DUNSTALL HILL TEACHING AND LEARNING POLICY

Document Control Table

Title	Academy Teaching and Learning Policy
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Document History

Date	Author	Note of Revisions
Sept 2022	RC	Whole document - Children changed to pupils
Sept 2022	RC	Pg 7 – removed & and placed a comma in between SEN and G&T
Sept 2022	RC	Pg 9 – Looked after Children changed to Children in Care
Sept 2022	RC	Pg 10 – removed 'new' from second from last bullet point. To use Development Matters and *new* 'EYFS Statutory Framework programs of study'
Sept 2022	RC	Pg 14 – s added on the word skill
Sept 2023	ZA	Pg 3/11 – 'Pupil's tasks fulfil and consolidate the learning objective and are effectively scaffolding-up/ differentiated,' changed to 'Tasks given to pupils fulfil and consolidate the learning/knowledge objective and are effectively scaffolded/differentiated'.
Sept 2023	ZA	Pg 3 – 'Effective use is made of opportunities are created and utilised…' changed to 'Opportunities for learning are created and utilised effectively.'
Sept 2023	ZA	Pg 4 – Consolidated – changed to consolidate.
Sept 2023	ZA	Pg 4 – Added 'Pupils are able to articulate, justify, reason and challenge their ideas.'
Sept 2023	ZA	Pg 5 – 'Maths' changed to 'maths'

Sept 2023	ZA	Pg 6 – 'tools' changed to 'resources'
Sept 2023	ZA	Pg 7 – 'Sharepoint' changed to 'SharePoint', 'your class' changed to 'the class.'
Sept 2023	ZA	Pg 7 - added to the child's 'Magical Achievements' book.
Sept 2023	ZA	Pg 8 – comma after 'At Perry Hall Multi-Academy Trust'
Sept 2023	ZA	Pg 9 - school's effectiveness
Sept 2023	ZA	Pg 11 – Added - Learning is broken down in small steps to avoid cognitive overload;
Sept 2023	ZA	Pg 12 – Added knowledge - clear, skill or knowledge-based learning objectives
Sept 2023	ZA	Pg 12 – Added – build connections and relate to the real-world.
Sept 2023	ZA	Pg 12 – Added – opportunities to promote oracy`
Sept 2023	ZA	Pg 13 – Taken off the s on the Trust Assistant Educational…
Sept 2023	ZA	Pg 14 – knowledge not Knowledge
Sept 2024	AS	Pg 3 – 'scaffolded/differentiated' changed to 'adapted'
Sept 2024	AS	Pg 4 'used' changed to 'deployed' 'teachers' changed to 'staff'
Sept 2024	AS	'ScholarPack' changed to 'Arbor' throughout document
Sept 2024	AS	Pg 9 'weeks' removed from paragraph beginning 'The purpose…' 'Scrutiny of books' changed to 'Book looks' 'Weaknesses' changed to 'Areas of development'
Sept 2024	AS	Pg 11 'scaffolded/differentiated' changed to 'adapted' 'teachers' changed to 'staff'
Sept 2024	AS	Pg 12 'as a unique individual' added 'Differentiating' changed to 'adapting' 'dual coded' added Point starting 'Differentiation of work…' removed 'Spending time in collaborative with colleagues' removed 'Opportunities for peer talk/ work' added
Sept 2024	AS	Pg 13 'Parent helpers' changed to 'volunteers' 'Delegating' changed to 'deploying adults' 'child' removed 'Assistant Educational Psychologist' changed to 'PIPS Team'

This document outlines the procedures and practices in relation to teaching and learning at the Perry Hall MAT schools.

We have a core belief that teaching and learning is defined as follows:

Statement of Teaching

Teaching is facilitating, managing, sharing, and developing the learning process in a purposeful direction by enthusing, engaging, and motivating the learner.

At Dunstall Hill, we endeavour to demonstrate the following effective teaching aspects: -

Planning is clear and effective with appropriate learning objectives that pupils understand.
Teachers plan for opportunities to allow pupils to master their learning/work at greater depth.
The teacher has good subject knowledge.
There is an appropriate pace to the lesson.
Resources are appropriate and used effectively.
Tasks given to pupils fulfil and consolidate the learning/knowledge objective and are effectively adapted.
On-going assessment is used to inform planning and move pupils' learning forward.
Questioning builds on prior learning, encourages and deepens thinking and moves learning forward.

Focused teaching is in appropriate proportion to independent learning.
Teaching style chosen is appropriate to lesson content and enables all pupils to learn effectively.
The teacher is enthusiastic about the lesson content, and this is transmitted to the pupils.
The classroom is well organised with resources readily available to the pupils.
The pupils are secure in their understanding of classroom routines and expectations.
The teacher provides a positive role model for the pupils, who are motivated to learn as a result. The teacher challenges and inspires pupils.
Staff use positive behaviour management strategies, in line with the school's behaviour policy. All staff strive to promote the core values in every aspect of school life.
Opportunities for learning are created and utilised effectively.
Time is well managed and teaching assistants are deployed appropriately to support pupils.

Positive relationships are built between the staff and pupils based on mutual respect.
The teacher sets high expectations of pupils both in terms of behaviour and standard and presentation of work.
The learning environment is stimulating, reflecting all children's achievements, and covering agreed subjects and standards.

Statement of Learning

Learning is an ongoing process of the acquisition of knowledge, understanding, habits, concepts, and skills; and applying them to new situations.

Throughout their learning at Dunstall Hill:

Pupils are motivated and enthusiastic about their learning.
Pupils are able to work independently and collaboratively, as appropriate.
Pupils are able to proofread and edit their own work effectively.
Pupils are able to carry out learning tasks independently, sustaining concentration.
Pupils are able to explain the purpose of learning tasks and links to previous learning.
Pupils understand the real-life purpose / context of their learning.
Pupils are able to articulate, justify, reason and challenge their ideas.
Pupils are given tasks which are challenging and move their learning forward.
Pupils are sure in the knowledge that their work is valued and confident that they are achieving their full potential.
Pupils are able to understand what they are doing, how well they have done and how they can improve.
All pupils' needs are appropriately met, with any additional special educational need being supported in a variety of ways and through their IEP.
Reviews of learning are used throughout the lesson to extend, consolidate, or reshape their learning.
Evidence through pupils' knowledge, understanding and their books show that progress has been made.
Pupils are provided with frequent opportunities to work at greater depth.

Aims

1) Promote all round development of each individual pupil (physical, emotional, social, spiritual, and cognitive).
2) Create a happy, secure and stimulating environment with a structured, purposeful way of learning for this is how pupils learn best.
3) Help pupils to become more aware of the needs and rights of others.
4) Encourage pupils and parents/carers to take a responsible attitude to schooling and to have confidence in themselves.
5) Assist parents in helping their children to prepare for adult life at home, at work, at leisure and as caring contributing citizens within society.
6) Provide equality of opportunity for all pupils to experience a variety of learning styles.
7) Through a partnership approach, encourage parents to take an active part in their child's education.
8) To give pupils a good grounding on the start of their journey to be lifelong learners.
9) To promote British Values and Spiritual, Moral, Social and Cultural development.

These aims form the basis of the **Teaching and Learning Policy.** All our teaching should be targeted to fulfilling these aims. Pupils learn in many ways. As teachers we should remain 'open-minded', accepting individual differences and devising teaching methods and strategies which enable us to develop each pupil towards their full potential.

The purpose of this policy is to describe the teaching methods and strategies which will enable the learner to consistently produce quality work.

Successful Learning Environments in School

Dunstall Hill's learning environment encourages;

- A 'Can do' philosophy across the school to enable pupils to know what is expected of them. This expectation should develop the whole child, their self esteem and encourage self motivation to always try their best.
- Success criteria should set out what is expected and achievable within the lesson. Success criteria should be shared, and children encouraged to start thinking of their own targets and goals. This helps pupils to recognise what they can do and identify their own next steps in their learning journey.
- Successful classrooms are well organised, stimulating, and efficient. Everyone in the classroom knows what they are doing and why they are doing it, what resources are needed and where they can be found. There should be an ethos in the classroom that any resource is valued and put away in the correct place.

The Classroom Environment

The classroom should be:

- Well organised, trays labelled, equipment tidy, readily available and accessible to pupils.
- Have attractive stimulating displays and/or interesting areas where labelling is informative and the questioning open ended.
- Be prepared before the start of any term, with a range of reading materials, maths equipment, labels, exercise books, interesting posters identifying major topic, artefacts etc.
- Be language rich through use of working vocabulary displays, spellings, word banks, posters, books, poems, stories, labelling etc.
- Have evidence of all areas of the curriculum where relevant.
- Promote the school's core values.

The organisation of the classroom should enable children to:

- To be ready to learn
- Engage in learning opportunities at all times
- Work efficiently and manage their time well
- Allow pupils to select their own resources to aid their learning.

The learning environment should make pupils feel safe and secure. Furniture should be arranged to allow pupils and staff to work safely and independently. Displays should be stimulating and interactive where possible. Clearly labelled and language rich displays should reflect the cultural diversity of the school and wider community.

It is the class teacher's responsibility to report any Health and Safety issues that may affect the learning environment and the well being of all.

Within the classroom and around school, the school rules and core values should be continually reinforced and children positively encouraged to have high standards of behaviour. Every classroom should display and refer to the class charter, rules which should be reviewed on an annual basis with input from the School Council (see School Behaviour Policy).

Important Information

❖ Class Details – Found on Arbor
  - Class list, with identified SEN, EAL, PP
  - Medical information

❖ Class Timetable- Uploaded onto SharePoint
  - With identified support
  - PPA time
  - When someone else is taking the class
  - Intervention sessions marked on

❖ Intervention – Uploaded and updated on Arbor
  - Year group intervention grids (updated half termly)
  - Intervention evaluations for the groups you are responsible for (completed on the school proforma)
  - IEPs for the pupils (Uploaded into CPOMS, added to the child's 'Magical Achievements' book & copy kept with the child)

❖ Assessment information –Data Input/analysis reports found on Arbor
  - Teacher assessment – data input onto Arbor in-line with allocated data drop dates.
  - On-going summative and formative assessment
  - RAPs targets
  - Progress reports (Sharepoint)

❖ Planning – All planning uploaded onto school Sharepoint.

  - Long-term planning
  - Medium-term planning
  - Slides/short-term planning – (Labelled: year group, subject, term, week)
  - Planning to be adapted/amended based upon assessment.
  - Planning to be monitored by subject leads and/or SL
  - Any pupil that has not achieved the learning objective needs to identified and appropriate intervention facilitated, this may be through a developmental marking, an intervention session, 1:1 adult support in the following lesson, pre teaching or a focus group during next lesson, etc.

Organisational strategies

It is important that all teachers use a range of organisational strategies to ensure successful lesson management:

Well planned lessons

When planning, it is important to think about the type of grouping to be used – whole class, ability, friendship or interest groups, partners or individual work. Decisions about the size and formation of teaching groups are based upon the nature of the activity and/or the different learning styles of the children.

As identified in the planning section, in all classes, staff should be prepared before a lesson begins, that resources known to be needed are available, support help is well briefed and the lesson or lessons have a clear objective and structure (the length of introduction, group/task/whole class work and plenary section have all been thought out and planned for). This ensures that there is effective time management and successful learning will take place. There should also be planned extension activities/opportunities, so pupils' learning and progress is not hindered.

Clearly identified objectives and expectations

At Perry Hall Multi-Academy Trust, we must be clear what we want the pupils to have achieved by the end of the lesson, how they are going to do it and the expected pace they should be working at. All of this should be shared with the pupils.

It is important that pupils know the teacher's expectations: ensuring that routines and procedures related to the ways of working are clearly understood. Particular attention should be paid to the movement of pupils around the classroom and acceptable noise levels. It is important that all expectations be consistent and constant in their application.

Children taking ownership and responsibility for the classroom

Within the classroom organisation, pupils should be given ownership and responsibility and made to feel this is their classroom and they must take care and have pride in it. At all times, children should have consideration for each other, themselves and school resources.

It is important that pupils are shown how to set out and tidy away resources. It is the teachers' responsibility to teach every pupil to become more resourceful and independent.

Use of additional adults

It is every class teacher's responsibility to organise effectively and brief any adult who is supporting children within the class – learning assistants, classroom assistants, parents etc to extend pupils' learning. It is important to make sure that all additional adults receive appropriate information related to the varying needs of the pupils i.e., learning, medical, behavioural, emotional etc.

Monitoring of Teaching and Learning

In order to maintain school improvement and standards of pupil attainment are raised, it is necessary to undertake rigorous monitoring and evaluation of all aspects of the curriculum. The information gained as a result of undertaking monitoring and evaluation exercises will be used to inform future planning, staff professional development and school self-improvement.

Monitoring of teaching and learning in the Trust Schools will take place once a term for each year group across the school. The overall quality of teaching will be monitored, this will be done through the following way. A formal report will be written at the end (Appendix 1)

- Teaching observations
- Learning walks/lesson visits
- Book looks
- Talking to pupils
- Key data
- Monitoring of short and medium term planning

The purpose of monitoring is to ensure that all pupils are consistently receiving the highest quality of education over time and to offer the opportunity for all staff to develop professionally and improve their practice. Monitoring is designed to allow a professional dialogue between members of staff. Therefore, teachers will be invited to attend the monitoring of planning and book looks. Further aims of monitoring are to:

- Identify strengths and areas of development;
- Provide opportunities to share good practice and celebrate success;
- Impact on teaching and learning, raising standards of attainment and achievement;
- Support the development of the whole child, based on Every Child Matters;
- Provide a vehicle for school improvement;
- Identify and plan interventions for vulnerable learners – these groups are children that are not making the expected levels of progress;
- Alert any significant under achievement in groups of learners that relate to Gender, Ethnicity, FSM, EAL or Children in Care;
- Provide a clear picture of the school's effectiveness and map out what is needed to ensure **sustained improvement** is made.

Peer observations

All teachers should have opportunities to work with colleagues in their own and other schools in order to share teaching and learning methods activities and issues. The aim of classroom observations (both formal and informal) is to stimulate discussions between professionals which builds on strengths, ensures consistency, improves techniques and in so doing enhances learning opportunities for pupils. Only through a good record of what we have seen and heard can an effective, professional discussion take place after an observation. The aim is to clarify and analyse practice in order for there to be educational development.

Staff should consider:

- how well teaching and resources across the range of the curriculum promote learning, enjoyment and achievement, address the needs of the full range of learners, including those of pupils from Black and minority ethnic groups or with learning difficulties and/or disabilities, and meet course requirements;
- the suitability and rigour of assessment in planning and monitoring learners' progress;
- the diagnosis of, and provision for, additional learning needs;
- the involvement of parents and carers in their children's learning and development.

Assessment and target setting

Assessment is an integral part of Teaching and Learning. It takes a variety of forms:
- Formative Assessment
- Summative Assessment
- Assessment for Learning

Assessment informs planning and enables teachers to set SMART targets - targets which are Specific, Measurable, Attainable, Realistic and Timed.

Pupils receive both oral and written feedback, which encourages them to move their learning forward.

Teachers will be required to make and record teacher assessment on Arbor for the following areas at designated data drops:
- Reading
- Writing
- Mathematics
- Science

Assessment in other curriculum areas is ongoing, gaps in skills and/or knowledge are identified and planning adjusted accordingly. This may be that additional skills need to be added to future topics/medium term plans.

Early Years Foundation Stage will be expected to carry out:
- Initial/baseline assessment in Nursery and Reception, which will be completed in the first three weeks of the Autumn Term.
- EYFS profiles and magical moments will to be updated regularly in Reception and Nursery.
- To use Development Matters and 'EYFS Statutory Framework programs of study'
- Teacher assessments of children's development are to be made termly.

All assessments will be monitored by SLT. Support will be allocated based on the provision map on a half termly basis.

Data Analysis and progress reports will be shared with year groups at progress meetings following assessments being uploaded.

Predicted targets will be generated from the teacher assessments carried out in the summer term.

Teaching techniques

Our ethos at Dunstall Hill is to create a challenging and stimulating environment that encourages effort and enthusiasm, so that **all** pupils can succeed.

To ensure that teaching is effective across the school, the following key points should be considered – this is not a definitive list:

- Planning is clear and effective with appropriate learning objective that pupils understand;
- The teacher has good subject knowledge;
- There is an appropriate pace to the lesson;
- Resources are appropriate and used effectively;
- Tasks given to pupils fulfil and consolidate the learning objective and are appropriately adapted;
- On going assessment is used to inform planning and move pupils' learning forward;
- Questioning builds on prior learning, encourages thinking and moves learning forward;
- Focused teaching is in appropriate proportion to independent learning;
- Teaching style chosen is appropriate to lesson content and enables all pupils to learn effectively;
- Learning is broken down in small steps to avoid cognitive overload;
- The teacher is enthusiastic about the lesson content and this is transmitted to the pupils;
- The classroom is well organised with resources readily available to the pupils;
- The pupils are secure in their understanding of classroom routines;
- The teacher provides a positive role model for the pupils who are motivated to learn as a result.The teacher challenges and inspires pupils;
- Behaviour is managed appropriately following the school's behaviour policy;
- Effective use is made of opportunities for learning are created and utilised;
- Effective reviews of learning are carried out at key points within a lesson;
- Time is well managed and teaching assistants are used appropriately to support pupils;
- The relationship between the staff and the pupils is a positive one based on mutual respect;
- The teacher sets high expectations of pupils both in terms of behaviour and standard and presentation of work;
- The learning environment is stimulating, reflecting all children's achievements and covering agreed subjects and standards;

High Expectations

We aim to achieve these by:

- valuing each pupil as a unique individual and building self-esteem;
- provoke enthusiasm and a positive attitude to all areas of the curriculum;
- setting clear objectives that all pupils understand;
- establishing rules and guidelines to provide a conducive learning environment;
- adapting work in order to cater for the needs of the individual;
- valuing and sharing the pupil's work together and through displays;
- encouraging children to ask relevant questions and further their understanding;
- challenging pupils of all abilities and providing opportunities for greater depth and reasoning activities.

Efficient Assessment Procedures:

To be effective, we use assessment methods which:
- are varied and appropriate to the subject, year and ability group;
- identify progress, achievement and attainment;
- inform future planning;
- are manageable and meaningful;
- are regular and structured;
- include formal and informal observations;
- have a specific focus;
- are formative and summative;
- cater for individuals, groups and include pupil's own self and peer assessments;
- give frequent feedback to the child;
- include spending time collaboratively evaluating and sharing assessment procedures with colleagues;
- are monitored and moderated within school and across the academy.

Quality Planning/Teaching slides

Planning/ teaching slides will have:
- clear, skill or knowledge-based learning objectives which are progressive and build on the National Curriculum Age Related Expectations and the new EYFS Statutory Framework programs of study'(aiming towards Early Learning Goals), recognising that learning should be relevant, meaningful and purposeful
- cross-curricular links to encourage the children to see the "Big Picture," build connections and relate to the real-world
- dual-coded key vocabulary to be explored in the lesson and opportunities to promote oracy
- opportunities for peer talk/ work
- a focus on previous experience/learning and being flexible
- up to date subject knowledge
- positive use of teaching assistant and adult support
- flexibility in order to ensure that planning can be adapted due to changes in weather, current events in the local and wider community etc.

Effective use of time and resources

We achieve these by:
- realistic but effective planning;
- being well prepared;
- having the necessary resources to hand;
- having efficient routines in place;
- setting clear objectives and expectations;
- using teaching assistant support and volunteers to maximum effect;
- deploying adults effectively;
- being flexible and adapting to circumstances as they arise;
- using pace relevant to the needs of the pupils.

Excellent behaviour management

Is realised by:
- having clear and agreed expectations for work and behaviour which are consistent across the school;
- giving ownership of rules and expectations to staff and pupils;
- having an effective system of rewards and sanctions, which are agreed by staff and pupils and are regularly reviewed;
- showing sensitivity and empathy, consistency and fairness;
- building each pupil's self-esteem and self-worth, giving a sense of belonging;
- using prevention rather than intervention techniques, but where necessary, criticising **the behaviour**, not the child;
- working with parents and appropriate outside agencies for the good of the pupil;
- working with and seeking advice from other members of staff, SENCO, SLT and the Trust PIPS Team;
- working in an environment where respect is shown to all;
- always referring behaviour back to the school's core values;
- consistently applying the respective behaviour policy in each of the Perry Hall Multi-Academy Trust's schools.

Appropriate organisation
Teaching will take place in an environment which:
- is well planned;
- has the necessary effective resources;
- has an effective working atmosphere;
- utilises efficient time management;
- uses support staff to maximum effect;
- encourages a team-spirit and a sharing of expertise;
- encourages independence;
- includes displays to give information and celebrate children's work.

Reflection and Evaluation

We recognise that it is necessary to continually reflect upon and evaluate our teaching and make the necessary adjustments.

We believe the attributes of the teacher must include:
- consistency and fairness;
- enthusiasm and motivation;
- a sense of humour and patience;
- a good subject knowledge;
- approachability and a knowledge of pupils as individuals;
- the knowledge and ability to explain tasks carefully;
- the ability to make tasks exciting and interesting;
- high expectations for quality and quantity of work;
- a high level of organisation;
- the sensitivity of knowing when to intervene;
- the capacity to value each individual;
- high standards of behaviour, recognising they are role models for the pupils;
- good communication skills;
- a sensitivity and empathy towards all the pupil's needs;
- dedication to the vocation, pupils, school, and the Trust as a whole.

Feedback

Further information on Feedback and Marking can be found in the Academy Trust Feedback Policy.

Continuing Professional Development

The school recognises that quality first teaching comes from expert subject knowledge and lesson delivery and the understanding of how children learn. Staff are regularly offered CPD opportunities as outlined in the school's Staff Development Policy and share and develop good practice through Performance Management, observations, coaching, mentoring, whole staff, Key Stage and Year Group meetings.

Record of Evaluation of the Quality of Teaching & Learning

Lesson Observation

Teachers Name:	
Previous observation: **Areas of Development**	
Areas of development from Book Trawl:	
Areas of development from Planning Trawl:	
Areas of Development from Teaching Observed:	

New Observation				
Subject observed	**Length of lesson**	**Set & pupils current level**	**Date**	**Observer**
Lesson learning objective:				
Total no of pupils	**Boys**	**Girls**	**SEND**	**More able**	**Pupil Premium**

Teaching observed	Impact on learning and progress
Areas of strength from teaching observed:	**Areas of development from teaching observed:**
Areas of Strength	**Areas of Development**
Areas of strength from Book Trawl:	**Areas of development from Book Trawl:**
Areas of strength from planning Trawl:	**Areas of development from planning trawl:**
Overall quality of teaching, learning and assessment	

Support Plan linked to appraisal objective 2: Professional development

Objective set following formal monitoring of quality of teaching and learning:

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Action	Success Criteria:	Date
		September 2024

Evaluation of Lesson Observation

Outstanding (1)	Good (2)	Requires improvement (3)	Inadequate (4)
<td colspan="4" style="background-color:yellow">**Pitch and Differentiation** **Outcomes for Pupils** **Quality of learning, teaching and assessment**</td>			
At all times and as seen in all work, the teacher has consistently high expectations of all pupils and groups of pupils.	The teacher has high expectations of all pupils.	Teachers' expectations enable most pupils to work hard and achieve satisfactorily and encourage them to make progress.	Low expectations are evident in planning and teaching which sets little challenge/ lack of progress for class or groups of pupils, hence making little progress against their starting points.
<td colspan="4" style="background-color:yellow">**Behaviour** **Personal Development, Behaviour and Welfare**</td>			
Pupils consistently display a thirst for knowledge and a love of learning, including in independent, group and whole class work, which have a very strong impact on their progress in lessons. Pupils are keenly aware how good attitudes and behaviour contributes to learning, school and life. They have excellent, enthusiastic attitudes to learning, enabling lessons to proceed without interruption. Pupils are consistently punctual in arriving to the lessons. They are highly adept at managing their own behaviour in the classroom and in social situations, supported by systematic, consistently applied approaches to behaviour management. They are very calm, orderly and considerate when moving around the school. There are excellent improvements in behaviour over time for any individuals or	Pupils are typically considerate, respectful and courteous to staff and each other and consistently meet the school's expectations. Pupils' attitude to all aspects of learning, including in independent, group and whole class work, are consistently positive, and have a good impact on the progress they make. This makes a very positive contribution to a well ordered, safe environment. The very large majority of pupils are consistently punctual to lessons. In lessons, pupils demonstrate positive attitudes towards the teacher, their learning and each other. Their good levels of engagement allow lessons to flow smoothly throughout so that disruption is unusual. Pupils, including those with identified behavioural difficulties, respond very well to the school's strategies for managing and improving behaviour,	Pupils' behaviour and engagement, including their punctuality to lessons contributes to a safe and orderly environment. In lessons, pupils respond promptly to teachers' direction and work cooperatively with each other. Major disruption to learning is uncommon. There are inconsistencies in apply schools behaviour policy schools and low-level disruption may occur occasionally. However, in the vast majority of situations this does not impact on learning and the progress all pupils, including groups make. Pupils are not always confident and self-assured. They do not consistently take pride in their work and attitudes to learning.	Pupils' lack of engagement and persistent low-level disruption contribute more than occasionally to reduced learning and/or a disorderly classroom environment. A significant minority of pupils show a lack of respect and intolerance for each other or staff and a lack of self-discipline, resulting in poor behaviour around the school. Poor behaviour has a significant impact on pupils' progress.

groups with particular behavioural difficulties. Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.	which are applied consistently. Disruptive incidents seldom occur. Pupils are confident and self-assured. They take pride in their work, their school and their appearance. Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.		

Teaching is highly effective in inspiring pupils and ensuring that they learn extremely well. The pace within the lesson ensures all pupils are engaged and make progress from their individual starting points. Teachers and other adults generate high levels of enthusiasm for, participation in and commitment to learning. This approach ensures that ALL pupils and groups of pupils' want to work hard and improve.	The teaching is consistently effective in ensuring that all pupils are motivated and engaged The pace within the lesson ensures that the vast majority of pupils are engaged, and ensures that they make progress from their start points. The teacher and other adults enthuse and motivate most pupils to participate. This approach shows that most children want to work hard and improve.	Teaching ensures that pupils are engaged by their work and little time is wasted. The pace of the lesson does on occasional cause pupils to be disengaged. However, this does not have a significant impact on hindering their progress. The teacher and other adults occasionally enthuse and motivate large majority pupils to participate, work hard and improve.	Teaching fails to promote pupil engagement, enjoyment and motivation and time is wasted. The pace of the lesson hinders the pupils from making at least satisfactory progress.

Subject Knowledge & planning for pupils to achieve

The teacher draws on excellent subject knowledge to ensure that all groups of pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points	Teacher has high expectations of all pupils. Teacher uses well-developed subject knowledge to ensure that all groups of pupils make consistently strong progress, developing secure knowledge and understanding, considering their different starting points.	Teachers in some subjects and key stages use their secure subject knowledge. Due attention is often given to the careful assessment of pupils' learning but this is not always conducted rigorously enough and may result in some unnecessary	Teacher's subject knowledge and the planning of the curriculum and subject taught is inadequate. No consideration is given to prior learning. Poor/incorrect subject knowledge either blocks learning or creates misconceptions in pupils; minds.

Teachers demonstrate deep knowledge and understanding of the subjects they teach. The teacher plans astutely and set challenging tasks based on systematic, accurate on-going assessment of all pupils' prior skills, knowledge and understanding. Hence all groups of pupils achieving consistently high.	Teachers use their accurate assessment of pupils' prior skills, knowledge and understanding to plan effectively and set challenging tasks.	repetition of work for pupils and tasks being planned and set that do not fully challenge.	Learning activities are not sufficiently well matched to the needs of the pupils so that they make inadequate progress.
Teaching & learning styles			
The teacher is fully aware of the learning styles that impact on pupils' progress and uses a range of teaching and learning styles (VAK) to ensure that pupils make better than expected progress within the lesson. The high order question has a significant impact on pupil progress.	Progress is good due to effective use of a range of teaching and learning styles. With a good use of questioning to move children's learning.	The teacher uses limited teaching and learning styles which has limited impact on progress. Questioning is not always effectively used to move learning on.	The teacher does not use a range of teaching and learning styles to engage the pupils and is unaware of how the keep the pupils motivated. This has an impact on pupil progress and behaviour.
Teaching strategies			
The teacher uses well-judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum.	The teacher uses effective teaching strategies that, together with appropriately targeted support and intervention, match most pupils' individual needs so that pupils learn well across the curriculum.	Teaching strategies ensure that the individual needs of pupils are usually met. The teacher carefully deploy any available additional support and set appropriate homework, and these contribute reasonably well to the quality of learning for pupils, including disabled pupils and those who have special educational needs.	Teaching strategies used have little impact on pupil progress. As a result of weak teaching, pupils or groups of pupils make inadequate progress.
AfL **Quality of teaching, learning and assessment** **Outcomes for Pupils**			
On-going assessment throughout lesson including teacher assessment and questioning skills			
The teacher systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to	The teacher regularly listens astutely to, carefully observe and skilfully question all groups of pupils and individuals during lessons in order to	The teachers monitor pupils' work during lessons, picking up any general misconceptions and adjust their plans accordingly to support	Teachers do not monitor or checks pupils' work adequately during lessons or adjust their plans to the needs of the pupils.

intervene and doing so with notable impact on the quality of learning. They use questioning highly effectively and demonstrate understanding of the way pupils think about subject content. They identify pupils' misconceptions and act to ensure they are corrected. The skilful use of questioning has a significant impact on pupil progress ensuring a deeper understanding of what pupils are learning.	reshape tasks and explanations to improve learning. Teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they have learnt and develop further. \They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so they pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.	learning. These adaptations are usually successful but occasionally are not timely or relevant and this slows learning for some pupils. Teacher's questioning does not always impact pupil progress and promote independent learning i.e. closed questions used only.	General misconceptions are not addressed and distinct lack of questioning and subsequently re-shaping the lesson hinders progress during lesson. As a result of weak teaching over time, pupils or groups of pupils currently are making inadequate progress.

Pupils' understanding of how they can improve their learning from marking and feedback. Verbal & Written assessment empowering pupils			
Marking and constructive feedback from teacher and pupils are frequent and of a consistently high quality, leading to high levels of engagement and interest in improving learning. Teacher provides pupils' with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively	Teacher assess pupils' progress regularly and accurately and discuss assessments with them so that pupils know how well they have done and what they need to do to improve. Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.	Pupils are informed about the progress they are making and how to improve further through marking and dialogue with adults that is usually timely and encouraging. Teachers do not always consistently use feedback in line with the school's assessment policy. Pupils do not always know how to use feedback to improve their work.	Pupils are not informed adequately about their progress and marking and dialogue with adults does not help them to improve. It does not provide motivation or support progression in learning. Teachers do not use school policy to improve pupils learning.

How teaching promotes independent learning and attitudes to learning such as resilience and confidence			
Teaching promotes pupils' high levels of resilience, confidence and independence when they tackle challenging activities. AFL (Peer and self assessment) is central to the pupils' progress and pupils are able to identify what they have achieved. This focuses pupils	Teaching generally promotes pupils' resilience, confidence and independence when tackling tasks. Pupils use AFL (peer and self assessment) to improve their understanding. Talking partners are used to develop children's understanding and challenging	The teacher sometimes enthuses and motivates some pupils to participate. There are elements of ALF within planning but pupils are not secure in using this as a tool to progress therefore independent learning opportunities are missed.	Teaching does not promote pupil's resilience, confidence and independence. There is little evidence of AFL (peer and self assessment) present which has little impact on pupil progress.

on how they learn best. Talking partners are used to self-evaluated their learning hence making better than expected progress. Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teacher have consistently high expectations of all pupils' attitudes to learning.	activities. Therefore making at least good progress. Teachers expect and encourage all pupils to work with positive attitude so that they can apply themselves and make strong progress.	Teachers do not always expect and encourage all pupils to work with positive attitude so that they can apply themselves and make strong progress.	

Development of Core Skills
Quality of Teaching, Learning and Assessment
Leadership and Management

The teaching of reading, writing, communication and mathematics is highly effective. Time is used very well and every opportunity is taken to successfully develop crucial skills, including being able to use their literacy and numeracy skills in other subjects. Teacher demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. Planning is very effective and has a major impact on their learning and progress.	The teaching of reading, writing, communication and mathematics is very efficient. Teaching consistently deepens pupils' knowledge and understanding and allows them to develop a range of skills, including communication, reading and writing and mathematics, across the curriculum. Teacher develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further.	Communication skills, including reading and writing, and mathematics may be taught inconsistently across the curriculum. There is likely to be some good teaching and there are no endemic inadequacies in particular subjects, across year groups or for particular groups of pupils. Planning requires improvement as it dos not always take into consideration previous learning.	Core skills are not taken into consideration when teaching and planning. Pupils cannot communicate, read, write or use mathematics as well as they should. Planning does not take into consideration pupils previous learning and teaching does not demonstrate good understanding of the subject been taught.

Additional Adult Support
Leadership and Management

Adult support has a significant impact on pupils' attainment and progress, where pupils make rapid	Effective adult support has a good impact on most children and groups of children's progress and	Adult support is not always directed appropriately, and there is limited	Other adults in the classroom make no impact on pupils learning other adults do not have an

d sustained progress due to this pport. Adult support generates high levels of enthusiasm for participation in and commitment to learning. All adults have consistently high expectations of all pupils. All adults use time very well and every opportunity is taken to successfully develop crucial skills. All types of constructive feedback from adults is frequent and of all consistently high quality, leading to high levels of engagement and interest.	achievement over time. Support member of staff is aware of prior learning. *All adults have high expectations of all pupils and groups of pupils.* *Targeted support and intervention, matches most pupils' individual needs so that pupils learn well across the curriculum.* *Teachers and other adults enthuse and motivate most pupils to participate.* *All adults assess pupils' progress regularly, including those with disabilities, SEN and those* for whom the pupil premium provides support *and accurately discuss assessments with them so that pupils know how well they have done and what they need to do to improve.*	impact on pupil's progress and attainment. The teacher carefully deploys additional support and this contributes reasonably well to the quality of learning for pupils, including those with disabilities, those with SEN and those for whom the pupil premium provides support.	understanding of how to move children's learning on. *The use of additional support is ineffective in that it does not promote at least expected rates of learning.*