

St Joseph's Catholic Primary School Oxford

A Policy for Teaching and Learning



Rationale

We believe that children are made in the image and likeness of Christ and deserve to have the opportunity and learning environment in which they can achieve their full potential.

Purposes

The policy for teaching and learning is the core policy of the school and informs the best classroom practice. It will enable all children to make progress in every lesson taught and will ultimately raise standards. It was written as a result of developments in our practice and is owned by the teaching team. It is based on our current theories of learning and understanding of recent research. Members of the teaching team are expected to refer to it frequently and use it to help evaluate and tweak practice to ensure the best provision for our children.

Aims

- Raise the quality of learning and as a result improve standards.
- Provide clear guidance for teaching and learning ensuring consistency across the school.
- Enable teachers to identify aspects of practice as part of their commitment to continual improvement.
- Provide a tool for monitoring, evaluation, school improvement and accountability.
- Set out our expectations of best practice.

The school vision and aims are at the heart of all our teaching and learning activities. The policy reflects our Mission Statement.

Principles

The principles that we have agreed are fundamental to children's learning and underpin the work we do. We aim to help children become creative thinkers who are not afraid to take risks and see mistakes as opportunities for learning. Children need to evaluate and have opportunity to reflect and improve on their learning. We recognise that pupils are more likely to learn effectively if they are emotionally engaged in their learning. We aspire to create life-long learners who are resilient and who continually make new links. Teachers therefore aim to include children in the process and be as creative as possible in seeking ways of making learning interesting and successful.

Definition of Learning

Learning can be defined as:

A memorable experience that leads children to be able to practise new skills and commit knowledge to memory.

It can be described by the following equation:

*Acquiring and practising skills + application of existing knowledge = new learning
(New knowledge is created)*

It should enable children to use their existing skills and knowledge and apply them to other contexts. We want to maximise every learning opportunity to enable children to be the best they can be at that moment in time through explicit teaching that their intelligence is not fixed.

We believe that children learn best when learning is:

- Stimulating, challenging, creative, fun, varied, practical, supported, progressive, reflective and interactive. It should build on experience and have built in success for all. It should be based on our good knowledge of the children so that it engages them.
- Relevant and purposeful with high expectations of learning outcomes.
- Owned by the children. They should have a role in the planning, feedback and agreeing next steps.

To enable learning to be at its best we also recognise that we should create the conditions for learning. These include:

What	How	When
Creating a safe setting for the children	Clear routines, rules, structures and boundaries are agreed and adhered to.	Start of the school year and referred to as a method of praise daily.
Stimulating their imagination and thought processes.	A range of resources, questions, activities, creative planning through topics, use of working walls and displays, children's ideas and artefacts.	Ongoing
Providing accessible learning	Dedicated EAL and SEN timetabling and well managed organised support is provided with differentiated learning outcomes. A range of support and challenge for all learners, including G&T, whatever their learning style or specific needs.	Ongoing
Developing and promoting an open mindset	Helping children challenge a fixed mindset using the research of Carol Dweck and Shirley Clarke.	Daily use of 'learning language' and dedicated learning about the brain at the beginning of the year.

This policy will improve learning because:

- Everyone is committed to achieving a consistent approach to learning.
- Expectations are clear for all.
- Children have a voice in their own learning and development.

The St Joseph's Learning Mindset

We have been developing our understanding of effective learning based on the research of Shirley Clarke in 'Formative Assessment'. As a result; we believe certain elements to a lesson will secure good learning. Lessons should include the following:

- Referring to the whole coverage and relevance of the learning to the real world (why is it important to learn, how is it useful and relevant to my world and my future?).
- Asking open ended and higher order questions to provoke deeper thought.

- Comparing more than one example (to agree success criteria, clarify the how they did this, set the expectation).
- Providing time for pupils to reflect on their own work and respond to marking (self checking against learning objectives in daily lesson and personalised success criteria in writing sessions).
- Selecting random work to be projected and assessed as a class.
- Modelling how to improve a piece of work (shared writing/work).
- Peer assessing – alternating between assessing pieces together as a class and assessing pieces together in pairs.
- Summarising of learning, and then providing a short time for improvements.
- An opportunity for children to generate their own questions and hypotheses.
- An opportunity for independent learners to be developed.
- Adjustment of teaching within lessons according to assessment.

In addition, learning should include the following:

Quality first teaching

High quality, inclusive teaching is about meeting the needs of all pupils and having high expectations for all pupils, including those with SEND.

Challenge

Children are encouraged and challenged to be involved in the decision making process of what level of work is appropriate. As appropriate we support and encourage them to make decisions about the level of task that they choose in some lessons rather than having a ceiling put on their learning due to ability groupings.

Global citizens

The principles of Global Citizenship education are embedded in both our Mission Statement and our Diocesan Virtues. Through our curriculum and Mission, we empower our learners to develop the core competencies that allow them to actively engage with the world, and to become proactive contributors to a more sustainable, just, tolerant, inclusive, respectful and peaceful world. This naturally builds *British Values* into our curriculum (described by the Government: *Democracy, the rule of law, individual liberty and mutual respect and tolerance*).

Group work

Peer learning, or peer instruction, is a type of collaborative learning that involves pupils working in pairs or small groups to discuss ideas, or find solutions to problems. This often occurs in class after pupils are introduced to the lesson by the teacher. Group work or collaborative learning can take a variety of forms, such as quick activities in class or more involved group projects.

Responsibility for learning and progress

Children

Pupils are encouraged to:

- Be willing to 'have a go'.
- See that mistakes are an opportunity for further learning.
- Be resilient, persevere, reflective and resourceful.
- Be supportive of others they are learning with.
- Be willing to share their learning with others.

Parents

Parents are expected to:

- Attend parent information/workshop/open day sessions.
- Have an open dialogue with the class teacher.

- Support the school policies (e.g. homework).
- Provide opportunities for children to practise and extend their learning at home.
- Encourage and support children in bringing learning from home back into the classroom.
- Support the school and work in partnership with additional support for learning.

Teachers

Teachers are expected to:

- Secure the best possible outcome for all pupils through following the Professional Standards Framework for Teachers.

SLT

SLT are expected to:

- Be positive role models to their departments.
- Support their departments.
- Monitor and evaluate the impact of learning within their roles and departments.
- Support members of their team through effective appraisal.

Governors

Governors will monitor and review this policy and more importantly its impact on practice through reports from the headteacher and members of staff.

Professional development

As members of the teaching profession, we recognise that we are learners and that we value our own professional learning. We act as role models for life-long learning by seeking to improve our own learning. We:

- Direct ourselves as learners.
- Extend and enhance our professional skills.
- Develop our own awareness and self-esteem.
- Contribute fully to the learning and success of the school and its children.

This can take many forms including:

- Coaching
- Action research
- Collective and collaborative project work/observations/planning etc.
- Appraisal
- Staff meetings/INSET
- Off site courses
- Academic reading
- A range of in house professional learning groups

Observational Indicators

The SLT and subject coordinators use a range of evidence to evaluate the quality of teaching and learning across the school

Appendix 1 – Nace – What is Good Work?

Appendix 2 – Nace – What is Good Teaching?

Appendix 3 – Group work – Information and activities

Date agreed: **October 2016**

Headteacher:

Date for Review: **October 2019**

Appendix 1: WHAT IS GOOD WORK?

Key Issue 3: How well learners learn - work scrutiny			
	Satisfactory	Good	Very Good (and outstanding)
3a To what extent do learners acquire new knowledge or skills in their work and can apply this to new learning?	<p>Most learners make progress both within individual lessons and over time. Learners' work shows:</p> <ul style="list-style-type: none"> standards are in line with age related expectations there are no significant differences in the progress of learners from different social (FSM), ethnic groups, genders improvement over time that they respond to guidance from their teachers on what they can do to improve further they are challenged and sometimes encounter difficulties. 	<p>Learners make good progress and work shows:</p> <ul style="list-style-type: none"> standards are above age-related expectations for most learners good progress is evident in a range of subjects consistent improvement over time they improve their work in response to teacher comments most pupils are challenged. 	<p>Learners make very good progress both within individual lessons and over time. Learners' work shows:</p> <ul style="list-style-type: none"> standards are well above age-related expectations work shows significant improvement from lesson to lesson and over time they are significantly challenged because they do not habitually get all their work right.
3b To what extent do learners show engagement, application and concentration to work productively?	<p>Learners are willing to engage in learning and have established work habits. They:</p> <ul style="list-style-type: none"> can produce work of a good standard complete work within the time available present their work neatly apply school's policy on presentation including use of date / title / margins etc. 	<p>Learners are eager to engage in learning and have good work habits. They:</p> <ul style="list-style-type: none"> consistently produce work of a good standard pre-plan and draft some of their work produce an appropriate volume of work present their work appropriately for the task. 	<p>Learners are eager to engage in learning and have very good work habits that maximise time for learning. They:</p> <ul style="list-style-type: none"> produce work of an exceptionally high standard routinely pre-plan their work and will use drafts to achieve a high standard show originality and go beyond the set task or extend the scope of their learning consistently produce an appropriate volume of work present their work in interesting and varied formats.

<p>3c To what extent do learners develop the capacity to work independently and collaboratively, conduct research and investigations for themselves?</p>	<p>Learners:</p> <ul style="list-style-type: none"> • are able to do independent research • present the findings of their research • complete home-learning tasks set • do some investigative work, paired and group work • show some independence in learning. 	<p>Learners:</p> <ul style="list-style-type: none"> • show initiative and take responsibility for finding out for themselves • present the findings of their research effectively • complete home-learning tasks to a high standard • show considerable evidence of investigative work • work independently where appropriate • show evidence of collaborative work. 	<p>Learners:</p> <ul style="list-style-type: none"> • carry out independent research very effectively using a range of media and demonstrate a depth of understanding • go beyond set tasks for home-learning to extend their understanding • work in a range of groupings, situations, or independently, appropriate to the learning.
<p>3d To what extent are learners able to consolidate their learning through recording and reflection and apply this learning in future work?</p>	<p>Learners:</p> <ul style="list-style-type: none"> • are able to record what they have learnt in their own words • are able to assess their own work • reflect on the effectiveness of their learning • take account of what they need to do to improve further. 	<p>Learners:</p> <ul style="list-style-type: none"> • use of a range of approaches for recording and consolidating their work • routinely assess their own work • assess the effectiveness of their learning and note what has helped them to learn • know the standard at which they are working and take account of what they need to do to improve further. 	<p>Learners:</p> <ul style="list-style-type: none"> • select for themselves a range of approaches for recording and consolidating their learning including a range of media and writing genres appropriate to the task • are actively seeking to improve on their previous performance and work constructively towards their targets • understand how well they are doing and what they need to do to improve and apply this in their learning.

Key Issue 4: How good is teaching – work scrutiny			
	Satisfactory	Good	Very Good (and outstanding)
4a How effectively do teachers plan, with clear learning objectives and a suitable range of teaching approaches?	<p>Work is matched to planning which shows:</p> <ul style="list-style-type: none"> • that thought has been given to how skills and understanding are built up • what the learning objectives are and what learners will be doing • that work is personalised • that it identifies opportunities for assessment • evidence of adjustments to planning linked to assessment. 	<p>Work is well matched to planning which:</p> <ul style="list-style-type: none"> • identifies learning objectives and success criteria and takes account of previous learning • where published materials are used, these are modified to meet the needs of the learners and their previous learning • provides a good framework for challenging all learners appropriately • has planned interventions to ensure the needs of all learners are met e.g. guided approaches, one-to-one • has planned tasks and observations to assess children’s progress and attainment • regularly uses outcomes from assessments and observations to adjust planning. 	<p>Work is well matched to planning where:</p> <ul style="list-style-type: none"> • learning objectives are very clear and they build on prior learning (APP) • there is a flexible range of approaches to achieve the learning objectives, taking account of learners' differing needs • personalised success criteria enable all learners to show achievement and make good progress • planning is used flexibly to embrace new ideas, feedback from formative assessment and unexpected progress.
4b To what extent do teachers assess learners’ work thoroughly and consistently?	<p>Work shows that:</p> <ul style="list-style-type: none"> • teachers regularly make clear what pupils have done well • teachers use formative marking for some key pieces of work • the teacher encourages the use of self / peer marking and checks it regularly. 	<p>Work shows that:</p> <ul style="list-style-type: none"> • teachers consistently use formative marking • self / peer marking are used regularly and monitored by the teacher • teachers make clear through their marking the standards achieved. 	<p>Work shows evidence of:</p> <ul style="list-style-type: none"> • the consistent use of quality next steps marking which shows learners what they need to do to improve further • assessment focussed on the learning intentions and criteria for success, with clear steps on how to improve • marking is tailored according to learners’ needs.

<p>4c How well do teachers use assessment to inform their target setting and planning to meet the needs of individual learners and groups?</p>	<ul style="list-style-type: none"> learners have targets for the core subjects targets are reviewed regularly (at least half termly) and where they have been met new targets are set. 	<ul style="list-style-type: none"> learners have personalised targets for a range of subjects flexible group targets are set to address gaps in learning progress against targets is regularly monitored (at least monthly) and where these are achieved new targets are set or the learning reviewed. 	<ul style="list-style-type: none"> learners have personalised targets which are clearly recorded and referred to in marking learners achievement of their targets is celebrated and new targets are set or the learning reviewed planning is modified to take account of pupil progress where progress is not made new strategies are deployed.
<p>4d How effectively do teachers make clear to learners how well they are doing and how they can improve?</p>	<ul style="list-style-type: none"> learners are actively involved in setting their targets marking identifies progress against targets for learners and when they have been achieved. 	<ul style="list-style-type: none"> learners are routinely engaged in setting their own targets and monitoring progress towards achieving them marking ensures that learners understand their progress towards targets and provides clear guidance on what else learners need to do to achieve them. 	<ul style="list-style-type: none"> learners are given a clear understanding of the skills and knowledge required learners are encouraged to develop their own targets for improvement with their teacher, to monitor progress and demonstrate to the teacher when they have achieved them.

WHAT IS GOOD WORK? FEEDBACK

Areas of strength			
Areas for development			
Date:	Subject:	Teacher:	Scrutinised by:

Appendix 2: WHAT IS GOOD TEACHING?

Date	Teacher	Subject	Year/ Class/ Set	Observer
Key Issue 1: How well learners learn				
	Satisfactory	Good	Very Good and Outstanding	
1a To what extent do learners acquire new knowledge or skills in their work and can apply this to new learning. To what extent is this evidenced at the start of the lesson?	<p>Most learners make progress over time.</p> <ul style="list-style-type: none"> Standards are in line with age-related expectations for most learners They respond to guidance from their teachers on what they can do to improve further They can reapply some of their learning to a new problem They show awareness of how current learning relates to previous work They will answer questions. 	<p>Learners make good progress over time.</p> <ul style="list-style-type: none"> Standards are above age-related expectations for most learners There are no significant differences in the progress of learners from different social (FSM), ethnic groups, genders When asked can apply what they have learned to new situations They understand how current learning relates to previous work They ask and fully answer questions related to their work. 	<p>Learners make very good progress over time.</p> <ul style="list-style-type: none"> Standards are well above age-related expectations for most learners <p>Learners are creative, show initiative and apply learning to new situations.</p> <ul style="list-style-type: none"> They make proactive links to previous learning and apply it in different contexts They answer questions and enter into a dialogue to extend thinking They ask questions and show an eagerness to learn. 	

<p>1b To what extent do learners show engagement, application and concentration to work productively?</p>	<p>Learners are willing to engage in learning and have established work habits. They:</p> <ul style="list-style-type: none"> • are not easily distracted • produce work of a good standard • show a willingness to improve further • complete work within the time available. 	<p>Learners are eager to engage in learning and have good work habits. They:</p> <ul style="list-style-type: none"> • work well and are not easily distracted consistently produce work of a good standard and respond to guidance on how they can improve further • know that there are different ways of learning and will use these when encouraged to do so • will use their first language in class where it helps their understanding. 	<p>Learners are eager to engage in learning and have very good work habits that maximise time for learning. They:</p> <ul style="list-style-type: none"> • work intently and are not distracted • go beyond the set task or extend the scope of their learning • routinely pre-plan their work and will use drafts to achieve a high standard • present their work in interesting and varied formats • consistently produce an appropriate volume of work • show originality and go beyond the set task or extend the scope of their learning • understand their preferred ways of learning and are able to select appropriate strategies for completing tasks • are confident to use their first language in group and class discussions and this enhances their learning.
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<p>1c To what extent have learners developed the capacity to work independently and collaboratively, and conduct research and investigations for themselves?</p>	<p>A range of opportunities are planned to allow learners to work both collaboratively and independently over time.</p> <p>Learners:</p> <ul style="list-style-type: none"> • are able to do independent research • present the findings of their research • complete home-learning tasks set • do some investigative work, paired and group work • show some independence in learning • listen to the opinions of others • are sensible in organising the resources they need. • know when to ask for help. 	<p>Learners:</p> <ul style="list-style-type: none"> • show initiative and take responsibility for finding out for themselves • present the findings of their research effectively • show considerable evidence of investigative work • work independently where appropriate • show evidence of collaborative work • listen to others' opinions and express their own views and ideas sensibly • show initiative and take responsibility for organising the resources they need. • plan and use their time well including the completion of home-learning tasks. 	<p>Learners:</p> <ul style="list-style-type: none"> • carry out independent research very effectively using a range of media and demonstrate a depth of understanding • go beyond set tasks for home-learning to extend their understanding • work in a range of groupings, situations or, independently, appropriate to their learning • show a mature attitude to collaborative learning listening to others' opinions and expressing their own ideas sensibly. • identify roles and responsibilities within a group situation. • where required, complete work unaided.
<p>1d To what extent do learners show that they have acquired new knowledge skills and ideas and developed their understanding both within the lesson and over time?</p>	<p>Learners make progress both within individual lessons and over time and most learners:</p> <ul style="list-style-type: none"> • achieve standards in line with age-related expectations • can explain what they have done • can explain in home language where appropriate • show awareness of how current learning relates to previous work • will answer questions • are challenged and sometimes encounter difficulties. 	<p>Learners make good progress both within lessons and over time and they:</p> <ul style="list-style-type: none"> • achieve standards above age-related expectations (for most learners) • can explain what they have learned. • will, when asked, apply what they have learned to new situations. • understand how current learning relates to previous work and what comes next • ask and fully answer questions related to their work • are consistently challenged. <p>There are no significant differences in the progress of learners from different social (FSM), ethnic groups, genders</p>	<p>Learners make very good progress both within individual lessons and over time and they:</p> <ul style="list-style-type: none"> • achieve standards well above age-related expectations (for most learners) • can explain confidently and clearly what they have learned • show initiative and make proactive links to previous learning and apply it in different contexts • ask questions and show an eagerness to learn. • answer questions and enter into a dialogue to extend thinking • are significantly challenged because they do not habitually get all their work right.

<p>1e To what extent are learners able to reflect on their own learning and use this knowledge to plan their work?</p>	<p>Learners:</p> <ul style="list-style-type: none"> • are actively involved in setting their targets • are encouraged to talk about their work • are able to record what they have learnt in their own words • are able to assess their own work • know the standard to which they are working • reflect on the effectiveness of their learning • take account of what they need to do to improve further. 	<p>Learners:</p> <ul style="list-style-type: none"> • are routinely engaged in setting their own targets and monitoring progress towards achieving them • use a range of approaches for recording and consolidating their work • routinely assess their own work • assess the effectiveness of their learning and note what has helped them to learn • know the standard at which they are working and take account of what they need to do to improve further • are aware of and use a range of strategies for completing tasks • understand that progress is as important as attainment. 	<p>Learners:</p> <ul style="list-style-type: none"> • are given a clear understanding of the skills and knowledge required • are encouraged to develop their own targets for improvement with their teacher, to monitor progress and demonstrate to the teacher when they have achieved them • select for themselves a range of approaches for recording and consolidating their learning including a range of media and writing genres appropriate to the task • are actively seeking to improve on their previous performance and work constructively towards their targets • understand how well they are doing and what they need to do to improve and apply this in their learning. • are routinely encouraged to reflect on their own learning through frequent discussions on 'what helped them to learn' • will evaluate their work against an agreed criteria and identify areas for improvement • believe that effort will lead to success.
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Key Issue 2: The Quality of Teaching			
	Satisfactory	Good	Very Good (and excellent)
2a How effectively do teachers plan with clear learning objectives and a suitable range of teaching approaches?	<p>Planning:</p> <ul style="list-style-type: none"> • shows that thought has been given to how skills and understanding are built up • shows what the learning objectives are and what learners will be doing • shows what the language objectives are • where published materials are used, these are modified to meet the needs the class • shows that work is personalised to meet a range of learner needs • identifies opportunities to assess children’s progress and attainment • identifies key vocabulary • indicates what support staff will be expected to do. 	<p>Planning:</p> <ul style="list-style-type: none"> • takes account of and builds on prior learning • identifies learning objectives and success criteria • identifies language objectives and success criteria • where published materials are used, these are modified to meet the needs of the learners • has planned interventions to ensure the needs of all learners are met e.g. guided approaches, one-to-one • provides a good framework for challenging all learners appropriately • has planned tasks to assess children’s progress and attainment • shows how key vocabulary will be introduced • gives support staff a good framework for their work and indicates how to adapt it for SEN and EAL learners. 	<p>Planning:</p> <ul style="list-style-type: none"> • makes learning objectives very clear and builds on prior learning (APP) • identifies a flexible range of approaches to achieve the learning objectives taking account of learners’ differing needs • includes oral and written language models linked clearly to the language objectives • ensures links are made with future learning • has personalised success criteria to allow all learners to achieve and make good progress • is used flexibly to embrace new ideas, learner contributions, feedback from formative assessment and unexpected progress • provides a good framework for challenging all learners appropriately • has regularly planned tasks and observations to assess children’s progress and attainment • gives support staff a very good framework modifying approaches for individual SEN and EAL learners or those with disabilities.

<p>2b How good is the teacher's command of areas of learning and subjects?</p> <p><i>NB To be drawn from both planning and lesson observation</i></p>	<p>Plans reflect an understanding of what needs to be learned and in lessons the teacher:</p> <ul style="list-style-type: none"> explains new ideas clearly and accurately and answers questions correctly extends learning by providing relevant experiences selects and uses appropriate resources which reflect the children's languages and cultures addresses the individual needs of learners. 	<p>Effective plans reflect a clear understanding of what needs to be learned, and how learners will be taught and in lessons the teacher:</p> <ul style="list-style-type: none"> explains new ideas in ways that are relevant and meaningful to the learners extends learning by providing relevant first-hand experience, drawing on links with other subjects or areas is able to cater for the more able and those with SEN and EAL learners selects and uses appropriate resources that interest and challenge learners from a range of cultural backgrounds. 	<p>The teacher's expert knowledge is demonstrated in the way they:</p> <ul style="list-style-type: none"> illuminate and enrich their teaching inspire learners extend learning by providing relevant first-hand experience, drawing on different contexts, and a wider body of knowledge or links with other subjects or areas encourage learners to ask challenging questions and answer them accurately or encourage learners to find out for themselves or from each other.
<p>2c How well does the learning environment support good teaching and learning?</p>	<ul style="list-style-type: none"> the area is well organised and tidy displays reflect a range of curriculum and subject areas displays are used as a resource for teaching displays reflect the cultures and languages of learners resources are accessible and children use them independently the classroom is arranged with thought to the most appropriate model for the physical constraints of the room itself. 	<ul style="list-style-type: none"> a range of children's work is celebrated displays including those which reflect cultures and languages are used to prompt learners' thinking resources are available to use, clearly labelled, displayed well and the learners take care of them the classroom is arranged with thought to the most appropriate model for the lesson activity as well as the physical constraints of the room itself key vocabulary, and where appropriate translations of core words, are displayed and used to support learning. 	<ul style="list-style-type: none"> the classroom environment is lively and stimulating creating a setting for the learning examples of particularly good work, including work in progress, are annotated so learners can see what they should be aiming for examples of learners' work in their first languages are on display interactive displays are used well to support teaching the learning environment is arranged so that it can be used flexibly to allow for different approaches to learning the learning environment facilitates independent learning.

<p>2d How good is the start of the lesson?</p>	<ul style="list-style-type: none"> • the learners settle quickly • the teacher engages all the learners quickly and creates a clear sense of purpose using a range of resources including visual material and artefacts • learning objectives are shared with the learners • the teacher uses questioning to ascertain levels of understanding. 	<ul style="list-style-type: none"> • learning starts promptly • the teacher sets an aspirational tone to the learning by having high expectations • the teacher engages all the children quickly and there is a sense of anticipation and excitement • learning and language objectives are shared with the students and are reinforced visually • the teacher uses learners' responses to assess language as well as subject knowledge and understanding. 	<ul style="list-style-type: none"> • learning objectives are shared clearly, both visually and orally, identifying a clear purpose to the learning based on previous and future learning • the teacher explains the process by which the learning will take place • language objectives are shared and examples provided • the teacher assesses previous learning through probing questioning and uses this to inform the pace and content of the lesson – using planning flexibly.
<p>2e How well do teachers interest, encourage, engage and challenge learners?</p>	<ul style="list-style-type: none"> • activities are interesting and there is a balance of taught, individual and collaborative work • questioning provides opportunities to develop understanding and assess learning • learners are given opportunities to talk about what they have learned • learners are encouraged to be independent but are supported where they need extra help • learners are encouraged to do their best • ICT is used to support learning. 	<ul style="list-style-type: none"> • activities are stimulating with relevant learning experiences • planned questioning is used to provide frequent opportunities for higher order questioning • learners are encouraged to verbalise their thinking through whole class discussion and response partners • learners are encouraged to persevere • the teacher seeks to extend learners intellectually, physically and creatively • lessons have pace • a range of approaches to learning is used • ICT is used interactively to enhance learning. 	<ul style="list-style-type: none"> • activities are stimulating and challenging with vivid, real and relevant learning experiences • learners are regularly prompted to develop and justify answers, speculate and hypothesise • learner questions and learner-motivated enquiry are welcomed • learners are encouraged to persevere to solve problems through the application of well-rehearsed strategies • teaching stimulates creativity, imagination and independence • lessons have good pace but allow time for consolidation and reflection • teachers demonstrate a mastery of pedagogy by using a wide repertoire of approaches to learning • ICT is used where appropriate to extend and enrich the learning experience.

<p>2f How effectively do teachers manage behaviour?</p>	<p>There is a positive climate for learning in which learners feel secure including:</p> <ul style="list-style-type: none"> • effective organisation of activities • fair and clear exercise of authority • effective support of learners by the teachers and other adults • mutual respect and properly established work habits • a consistent implementation of the behaviour policy. 	<p>There is a productive climate for learning in which learners feel secure including:</p> <ul style="list-style-type: none"> • clear and efficient organisation of activities and groups • an emphasis on self discipline and mature behaviour. 	<p>There is a productive climate for learning in which learners feel valued and secure including:</p> <ul style="list-style-type: none"> • efficient organisation of activities and groups where the rationale is shared • fair and clear exercise of authority leading to self discipline and full engagement in learning.
<p>2g How effectively do teachers promote equality of opportunity and ensure inclusion</p>	<ul style="list-style-type: none"> • all learners are treated with respect • teaching methods and resources are without bias and free from stereotyping • sensitivity is shown to learner's individual circumstances, beliefs and cultures in the way questions are asked or ideas promoted • vulnerable groups, SEN and EAL learners are well supported • all learners are challenged to achieve their best. 	<ul style="list-style-type: none"> • relationships are warm but respectful • learners' contributions are valued and encouraged • vulnerable groups are clearly identified and together with SEN and EAL learners are well supported and encouraged to contribute fully in class discussions through well-targeted questions • teachers have high expectations of all learners. 	<ul style="list-style-type: none"> • teaching methods and resources are properly matched to meeting the needs of all the learners in the class • all learners are well supported through personalised tasks and targeted interventions including one-to-one and small group work • the teacher provides positive role models for different groups of learners.
<p>Where required:</p> <ul style="list-style-type: none"> • Learners with EAL are supported with additional materials and guidance that allows them to fully access the learning required including: <ul style="list-style-type: none"> - translations of key vocabulary - bilingual resources - using first language with response partners and teaching assistants - using modelling, scaffolding, highlighting and repeating key points - grouping learners flexibly to maximise learning including mixed ability, shared language and ability groups - creating opportunities to feedback on language learning as well as subject learning • The classroom is arranged to take account of learners' disabilities. 			

<p>2h How effectively do teachers make use of teaching assistants and other staff?</p>	<ul style="list-style-type: none"> teaching assistants are adequately managed and are effective teaching assistants know what they need to do to support individuals and groups including EAL and SEN learners. 	<ul style="list-style-type: none"> teaching assistants make a significant contribution to the meeting of individual needs teaching assistants have access to plans, IEPs and EAL language levels to inform their work teaching assistants have a clear understanding of how to model language and scaffold learning. 	<ul style="list-style-type: none"> Well directed teaching assistants reinforce and support learning very effectively; sometimes taking responsibility for planning and delivering activities for groups of students or individuals.
<p>2i How effectively do teachers reinforce learning and assess understanding?</p>	<ul style="list-style-type: none"> during lessons teachers use opportunities to review and assess learning individually and collectively the plenary is an opportunity for learners to share what they have learned. 	<ul style="list-style-type: none"> there are planned opportunities to review and reflect on learning throughout the lesson <p>The plenary is used as an opportunity for learners to reflect on what they have learned and what they need to do to progress further, and;</p> <ul style="list-style-type: none"> teachers use this as an opportunity for assessment sets the context for the next lesson / future learning. 	<ul style="list-style-type: none"> lessons routinely allow for reflection and self-evaluation and are adjusted to take account of progress and understanding lessons culminate in an interactive session that encourages learners to reflect on their learning, not just what they have learned but what has helped them to learn and what they need to do next teachers use this opportunity to assess what children need to do next and amend their planning accordingly links are made with the next lesson / future learning.
<p>2j How effectively do teachers assess learners' work thoroughly and constructively?</p>	<ul style="list-style-type: none"> teachers let learners know how well they are doing and use this information to set targets teachers encourage and support learners to set their own targets. 	<ul style="list-style-type: none"> learners are regularly involved in helping to assess their own work teachers work with learners to set appropriately challenging targets learners know, understand and are able to talk about their progress towards their targets. 	<ul style="list-style-type: none"> learners are helped to judge the success of their work and to set targets for improvements learners are encouraged to monitor their own progress against their targets and seek further challenges where these are achieved.
<p>Exemplification or additional comments</p>			

WHAT IS GOOD TEACHING? SUMMARISE AREAS HERE FOR FEEDBACK

Areas of strength			
Areas for development			
Date:	Subject:	Teacher:	Observer:

Appendix 3: Group work

Collaborative learning (group work) is based on the view that knowledge is a social concept. Collaborative activities are most often based on four principles:

- The pupil is the primary focus of teaching.
- Interaction and "doing" are of primary importance
- Working in groups is an important mode of learning.
- Structured approaches to developing solutions to real-world problems should be incorporated into learning.

Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves pupils working in pairs or small groups to discuss ideas, or find solutions to problems. This often occurs in class after pupils are introduced to the lesson by the teacher. Similar to the idea that two or three heads are better than one, many teachers have found that through peer instruction, pupils teach each other by addressing misunderstandings and clarifying misconceptions.

Group work or collaborative learning can take a variety of forms, such as quick activities in class or more involved group projects.

What is the impact of collaborative learning or group work?

Research shows that educational experiences that are active, social, contextual, engaging, and pupil-owned lead to deeper learning. The benefits of collaborative learning include:

- Development of higher-level thinking, oral communication, self-management, and leadership skills.
- Promotion of pupil-teacher interaction.
- Increase in pupil retention, self-esteem, and responsibility.
- Exposure to and an increase in understanding of different viewpoints.
- Preparation for real life social situations.

Examples of collaborative learning or group work activities

Stump your partner

- Pupils take a minute to create a challenging question based on the content of the lesson up to that point.
- Students pose the question to the person sitting next to them.
- To take this activity a step further, ask pupils to write down their questions and hand them in. These questions can be used to create quick

plenaries or introductions to the next lesson. They can also be reviewed to gauge student understanding.

Think-pair-share/ Write-pair-share

- The teacher poses a question that demands analysis, evaluation, or synthesis.
- Pupils take a few minutes to think through an appropriate response.
- Pupils turn to a partner (or small groups) and share their responses. Take this a step further by asking students to find someone who arrived at an answer different from their own and convince their partner to change their mind.
- Pupils responses are shared within larger teams or with the entire class during a follow-up discussion.

Catch-up

- Stop at a transition point in your lesson.
- Have pupils turn to a partner or work in small groups to compare ideas/ understanding and ask clarifying questions.
- After a few minutes, open the floor to a few questions.

Fishbowl debate

- Ask pupils to sit in groups of three.
- Assign roles. For example, the person on left takes one position on a topic for debate, the person on right takes the opposite position, and the person in the middle takes notes and decides which side is the most convincing and provides an argument for his or her choice.
- Debrief by calling on a few groups to summarize their discussions.

Problem-Based learning

This is a collaborative, pupil-centered approach to learning in which pupils learn about a subject by working in groups to solve an open-ended problem.

How can you design group work assignments?

First, think about the lessons learning outcomes and how group work might address them. Then consider how groups will be organised, how pupil learning and group processes will be supported, and how pupils will be evaluated, if at all. Short in-class activities may take less planning, but it is still important to consider how the process will play out in a classroom situation. How will you introduce the activity? How much time is required? How will you debrief as a group? For collaborative activities, focus on asking effective questions that engage pupils in the types of learning you are trying to encourage.

How can you manage group work?

Managing shorter in-class collaborative learning activities

This generally involves a 3-step process:

- Introduce the task. This can be as simple as instructing pupils to turn to their neighbour to discuss or debate a topic.
- Provide pupils with enough time to engage with the task. Walk around and address any questions as needed.
- Debrief. Call on a few pupils to share a summary of their conclusions. Address any misconceptions or clarify any confusing points. Open the floor for questions.

This process can be as short as 5 minutes, but can be longer depending on the task at hand.

Managing larger group work projects

Here are some strategies to help ensure productive group dynamics:

- Provide opportunities for pupils to develop rapport and group cohesion through icebreakers, team-building, and reflection exercises.
- Establish ground rules for group members.
- Assign roles to members of each group and change the roles periodically. For example, one pupil can be the coordinator, another the note-taker, another the summariser, and another the planner of next steps.
- Allow pupils to rate each other's quality and quantity of contributions.
- Check in with groups intermittently, but encourage pupils to handle their own issues before coming to you for assistance.

How can you evaluate group work?

Pupil group work can result in the production of:

- reports
- presentations
- posters

Resources can be found on the Shared Drive (for example The Ultimate Lesson Activity Generator, The Effective Group Work Toolkit and Group Working Role Cards)