effective.
	Teachers have high expectations of all pupils.	Teachers demonstrate the highest of expectations of all pupils and are relentless in their pursuit of this. They make no excuses and accept full accountability of learning overtime.
	Reading and spelling is often prioritised in lessons.	In all lessons, Reading and spelling is prioritised.
	Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.	Teachers are acutely aware that their own speaking, listening, writing and reading of English impacts on the progress of their children. They are discerning in the planning of this and as a result develop their pupils' language and vocabulary exceptionally well.

Assessment for Learning

Teaching Standards:	Effective	Highly effective
6.Make accurate and productive use of assessment	Most pupils have a clear understanding of what they are trying to learn; for example, through the use of learning objectives and success criteria (as per Principles of Quality First Teaching).	Most pupils are confidently able to discuss their learning using appropriate terminology (as per Principles of Quality First Teaching).
	The teacher explains the learning and checks pupils' understanding systematically, identifying misconceptions accurately and provides clear, direct feedback.	The teacher provides opportunities for pupils to explore and inform future learning and regularly checks for understanding.

	Teachers evaluate and refine steps to learning with most pupils, for example through devising their own success criteria.	Most pupils systematically reflect on learning and are readily involved in self/peer assessment according to aims, for example, this could be through the use of success criteria.
	In whole class, group or paired discussions, most pupils are encouraged by adults through quality questioning to develop their thinking and learn from each other. They are eager to learn and work well and are given sufficient time to think about their answers.	A vast majority of pupils are confident to take risks by sharing partially formed thinking or constructively challenging others. The culture of learning is clearly established whereby this is the norm. The teacher plans for highly effective questioning to move learning forward.
	In line with the school's Feedback policy, teachers set goals which move learning forward for all pupils of all backgrounds and abilities. Pupils can articulate where they need to target their efforts to improve.	In line with the school's Feedback policy, teachers set aspirational goals that stretch and challenge pupils of all backgrounds and abilities. Pupils can identify and articulate where they need to target their efforts to improve.
	Teachers regularly listen astutely to, carefully observe and skilfully question groups of pupils and individuals during lessons in order to reshape tasks and give explanations to improve learning. They give sufficient time for pupils to review what they are learning and to develop further.	Teachers systematically and effectively check pupils' understanding throughout lessons. They offer incisive feedback which pupils use effectively.

Effective support and interventions

Teaching Standards:	Effective	Highly effective
8. Fulfill wider professional responsibilities -deploy support staff effectively	Teachers direct other adults, including additional adults in the classroom, to identify and support effectively those pupils who start to fall behind and intervene to help them improve their learning.	Teachers direct other adults systematically to make maximum use of lesson time and coordinate/adapt resources swiftly. All adults rapidly respond to pupils needs during the course of the lesson/learning so that all groups of pupils achieve exceptionally well.
	All adults are provided with planning in advance of the lesson and are given clear instructions on how best to support the children.	All adults in a team have a collaborative approach to planning and feed in ideas. Planning is shared and discussed in advance of the lesson and clear foci on how best to support the children is decided.
	Teachers direct other adults to enable time for the teacher with all group of children in the class.	All children have equity in the classroom and disadvantaged children, including those in receipt of Pupil Premium, SEN and EHCP's have equal time with the class teacher. Adults work effectively to support the learning of all children.
	Overtime, appropriately targeted support and interventions are matched well to most pupils' individual needs so that pupils learn well in lessons.	Overtime, sharply focussed and timely support and interventions match individual needs accurately so that pupils learn exceptionally well across the curriculum.