

St. Colman's Primary School/ Annaclone



Annaclone

Teaching and Learning Policy

Vision Statement

Vision Statement

To be an inclusive, caring School where childhood and community are valued; one, which inspires learning for life and develops the personal qualities needed to succeed in a rapidly changing World. This vision will be best realised as we undergo a continual journey of collaboration and progress through partnership.

Mission Statement

We believe that each child will succeed through experiencing quality in:

- A broad and challenging curriculum
- Innovative teaching and an investigative approach to learning
- A stimulating learning environment
- An enriching programme of extra-curricular activities and visits
- A rich, varied and up-to-date range of learning resources
- An ethos of support, challenge and encouragement to succeed
- Learning partnerships between the school, home and parish community

We demonstrate our commitment to working as a learning community by:

- Striving for continuous improvement in all that we do
- Working collaboratively towards common goals

Aims for the Pupils

St. Colman's Primary School and All Saints' Nursery Unit (Annaclone), promote high achievement and learning for life by working with the staff and children to:

- Develop enquiring minds and a spirit of curiosity
- Promote well-being and the importance of a healthy work/life balance
- Encourage excellence and the development of new skills
- Ensure the children in our school are immersed in their community but are also forward facing and expansive in outlook
- Achieve their highest standards in all areas of the curriculum
- Have high self esteem – respecting themselves, others and the environment by our positive approach to behaviour thus ensuring that each individual is motivated to do his/her best
- Utilise and provide opportunities to develop their thinking skills enabling them to work independently or collaboratively
- Be an integral part of the Parish community – one which fosters a faith commitment to Christ and prepares pupils for a fuller participation in the life of the Church
- Seek to extend themselves in mind, body and spirit
- Become highly motivated life-long learners

- ❑ Gain advanced technological skills and an awareness of Global Issues
- ❑ Be flexible and adaptable for the modern world

Our School Values:

- **Happiness and enjoyment**
- **Effort, attitude and perseverance**
- **Team, school and community spirit**
- **Honesty, fairness and trustworthiness**
- **Respect and tolerance**
- **Politeness, kindness and caring**
- **High standards of behavior**
- **Partnerships and collaboration**



Ethos of the School

St Colman's Primary School and All Saints' Nursery Unit sets out to create a caring and supportive environment, where all children can develop intellectually, emotionally, physically, socially, morally and spiritually.

In addition, the delivery of the curriculum is designed to develop interest and motivation in children using enthusiastic teaching and interesting and relevant learning activities.

- Children are encouraged to achieve high standards and are given as much help as they may need in order to achieve success.
- There are many extra-curricular activities that encourage co-operation and discipline through team games. Children are further encouraged through a variety of musical/dramatic productions to develop self-discipline.
- Within this context there is a code of discipline that is consistently enforced to ensure that the education of children takes place in an orderly and caring environment.
- Through continual monitoring of individual children's achievements, class teachers provide work pitched at a level that challenges each child yet does not frustrate.
- Good relationships within the School are vital. The staff set an example by working well together with a harmony of purpose and providing an interesting and caring environment within their classrooms.
- As part of the pastoral dimension of the School, children are taught how to care for others, to respect other people's points of view and to respect property. Children are encouraged to contribute to charity and to help people who are less fortunate than themselves.

1 Introduction

1.1 This document is a statement of the aims, principles and strategies for teaching and learning at St. Colman's Primary School. **The policy reflects the beliefs of the governors and the staff.** It lays the foundations for the whole Curriculum, both formal and informal and forms the context in which all the other policy statements should be read. At St. Colman's Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. The teaching and learning program aims to consolidate and improve the quality of learning for all our pupils. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. Teaching and learning is the purpose of our school. It is the method through which, we offer a curriculum which is broad and balanced and meets the requirements of the Education Reform Order.

Teaching and learning is planned for with regard to the content, context, pedagogy and management of the learning experience.

We are aware that children learn in different ways and that information is acquired through three of our five senses; seeing, hearing and doing (Visual, Auditory and Kinesthetic)

All children have a preferred learning style but will utilize all three to some extent. This knowledge is reflected in the teaching and learning at St. Colman's Primary School.

The implementation of this policy is the responsibility of all members of the St. Colman's School Community.

Teaching is

- A complex process
- The overall development of the whole child (physical, social, cognitive, emotional, spiritual)
- Preparing the children for the future
- The planned provision for the development of all children
- The use of a variety of techniques, contexts, environments and strategies
- Helping individual children to fulfill their potential

Learning is

- A never ending process that involves social interaction
- Influenced by previous knowledge and experiences
- The acquisition and application of knowledge, understanding, attitudes and values
- Incremental and results in a change for the learner
- A tool towards independence

- Knowing what to do when you do not know what to do

2 Purpose

Education is the purpose of our school. We offer a curriculum which is broad and balanced and meets the requirements of the Revised Curriculum.

This Teaching and Learning policy lays the foundations for the whole curriculum, both formal and informal and, along with our Mission Statement and Aims, forms the context in which all other policy statements should be read. It is written for the benefit of all members of the school community to ensure that all are aware of the fundamental principles underpinning the work of the school.

3 Aims and objectives

3.1 We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

3.2 Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens;
- foster a desire and enthusiasm for lifelong learning;
- encourage children to become risk takers;
- promote and celebrate individual achievements;
- translate the school's overall aims into practice;
- provide continuity and consistency in our work;
- enhance the quality of all children's learning and raise their standards of achievement;
- raise levels of attainment for all pupils, enabling pupils to do their personal best;
- develop confident, disciplined learners, able to make informed choices
- foster a love of learning;
- ensure equal opportunities;
- provide a happy and safe work place;

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- reach their full potential in all areas of development and make good progress relative to their prior achievement;
- receive an appropriate curriculum, matched to their specific needs;
- enjoy their time at school and develop a thirst for learning;
- participate in a variety of experiences and learning environments;
- encounter teachers who will inspire them to achieve their best; and
- develop a range of learning strategies, both independent and co-operative.

3.3 Our aims for teaching and learning are that children will:

- Be tolerant and understanding with respect for the rights, views and property of others.
- Develop a responsible and independent attitude towards work and towards their roles in society.
- Achieve their potential in terms of academic achievement, aesthetic appreciation and spiritual awareness.
- Achieve their potential in terms of spiritual awareness, academic achievement and aesthetic appreciation.
- Be tolerant and understanding with respect for the rights, views and property of others.
- Develop a responsible and independent attitude towards work and towards their roles in society.

3.4 All members of St. Colman's community (teaching and non-teaching staff, parents, pupils, governors and visitors) are expected to work towards the school's aims by:

- Valuing children as individuals and respecting their right to education in a caring, secure environment.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Providing a well ordered environment in which all are fully aware of behavioural expectations.
- Offering equal opportunities in all aspects of school life.
- Encouraging, praising and positively reinforcing good relationships, behaviour and work.
- Working as a team, supporting and encouraging one another.

3.5 Teachers work towards the school's aims by:

- Providing a stimulating programme of study ensuring that the teaching styles, resources and tools pupils encounter are varied and challenging, offering opportunities for the highest standard of personal achievement by pupils across the ability range.
- Providing lessons which are prepared, structured and paced to make effective use of the time available.
- Ensuring, through assessment and accurate record keeping, that learning is progressive and continuous
- Ensuring that pupils have a clear and common understanding of the high expectations held of them individually, according to their ability and aptitude and of the targets to which they are working.
- Giving pupils opportunities to review and reflect upon their progress and, where possible, to involve them in planning the next steps in their learning.
- Maintaining an up to date knowledge of the curriculum they are delivering.
- Establishing links with the local community and other schools to prepare pupils for the next steps in their education.

- Communicating with parents and keeping them informed of children's progress, topics to be studied and curriculum developments.

3.6 Pupil's work towards the school's aims by:

- Attending school in good health maintained by adequate diet, exercise and sleep.
- Attending school regularly
- Being punctual and ready to begin lessons on time
- Being organised – bringing the necessary kit, taking letters home promptly and returning reading books regularly
- Conducting themselves in a respectful manner at all times
- Taking responsibility for their own learning.
- Respecting themselves and each other as members of God's family.
- Respecting and cooperating with each other in the classroom and playground.
- Respecting school equipment, supplies and furniture.
- Being positive and encouraging to other pupils.
- Participating fully in school masses and liturgical services.
- Being kind and respectful towards all staff and visitors.
- Respecting other pupils' school materials and personal property.
- Using appropriate language.
- Attending school regularly.
- Being punctual and ready to begin lessons on time.
- Being organised bringing necessary kit, taking letters home promptly, returning reading books regularly.
- Making full use of all the opportunities with which they are presented.

3.7 Parent's work towards the school's aims by:

- Ensuring that children attend school in good health, regularly and punctually
- Providing support for the discipline within the school and for the teacher's role
- Being realistic about their children's abilities and offering encouragement and praise
- Ensuring early contact with the school concerning matters which affect a child's happiness, learning and behaviour
- Giving due importance to homework, hearing reading and assisting in the learning of spellings and multiplication tables
- Allowing their children to take increasing responsibility as they progress throughout the school
- Ensuring that their children attend school in good health, regularly and punctually.
- Ensuring that children arrive at school with the correct uniform and equipment.
- Providing support for discipline within the school and the teacher's role.
- Being realistic about their children's abilities and offering encouragement and praise.
- Participating in discussions concerning their child's progress and attainments.

- Giving due importance to homework, hearing reading, and assisting in learning of tables and spellings.
- Allowing their children to take increasing responsibility as they progress through the school.
- Where time allows using their own talents in developing the school community by assisting in class, supporting our School at functions and supporting other school initiatives.
- Keeping the staff informed of any changes in the child's circumstances which may affect their learning.

3.8 Teachers will attempt to select learning and teaching approaches which:

- Involve students as active participants in their learning
- Assist students to take responsibility for their own learning
- Offer pupils opportunities for success and develop their enthusiasm for learning
- Build upon pupils' prior experiences, knowledge and interests
- Develop and support pupils' self-esteem and confidence
- Foster co-operation and support through effective home/school partnerships
- Establish clear and achievable goals
- Recognise and celebrate pupils' achievements in a range of settings
- Expose students to a variety of learning environments
- Actively promote a range of learning strategies
- Provide opportunities for problem solving and risk taking in a variety of group and individual settings
- Provide regular feedback about pupils' learning developing a sense of partnership in learning between parents, teachers and governors.

4 Ethos

The ethos and atmosphere underpin the agreed aims of the School. Teachers provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge necessary for future learning. In order to do this staff will:

- provide a calm, quiet and effective working environment at all times, in which each child can reach their potential;
- provide a welcoming environment, in which courtesy, kindness and respect are fostered;
- provide positive role models;
- provide a fair and disciplined learning environment (Discipline Policy);
- maintain purposeful and informative planning, record keeping and assessment documents;
- effective management of professional time;
- develop links with the wider community;
- provide children with meaningful, purposeful tasks;
- value and celebrate pupils' successes and achievements; and
- review personal and professional development by providing appropriate INSET.

5 Effective learning

5.1 We acknowledge that people learn in many different ways and we recognize the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies **seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective**. We take into account these different forms of intelligence when planning teaching and learning styles.

We believe that effective learning takes place when:

- pupils feel valued as individuals and are actively involved in the learning process;
- classroom relationships are built on mutual tolerance and respect;
- pupils are encouraged by their teachers and are given opportunities to enjoy a genuine sense of achievement;
- there is a common awareness that high standards of self discipline and order are expected;
- the environment in which pupils and teachers are working is stimulating, comfortable and safe;
- lessons are well prepared with tasks and resources appropriate to pupils learning needs; and when
- teachers are respected.

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

- investigation and problem solving
- research and finding out
- group work
- listening
- observing
- pair work
- independent work
- whole-class work
- asking and answering questions
- use of the computer
- fieldwork and visits to places of educational interest
- creative activities
- watching television and responding to musical or tape-recorded material
- debates, role-plays and oral presentations
- designing and making things
- participation in athletic or physical activity

5.3 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

6 Effective teaching

6.1 When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group.

6.2 We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). We have high expectations of all children, and we believe that their work here at **St. Colman's Primary School** is of the highest possible standard.

6.3 We set academic targets for the children in each academic year. We review the progress of each child at the end of the academic year and set revised targets.

6.4 We plan our lessons with clear learning objectives. We take these objectives from the Curriculum or the Literacy or Numeracy Strategies. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate our planners so that we can modify and improve our teaching in the future.

6.5 Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

6.6 We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission.

6.7 We deploy learning assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.

6.8 Our classrooms are attractive learning environments. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to literacy and numeracy. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

6.9 All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all.

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of strategies:

- Visits to the NU/P1 classroom before the child begins school
- The involvement of the subject co-ordinators in the development of individual curriculum areas, in order to ensure continuity and progression
- Teacher observation
- Discussion and questioning (both open and closed)
- Previewing and reviewing work
- Didactic teaching
- Interactive teaching
- Conferencing
- Listening
- Brainstorming
- Providing opportunities for reflection
- Demonstrating high expectations
- Providing opportunities for repetition/reinforcement
- Providing encouragement, positive reinforcement and praise
- Making judgements and responding to individual need
- Intervening, as appropriate, in the learning process in order to encourage development
- Provide all children with opportunities for success
- Use a range of communication strategies
- Teachers will use a range of strategies in any one session.

6.10 A Good Lesson

A good lesson at St. Colman's P.S. has the following features:

- The teacher arrives on time of just before the start time of the lesson.
- Students are greeted on arrival.
- The lesson objectives need to be well considered and clearly communicated to the students at the start of the lesson.
- Success criteria need to be shared with the students and used to guide the learning process
- The lesson is well planned and, where possible, connected across the curriculum.
- The teacher is well prepared with the appropriate resources – differentiated as necessary.
- The lesson builds on the knowledge and experiences of the previous lesson.
- The teacher has high expectations of all the students in class.
- High quality interactions between teacher and student; student - student
- The teacher employs a range of strategies and stimuli (differentiation) to engage all students.

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- The teacher strives for student interest, involvement and enjoyment.
- Positive reinforcement and praise are a feature of the learning experience.
- The teacher produces a well-ordered, supportive and productive learning environment.
- The lesson demonstrates pace and challenge.
- There is effective use of open ended questions by both teacher and students
- Appropriate forms of assessment are an integral part of the learning process
- The teacher follows the positive classroom behaviour plan with consistency and fairness.
- The lesson is reviewed and the learning objectives evaluated.
- The teacher ensures that the learning environment is ready for the next teacher/lesson.
- The lesson ends on time and students are dismissed in an orderly fashion.

Each teacher should:

1. Organise his/her class into ability or mixed ability groups, according to the task.
2. Class rules and routines should be made explicit to the children
3. Organise and prepare resources prior to the start of the lesson.
4. Ensure that the objectives of the lesson are made clear to the children (AfL).
5. Ensure that Literacy and Numeracy lessons should follow the structure of the Literacy Strategy and Numeracy Strategy.
6. Ensure that lessons included differentiation of support, and/or resources, and/or expected outcomes, according to differing levels of ability.
7. Manage the classroom environment effectively, minimising undue noise and movement.
8. Follow the school's Behaviour Policy, making judicious use of praise and sanctions, but emphasizing the positive.
9. Incorporate enthusiasm and liveliness to his/her lessons in order to motivate, stimulate and enthuse the children.
10. Instruct, explain, question and support learners as necessary.
11. Have high expectations of all children.
12. Ensure that his/her classroom environment is safe, stimulating, attractive, informative, well-resourced and organised to facilitate independent learning.
13. Incorporate independent and collaborative work and first hand experiences in their planning.

14. Incorporate homework into their weekly teaching in conjunction with the Homework Policy.

7 Strategies for Teaching and Learning

Our curriculum is organised in a combination of cross curricular topics and discrete subject teaching. Mathematics, physical education and some language development activities are taught outside the topic framework. A programme of topics in line with our curriculum overview is followed throughout the school. **(See Staff Handbook for details).**

- Within each class whole class teaching, group work and individual work are used where and when appropriate.
- Groups are usually of mixed ability although matched ability sets may be used in maths, and for some aspects of language and science
- Discussion is encouraged where appropriate, although some periods of the day are set aside for quiet/silent work.

All teachers teach all subjects to their classes, seeking the advice and support of subject coordinators where necessary.

Classroom helpers are available in the form of paid classroom assistants and volunteer helperS.

As appropriate and at the discretion of the class teacher and Principal, vetted helpers assist:

- in the classroom working with small groups or individuals, supervising group work, art and craft, I.T. and listening to readers.
- in sports activities,
- on outings and visits
- by providing other help, such as developing contacts with local groups and places of interest.
- secondary school pupils and FE students on work experience placements are accepted into school and certain standards of dress and conduct are expected.

Teachers draw up their own programmes of study for their class making reference to the national curriculum, our curriculum overview and our policies and schemes of work.

Pupils with special educational needs are identified and supported in line with our Special Needs Policy and the Code of Practice.

8 Homework

As a community we consider homework to be a valuable element of the teaching and learning process therefore:

- children are encouraged to work at home on a regular basis.

- it is expected that all children will read at home and share books with their parents.
 - children will have multiplication tables and spellings to learn at home.
 - children who have made insufficient effort during class time may be asked to complete work at home.
 - extra homework tasks will be given to children as they progress through key stage 2 to help them prepare for life in secondary school.
 - further practice in basic skills may be set at the class teacher's discretion.
- homework is monitored by being checked and marked by teachers.

Parents are also asked to monitor their children's homework and sign homework and reading diaries on a nightly basis.

9 Celebrating achievements

Excellence in achievement/effort is celebrated by:

- Each child will have work displayed at stages throughout the year.
- Sustained effort including drafting and reworking is encouraged to produce a high standard of work.
- School events such as concerts, performances and sport are seen as opportunities for children to demonstrate their own best performance. Technicians are given as much praise and value as performers.
- Children have rewards for quality work and effort. These take the form of certificates given weekly in assembly, team points, class certificates, stickers and praise letters home.
- Pupils are encouraged to believe that any work to be displayed should represent the highest standards of their own personal effort and achievement.
- Class teachers send particularly pleasing pieces of work to the Head Teacher and the children are rewarded with a sticker.
- The House System runs throughout the school.
- Good work is shared at the Celebration assembly on Thursday each week.
- A variety of stars, stickers and stamps are used by class teachers.

10 The role of governors

10.1 Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;

- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the annual Head Teacher's report to governors as well as a review of the in-service training sessions attended by our staff.

11 The role of parents

11.1 We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to explain our school strategies for teaching literacy, numeracy and health education;
- sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school;
- sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.
- Respond to letters sent home from School
- Ensure that all contact addresses and telephone numbers are up to date and correct

11.2 We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible;
- inform the School of the reasons for their child's absence
- ensure that their child comes to school feeling confident and positive
- ensure that their child arrives at school punctually
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement.

11.3 Parents play a vital role in the education of the children and at our school we exercise an open door policy. The Home-School Agreement clearly sets out the shared role that parents have and the school's expectation that they will support their children. Parents are expected to seek advice from a member of staff if they have concerns about their children. In the same way, the school will be proactive if a teacher has a concern about a pupil. We would rather 'nip the problem in the bud' than adopt a 'wait and see' approach. See SEN Policy.

12 The Role of the School

In relation to the above the School will reciprocate by:

- respecting all information given in confidence;
- give clear information on aims and objectives of the curriculum and school procedures;
- give reasonable and appropriate access to teaching staff;
- work in partnership with parents to ensure the success of their child.

13 Strategies for Ensuring Progression and Continuity

We aim to provide a broad, balanced curriculum that encompasses the Revised Curriculum. Within the curriculum we include the Literacy and Numeracy Strategies although teachers are free to adapt these to suit their pupils' needs.

Where appropriate, we aim to enhance the curriculum with educational fieldtrips to further stimulate children's interest in the topic they are studying.

14 Planning

14.1 Planning is a process in which all teachers are involved, wherein

- The foundation for curricular planning will be the Whole School Development Plan, developed through a process of consultation between staff, governors and parents.
- The cycle of topics to be drawn up by the staff will be carefully balanced to ensure full coverage of the Revised Curriculum.
- Schemes of work for individual subjects will be developed by coordinators.
- Work plans including detailed weekly/daily plans are drawn up by individual teachers for each half term and monitored by the Head Teacher and subject coordinators.
- Regular staff meetings will be timetabled to discuss various aspects of the curriculum and to ensure consistency of approach and standards.

14.2 Teachers use the curriculum plan to identify topics and learning objectives. Curriculum co-ordinators are available to support colleagues in the planning of work, especially where work needs to be differentiated or particular resources are needed. In this way co-ordinators are able to monitor continuity and progression in their subject. These are then used to complete weekly and daily planning.

14.3 Teachers' planning should be or include:

- Long-term, medium-term and short-term objectives and learning activities.
- Linked to or reflect Literacy, Numeracy and other schemes-of-work.
- Differentiation, in order to cater for a range of abilities and experiences, including children with special needs and gifted and talented children.
- Relevant assessment information.

- Appropriate assessment activities.
- Cross-curricular, in order to make learning more meaningful for the children and in order to cover several learning objectives with one activity.
- Role of support staff.
- A range of appropriate teaching strategies.
- Identify resources necessary
- Be focused and concise.
- Encompass a broad, balanced, relevant and stimulating curriculum.
- Out-of-school experiences when appropriate.

14.4 Long Term Planning

Refer to School Schemes of Work in Teacher's Planning Folders.

14.5 Medium Term Planning

Medium Term Planning should give an overview of at least half a term's work. It will draw on the relevant sources mentioned above and will clearly indicate the main content and skills to be covered. Medium Term Planning need not contain huge amounts of detail, but should show that the half term's work will prove a suitable vehicle for continued high quality teaching and learning. Medium Term Planning provides the context for more detailed short-term planning and should also list and give information about differentiated ability groups where relevant, e.g. particularly in English and math.

The Medium term plan is vital for other interested parties to know what you intend to teach and when. It is not intended as your working document so you may choose to have some other method of recording what you teach. It should show which weeks you intend to teach what content. It should show which weeks you intend to teach which topic. Each objective, statement or topic should be transferred to the weekly plan.

14.6 Short Term Planning.

Short Term Planning should show:

- 1) the teaching focus of lessons;
- 2) what the children are intended to learn;
- 3) what they will do.

It will often show:

- 4) planned differentiation at three levels, with appropriate thought and provision given to the support of the least able and the extension of the most able.

The short-term plan is a working document and will therefore show:

5) where assessment opportunities are planned; and

6) retrospectively where they have been taken to confirm the success of the lessons and to inform future planning.

It should give details of the main objectives of the lesson and of key vocabulary to be used. The three-part lesson should be clearly outlined for each day with details of the differentiated tasks. (It is recognised that there may be in addition to these groups the need for extra activities for special needs.) It is not necessary to give details of resources you intend to use although you may have copies of worksheets alongside this plan.

15 Subject Coordinators

Subject leaders have a variety of roles. They:

- Write policies for their subject.
- Support colleagues in the planning and teaching of their subject
- Monitor progress in their subject and advise the head teacher on action needs
- Take responsibility for the purchase and organisation of central resources for their subject.
- Produce a subject development plan highlighting ways to take their subject forward..
- Have release time to monitor and manage their subject.
- Are expected to keep up-to-date with their subject through research, reading and attending relevant courses.
- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school.
- Monitor progress in their subjects and advise the Head Teacher and Governors on action needed.
- Organise and purchase central resources for their subjects within the budget and priorities identified in the School Development Plan.

16 Marking and Assessment

16.1 Feedback to pupils about their own progress is achieved through marking of written work, discussion with pupils, self-assessment and test results. **Marking and Assessment of pupil work is done effectively and used to inform future planning in order to extend children's learning.** (See separate policies on Marking and Recording and Reporting.)

Marking and assessment:

- Aims to help pupils develop, not merely find faults. Our teachers aim to use positive comments.

- Identifies errors in pupils' work and provides constructive advice for improvement.
- Is often done in the presence of the pupil and includes discussing the work
- Is carried out promptly and provides feedback which results in action.
- Is consistent within key stages, and carried out with discretion so that a child can assimilate a limited number of corrections at one time--this will vary according to the age and ability of the pupil.

16.2 Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching.

Suitable tasks for assessment include:

- Discussion between the pupil and teacher, either individually or in small groups, perhaps in the context of a practical task.
- Use of short teacher devised tests relevant to the unit of work being studied.
- Individual assignments.
- Marking and monitoring of class work.
- Teacher observation of the pupil particularly during practical tasks.

Cross Phase continuity is ensured by:

- links with the secondary schools which we feed;
- visits to secondary schools by year 7 pupils;
- transfer of pupil's Records of Achievement and Summative Assessment results;
- discussions between teachers both within the school and between the year 7 teacher and the secondary schools.

Assessment should:

- Be based on a range of assessment strategies.
- Be in-built into planning.
- Inform planning and teaching in a cyclic process.
- Be constructive and positive.
- Include formative, summative and ipsative assessments.
- Be used as a basis for recording individual pupil's progress over time.
- Lead to realistic yet challenging target setting.
- Form the basis of informative reports to parents.
- Involve pupils.

Each teacher should be committed to:

- Providing equality of educational opportunities.
- Catering for all needs – special, individual, talented and gifted.

- Fulfilling the needs of the whole child – educational, physical, emotional and social.
- Establishing a positive relationship with every child.
- Establishing a working partnership with parents.
- On-going professional development.
- Fulfilling professional duties.
- Being aware of and following all school policies.
- Working within and contributing towards a team.
- Liaising with other agencies.

17 Strategies for Recording and Reporting

In line with our assessment policy records of progress kept for each child are:

- updated at least once a year by the class teachers and contain samples of pupils' work.
- examined by class teachers at the start of each academic year as they prepare for their new class.
- available for parents to view, providing statutory notice is given.
- monitored by the Principal.

Reporting to parents is done on a yearly basis through interviews and annually through a written report. Parents are made aware that:

- parent interviews may be held immediately after school and/or early evening.
- they may meet their child's teacher or the Head Teacher by appointment at any other time, to discuss particular concerns.
- parents of children that have been identified as having Special Educational Needs are invited to take part in their reviews.

18 Strategies for the Use of Resources

18.1 Classroom resources are the responsibility of classroom teachers. They are kept up to date and replaced as necessary (there are no prizes for using the shortest pencils!) classroom resources are arranged to encourage pupil independence from P1 class upwards. Pupils should be able to find the resources they need easily and should be used to putting things away again tidily, ready for the next person. Teachers will ensure that:

- There is a range of appropriate, accessible and labeled resources available, from which pupils can select materials suitable to the task set
- All children know where resources are kept and the rules about their access and use
- All pupils know what they must not touch for reasons of safety and privacy

- Children are encouraged to act independently in choosing, collecting and returning resources where appropriate
- Children and teachers act together to establish a welcoming, attractive and well-organised environment, engendering respect, care and value for all resources

18.2 Central resources are monitored by subject co-ordinators. Each subject area has a budget depending on the targets in the School Development Plan. Co-ordinators are responsible for consulting staff and the Principal in regards to resources needed.

- General stationery resources can be ordered via the school administrator, using the stock book and box provided. This is done on a Wednesday or a Thursday
- It is the responsibility of staff using central resources to return them to the correct place immediately after use so that other staff may use them.

18.3 Time is a valued resource. To maximise its use:

- In the Foundation Stage, time is tightly organised by the teachers.
- As children progress throughout the school, they are encouraged to take greater control of their own learning, including their use of time – meeting deadlines.
- Ensuring that tasks are made specific and clearly defined reduces time wasting.
- All lessons will start promptly and children will know routines for entering a classroom and sitting down ready to work.
- All children engage in useful activities immediately upon entering the classroom and know what to do between the end of an activity and the end of a session.

19 Monitoring and review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

The school programme for monitoring teaching and learning is set out in the Monitoring and Evaluation Policy. There is a programme to release co-ordinators from the classroom to monitor their subject area. This may involve classroom observation, work audits, policy/scheme preparation, team teaching, etc. The results of monitoring are fed back at staff meetings and to the Principal and form the basis of setting development targets in the School Development Plan. The monitoring process will also highlight needs for new resources and training, which can be addressed at a whole school level. Subject co-ordinators are also asked to present short reports to the governing body where appropriate, i.e. a report about the introduction of the Numeracy Strategy.

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Subject co-ordinators are also responsible for monitoring standards of learning and checking for progression in learning experiences. They monitor the subject schemes of work, offering advice where necessary. They are also involved in monitoring school targets, especially in numeracy and literacy, using school, EA and benchmarking data.



APPENDIX 1

AREAS OF FOCUS

Teaching and Learning and, in particular, how effective we are in meeting the requirements of the Teaching and Learning Policy.

- Planning will be effective and show clear learning objectives, differentiation and high expectation.
- The teaching will reflect these clear learning objectives, differentiation and high expectations and be well paced.
- A variety of teaching strategies will be used which are appropriate to the learning objectives including the use of ICT.
- The teaching will stimulate the children.
- Teachers will demonstrate a sound knowledge of the subject.
- Children will be given opportunities to develop independence in their learning.

Standards of work and progress

- The standard of work in children's books, displays etc will indicate that progress is being made.
- Presentation of work will be of a high standard and reflect the school's policy on presentation and marking.
- The work will reflect the teacher's high expectations.

The learning environment

- Displays will be fresh and imaginative and reflect the very best of the work of the children.
- Displays will be varied and, over time, consist of pictures and paintings, the written word and mathematical representations and may reflect all areas of the curriculum.
- Displays will sometimes be 3D.
- Displays may include working displays that will provide a stimulus or reference or contain teaching points.
- The classroom will be tidy and children will have an established routine of keeping their own desks and areas tidy.

The attitudes, behaviour and general discipline of the children

- The children should display an enthusiastic attitude to learning.
- The children should demonstrate the ability to stay on task for periods of time appropriate to their age.
- The children should demonstrate the ability to work co-operatively and independently.
- The children should be polite and well behaved when on school trips and when representing the school in events away from school e.g. sports fixtures, concerts etc.
- The children should enter and leave the hall quietly prior to and after assembly and behave appropriately during assembly.

The aims of the school and how we are achieving them

- There will be evidence that a significant number of the points identified in the 'School Aims — How To Achieve Them' are being utilised.

The curriculum, assessment and record keeping

- Planning will show that the statutory requirements of the Curriculum are being met.
- Marking of children's work will be in accordance with the school's policy — it will be thorough, meaningful and assist in future planning.
- Formal assessments will indicate areas and rates of progress and also areas of weakness that will assist in future planning.
- A scrutiny of pupils' work will a) reflect the teachers' planning, b) show evidence of individual progress and c) show that school policies on marking and presentation together with the individual subject policies, schemes of work and guidelines are being followed.
- That pupil records are kept in accordance with school procedures and that these are effective in indicating achievement.

APPENDIX 2

THINGS THAT HELP CHILDREN TO LEARN:

- Careful listening
- Good equipment, tools, books, computers and displays
- Working together and talking to each other
- Rules for behaviour
- Playing
- A quiet classroom
- School trips and visiting speakers
- Thinking and concentrating
- Lists to help and remind
- Doing it by themselves and not giving up
- Looking back over old work to see how they could have done better.
- Encouragement by the teacher
- When others are kind
- Taking care with and having pride in their work
- Mummy and daddy reading with them and talking about their school day
- When they understand their work and what they have to do
- Self-confidence
- A warm atmosphere
- Extra help to understand or a push to make the most of ability
- When they are happy and enjoying school
- When it is not too hot or too cold
- Fun work
- Having friends near them
- Enough room to work in
- A range of different activities
- Taking part and being involved
- Researching, investigating, experimenting
- Acting in plays
- Sitting still and not wandering about
- Asking questions
- Tables and spelling tests
- When the work gradually gets harder
- Not having to rush their work
- When they are not interrupted
- Clear explanations
- When the teacher teaches them and they don't just have to get on with the book or worksheets
- Adult helpers in the class
- Not inviting friends when you've got homework
- Going to school every day

THINGS THAT STOP CHILDREN LEARNING:

- Too much noise in the classroom
- Daydreaming and not concentrating
- Chattering when they should be working
- Cheating, copying
- Being silly and not behaving properly
- Distractions
- Not listening properly
- When they don't say that they didn't understand
- Rushing their work
- Not learning their spellings and tables
- Wandering around
- When worried after playtimes
- If it's too hot in the classroom
- Being teased or laughed at
- Equipment that doesn't work properly
- Feeling ill, hot, tired, hungry
- When they are sad about things at home
- Boredom
- When their teacher gets angry and shouts
- When their work hasn't been explained properly
- Doing the same sort of work every day
- People calling out and shouting
- People talking when the teacher is teaching
- Their friends asking them for help
- Having the wrong attitude
- When the work is too hard
- Pressure
- No self-confidence
- No friends
- Lack of space
- Confusing instructions
- When their table try to get them to do something their way and they don't want to
- Having to queue up for your teacher
- Not knowing where all the apparatus is or being able to reach it

CHILDREN LEARN BEST WHEN:

- They are happy and secure
- When being stuck is not seen as failure
- Their work is planned appropriately
- A variety of teaching techniques, strategies and contexts are used appropriately
- They understand
- They are actively involved
- Their environment is conducive to learning
- There are positive links between home, school and the community
- The whole team works and develops together

CHILDREN LEARN BEST WHEN THEY ARE HAPPY AND SECURE

Therefore we must:

- provide positive, enthusiastic role models
- be consistent and fair
- be approachable, reassuring, supportive
- be prepared to say 'sorry', or 'I don't know'
- foster and maintain positive attitudes
- value them as individuals
- be aware of individual needs, interests and abilities
- balance high expectations with achievable targets
- match learning to ability and needs
- listen and respond to their viewpoints
- value efforts and achievements
- praise and reward them appropriately
- be constructive and diagnostic in our comments
- enable them to feel unafraid, to have a go, to take risks, to ask for help ensure that they experience success
- enable them to realise that mistakes are a positive learning experience
- establish and maintain clear guidelines, boundaries and expectations of behaviour
- involve them in creating rules and contracts
- ensure they understand the learning expectations
- establish and standardise organisational routines and procedures
- give every child access to the full life of the school
- ensure a safe, orderly and supportive environment
- foster a sense of belonging to their class and to the school
- promote respect and positive attitudes about themselves, others and their environment
- be alert to significant changes of behaviour
- maintain effective links between home and school
- develop their trust in each other and trust them with responsibilities
- encourage them to appreciate differences and differing opinions
- ensure that our school is a place they want to come to

CHILDREN LEARN BEST WHEN THEIR WORK IS PLANNED APPROPRIATELY

Therefore we must:

- recognise that all planning is to raise children's achievements
- continue to develop our whole school planning policy
- ensure our long-term plans address balance, breadth and coverage of the national curriculum
- ensure that short-term plans address the issues of differentiation such as pace, groupings, extension, support and resources
- ensure that all levels of planning relate to one another
- base all planning on the evaluation and assessment of previous learning
- plan regular opportunities for observations and focused assessment
- use a range of assessment techniques including formal and informal (observations, SATs questions, marking tests, discussion)
- analyse assessment results to determine patterns that may inform teaching
- involve the children in planning, reviewing and assessing their own work
- plan time for review, revisiting, revision, practice
- ensure that our planning is rigorous but flexible enough to respond to the unexpected
- record all significant and relevant assessment results and use them to inform the next level of planning, the next class, parents, the next school
- continue to inform parents of forthcoming topics
- inform and involve LSA's in planning
- ensure that all adults and children are aware of the intentions and expectations
- plan for specific learning intentions in terms of knowledge, skills and understanding
- determine all activities based on learning intentions and resource them accordingly
- determine learning outcomes in order to support their assessment
- ensure a balance of the type of activities the children experience
- ensure that the number of activities and groups at any one time is manageable
- plan to use a range of teaching techniques, strategies and contexts appropriately
- ensure that most of our time is involved in focused teaching or assessment, rather than in managing routines or supervising activities
- plan for the most effective deployment of all adults involved
- consider the individual needs, interests, abilities and learning styles of the children
- have high expectations of all children and plan achievable, realistic, challenges and goals
- ensure that what is planned is achievable within the time
- consider carefully when to withdraw or integrate children requiring additional support
- continue to review and develop all aspects of our planning

**CHILDREN LEARN BEST WHEN A VARIETY OF TEACHING TECHNIQUES,
STRATEGIES AND CONTEXTS ARE USED APPROPRIATELY**

Therefore we must:

- draw from a range of teaching techniques that include telling, explaining, demonstrating, illustrating, modeling, questioning, challenging, intervening, interacting, discussing
- ensure a balance in the use of techniques
- ensure that the chosen technique is fit for the purpose in terms of the task and the children
- be aware of different learning styles
- provide a variety of learning contexts and ensure their balanced provision
- use investigations and experiments to promote independent thinking and learning
- ensure practical, creative, construction work
- teach and enable them to apply research, reference, draft and editing skills
- provide short, fast tasks, and those that require a more sustained commitment
- ensure opportunities to work on their own and in groups
- expect them to pose hypotheses, ask questions and find answers, make reasonable predictions and sensible estimations
- provide a balance of grouping strategies including whole class, large and small groups, pairs and individuals
- use a range of groupings including ability, mixed-ability, gender, mixed-gender, age, interest, friendship and social
- be flexible in the formation of groups
- be aware of the differences between children merely sitting in groups and doing individual work; sitting in groups and co-operating during individual work; working collaboratively towards a common outcome
- use a range of intervention strategies such as encouragement, enabling, clarification, focusing, redirecting, informing, reviewing, exploration, probing, assisting

CHILDREN LEARN BEST WHEN THEY UNDERSTAND

Therefore we must:

- explain clearly and in appropriate vocabulary
- be prepared to repeat explanations in different ways
- encourage children to say whether or not they understand
- be clear in our understanding of the knowledge or skills to be taught
- use a variety of teaching techniques and strategies appropriately
- explain clearly the purpose of the task and its links to other activities, the topic and the real world
- structure and sequence the learning intentions and activities
- outline the expectations, outcomes and deadlines for tasks
- provide practical, hands on experience
- encourage them to explain their own work, to teach others, to talk about what they know
- ask them to make predictions, elaboration's, generalisations
- know them well and match work to ability
- ensure provision for differentiation within tasks
- question them and encourage them to ask questions
- ensure that relevant resources are available and accessible
- provide a range of self-help strategies
- provide additional support in terms of people or time
- provide opportunities for practice, revision, re-visiting, application, consolidation
- assess and evaluate at regular intervals
- base new learning on previous experiences and understanding
- encourage them to change their minds and learn by experience
- involve the children in a review of their own work

- encourage the extension of the learning into the home
- plan opportunities to enable them to apply their skills to other contexts
- if the teaching has required thoughtful responses, give the children thinking time

CHILDREN LEARN BEST WHEN THEY ARE ACTIVELY INVOLVED

Therefore we must:

- convey our expectations that they too have a responsibility in their learning
- ensure that tasks and activities meet individual needs
- provide opportunities for child-initiated tasks
- provide opportunities for children to question and teacher to listen
- enable them to plan, take action and review aspects of their own work
- involve them in setting their own targets
- ask them to present their findings in a variety of ways
- expect them to suggest ideas and follow them through
- give them specific responsibilities and expect them to be fulfilled
- expect them to take responsibility for their own actions
- encourage their initiative and interests within and beyond school
- incorporate their interests whenever practical or relevant
- engage their imagination and curiosity
- provide stimulating starting points, resources and environments
- include artifacts and resources
- plan opportunities for group work, collaborative tasks, practical investigations, drama and role-play

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- show our own enthusiasm and excitement in the learning experiences
- ensure that resources are available and accessible
- praise children for having made appropriate decisions, independently
- develop their sense of pride and achievement
- help them to manage their own time in meeting deadlines and expectations
- allow them to draw upon their own knowledge and skills and those of others
- engage them in active learning as quickly as possible at the start of each session
- develop their questioning skills
- teach them how to read to learn as well as learn to read
- encourage their involvement in whole school events such as clubs

CHILDREN LEARN BEST WHEN THEIR ENVIRONMENT IS CONDUCIVE TO LEARNING

Therefore we must:

- create a safe, orderly, purposeful environment throughout the school
- ensure that the school looks attractive, welcoming and well maintained
- ensure the physical comfort and safety of each room in terms of heat, light, ventilation, hygiene, appropriate size of furniture and adequate work surfaces
- be flexible in the organisation of furniture to respond to varied teaching strategies
- ensure ease of access and movement around the room
- expect children to take responsibility for resources, their work space and the whole classroom
- ensure resources have a specific place and that they are labeled, available and accessible to the children
- regularly check and maintain resources
- ensure that the classroom is resourced for the current learning

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- involve the children in the creation and maintenance of their environment
- standardise routines and organisational procedures throughout the school
- establish guidelines and boundaries about expected behaviour
- ensure that these are known, understood and implemented by the children
- draw upon a wide range of environments within the school, grounds, home, local community and further, contrasting localities
- ensure that displays and resources reflect the cultural diversity of society
- provide a variety of different types of display including process, product, interactive, celebratory, informative, tactile, starting point, 2D, 3D
- create displays that reflect and support the current learning
- create and maintain displays of a consistently high standard
- set high standards for work to be displayed
- ensure that every child's work is represented on display at some time
- involve the children in creating a display
- ensure that subjects other than art are displayed

**CHILDREN LEARN BEST WHEN THERE ARE POSITIVE LINKS BETWEEN THE
SCHOOL, HOME AND COMMUNITY**

Therefore we must:

- be welcoming and approachable to all our visitors
- provide informal and formal opportunities for parents to have reasonable access to the school
- ensure appointed opportunities to discuss children's progress
- involve parents in their child's development as and when necessary
- communicate the progress and achievement of the children
- listen to the interests, concerns and views of the parents
- ask parents to inform us of significant changes that may impact on their child in school
- keep parents informed about the school in letters, organisers, newsletters and a notice board
- invite parents and members of the community to events, celebrations, performances
- continue to inform parents of the intended learning
- maintain and develop visits to the local community and invite visitors into school
- support the work and activities of the PTA
- encourage parents to support homework and to extend the children's learning to the home environment
- expect children to contribute to and learn from the community
- encourage active parental support in the classroom
- continue to support the responsibilities of the governors
- maintain our links and activities with other local schools and organisations
- establish effective liaison at all points of transfer
- provide clear, comprehensive records to inform the next school, parents and external professional agencies



**CHILDREN LEARN BEST WHEN THE WHOLE TEAM WORKS AND
DEVELOPS TOGETHER**

Therefore we must:

- regard St. Colman's Primary School as a learning organisation for all
- recognise and value the different roles and responsibilities of all members of the staff and ensure that children and parents do the same
- plan time to communicate between all adults involved in the class
- provide timetables, information, guidelines, minutes of meetings when appropriate
- plan, review and evaluate together
- refer to co-ordinators for support and advice
- draw upon the expertise and talents of each other
- recognise the contributions of all members of the staff
- make decisions after whole-team consultations
- ensure regular and effective liaison between KS1 and KS2
- listen to and value each other's opinions
- be a critical friend to each other with positive, constructive, support
- continue to involve all members of the school in the process of school development planning
- appraise and identify individual needs as well as the needs of the school
- ensure relevant training opportunities and courses
- provide feedback from courses
- ensure that the whole team is aware of all policies and decisions and that these are applied consistently
- support the work and social activities of the School.



APPENDIX 3

QUALITY OF TEACHING

PLANNING, TEACHING AND CLASSROOM MANAGEMENT

Excellent/Very good teachers...

- share learning objectives with pupils. Better teachers often identify key questions which they use as a basis for formative assessment.
- make effective use of assessment information to plan lessons and sequences of lessons; for example using preliminary school experience to gain a good knowledge of individual pupils' attainment.' using early lessons to question and sometimes formally test pupils; and using planned assessment opportunities during lessons. Very good teachers consult closely with other teachers who often provides information about pupils' prior learning and attainment to help ensure progression in pupils' learning.,
- introduce lessons with a review of previous work where appropriate and use probing questions to establish levels of understanding. They set challenging questions targeted to the ability, or spread of ability, of pupils.,
- give pupils a clear understanding of what they are expected to achieve and how they can judge if they have been successful;
- ensure pupils are made aware of deadlines and pace their work accordingly.'
- call upon pupils to demonstrate and explain their work and ensure that both they and the pupils have ample opportunities to use correct vocabulary.,
- make sure that questions are carefully matched to pupils' level of understanding and that pupils have sufficient time to think and respond. They use questioning effectively to identify pupils' errors and misunderstandings, and are then able to use these constructively to develop pupils' understanding.
- leave sufficient time for a proper review of what has been achieved in the lesson.
- make good use of plenary sessions by asking skilfully framed questions to strengthen the achievement of learning objectives-, reinforce learning by getting pupils to give accounts of their strategies for working.
- can discuss the relative merits of different schemes and know the limitations if undue reliance is placed on the use of commercial schemes.'
- set high expectations of behaviour and focus on forging positive relationships.' they work at encouraging confidence in pupils such that pupils are willing to "have a go" when asked to tackle challenging work. In very good teaching, teachers remind pupils regularly of their expectations for work and behaviour. They often make good use of praise focusing how well pupils have achieved the learning objectives as well as on promoting good behaviour.,
- enhance the classroom learning environment by assembling and using attractive and stimulating displays which celebrate pupils' work and promote learning and enthusiasm.
- Select and use appropriately a wide range of resources, including ICT.'
- are able to evaluate their teaching in relation to pupils' learning and to set targets for improvement for their pupils as well as themselves.

Additional standards relating to early years

- require the children to concentrate and listen attentively for sustained periods.'

- encourage children to learn through play, often with the support of adult helpers planned by the teachers;
- provide children with opportunities to learn independently and co-operatively in groups, and to talk among themselves and with adults.
- manage the work of adult helpers well (albeit under the class teacher's supervision).

Good/satisfactory teachers...

- identify clear and assessable learning objectives; identify and include assessment opportunities in their planning and give a high priority in their planning to mental and oral work; have appropriate expectations of pupils and are able to plan their teaching to meet the learning needs of pupils of a wide range of ability'. plan individual lessons with a clear structure. where appropriate, plan to ensure a smooth transition between one phase of a lesson and the next.'
- understand well the link between planning and assessment but do not always make this link, or do not always use the full range of assessment strategies available.,
- make reference to the appropriate Revised Curriculum programmes of study (or the Numeracy and Literacy Frameworks) in their planning; teach effectively to whole classes, to groups and to individual pupils;
- introduce their lessons well and engage pupils' attention successfully, make effective use of teaching time;
- monitor pupils' work effectively and intervene appropriately to ensure that pupils understand the work, remain on task and learn from their experiences; monitor group activities conscientiously and make appropriate interventions;
- monitor their classes consistently to ensure good discipline and to sustain an appropriate working atmosphere. establish and maintain an effective working atmosphere. set high standards of behaviour and exercise effective Levels of class control. have a good knowledge of positive classroom management techniques and use them;
- establish a safe environment which supports learning and in which pupils feel secure and confident in asking questions and in acknowledging their lack of understanding.,
- have an enthusiasm for learning that they are able to communicate to pupils;
- use well a good range of methods for teaching, selecting methods which will enable them to achieve their learning objectives and ensure their effectiveness by giving pupils clear explanations and instructions for what they are expected to do, and intervening at appropriate points in the lesson to summarise and to move pupils on;
- use an interactive style for teaching number to whole classes, and teaching which includes whole class oral and mental work for pupils. use questioning effectively to identify pupils' errors and misunderstandings; use resources well for teaching ; use practical apparatus appropriately to develop pupils' understanding.
- use worksheets sensibly, often designing their own or adapting a school's worksheet for a particular purpose.,
- make sensible use of calculators and ICT.
- take account in their planning and teaching of the need to ensure that pupils acquire and consolidate the relevant knowledge, skills and understanding, and most use a good range of strategies to do this, for example often starting the lesson with oral or mental number work which revises and reinforces prior knowledge., Investigation, problem-solving and extension activities are used to enable pupils to practise using number skills in different contexts;

- evaluate their own teaching conscientiously and thoroughly. Demonstrating that they can do so critically and constructively

Additional standards relating to early years

- use a good range of appropriate teaching activities and activities to develop children's understanding, and lay the foundations for learning.
- plan and carry out with young children activities such as baking and sharing cakes to provide them with concrete experiences of basic number operations.
- set up a variety of "real-life" contexts in their classrooms, such as home corners, cafes, post offices, travel agencies and gardens which provide good opportunities in which to learn.

Adequate /less than adequate teachers...

- set objectives which are not precise enough to enable sufficiently effective and accurate assessment of pupils' learning;
- are unable to plan a sequence of lessons which demonstrate progression clearly;
- do not organise their reading time effectively.' for example, they use too much time for lesson introductions, have difficulties in organising transitions between whole class teaching and group work, or give insufficient time to plenary sessions.'
- provide only a limited range of activities in lessons so that pupils' motivation is not maintained and their understanding of concepts and techniques is not reinforced., plan uninteresting activities which result in pupils quickly going off task.' or give insufficient guidance to pupils as to the amount and quality of work they should produce;
- have under-developed questioning skills; for example.. failing to probe pupils' level of understanding sufficiently and so not eliciting pupils' errors and misunderstandings. focus too much on a few individual pupils and fail to involve the whole class sufficiently; do not listen to pupils carefully enough and analyse their responses;
- do not make good use of the plenary session planned for the end of their lesson by not leaving sufficient time for a proper review of what has been achieved in the lesson or restricting themselves to checking what work has been completed;
- write evaluations that are descriptive rather than analytical and often focus on pupil behaviour rather than pupil learning.

Poor teachers....

- focus lesson planning on activities, instead of learning objectives.,
- supervise pupils rather than engage in teaching them.
- have not developed their class management skills sufficiently., for example, they have difficulties coping with disruptive pupils and in establishing and maintaining a safe learning environment.'
- are not themselves sufficiently knowledgeable and confident in the subject to be able to motivate pupils, challenge them intellectually, or sustain their interest more than briefly.

