

Lunsford Primary School

Teaching and Learning Expectations

- Each child moves forward in their learning in every lesson.
- Children's learning is understood developmentally and so, teaching is adapted to support each child, dependent on their emotional, social and cognitive stage.
- A learning ethos is established as soon as the children enter the class. No time is wasted! Teachers are ready and have provided learning opportunities for the children to engage with immediately. (This could be linked to school priorities. For example, mastery of mathematical foundations – number bonds, x tables, place value, etc.)
- Skillful questioning is used throughout the lesson and especially at the start as a tool to review prior/most recent learning. (Involving all children and using variety of talk partner strategies)
- Learning Objectives and Steps to Success are well-matched to children's abilities and shared with them throughout the lesson so that they understand what they are learning, why they are learning it and what they need to achieve to make good progress. (These are prepared and stuck into books with additional challenges to deepen understanding identified in planning)
- Focused talk-partners to be used to increase discussion opportunities and response (avoid over-reliance on individual questioning and feedback). Talk partners must have a purpose, and add value.
- Teacher modelling is precise and effectively develops understanding without effecting pace. (I do, We do, You do) Teachers recognise that everything must be modelled to a very high standard. (eg, reading, writing, thinking, questioning, adding, subtracting, walking around the school, lining up, being courteous, having tidy and organised work spaces, etc.)
- Teachers facilitate dialogue by 'bouncing' responses and engaging all learners. Active learning strategies are used to maintain high levels of engagement.
- Plenaries and 'mini-plenaries' to be evident in lessons – reviewing and assessing learning but also moving learning forwards or reviewing misconceptions as they arise. These must be precise and purposeful with **question stems** used effectively.
- Highly effective AfL enables teachers to adjust teaching to secure excellence progress for every child. Provision maps are carefully designed, and regularly evaluated, to address gaps in learning and to effectively support children with additional needs.
- TAs contribute effectively to learning at all times. In the main teaching session, TAs should not be sitting and listening and should be supporting feedback given in lessons as per Feedback Policy.
- Children in KS1 to remain on carpet for no more than 15 minutes at a time – teacher talk no longer than 15 minutes in all classes. (This time must involve full engagement from all pupils)
- Verbal/ written feedback must be precise and linked directly to the learning objectives and steps to success. Phrases such as 'add more description' 'vary openers' are not precise enough. Children must also respond to the feedback (which could simply be a pink highlighted section) through improvements in learning using their purple pens, or verbally with an adult in the class. They must also regularly self and peer assess their learning using purple pens. Variety of feedback strategies used and adherence to the Feedback policy.

Presentation of Work

- No doodling on / in books. All books should have the school label on. Plastic wallets should also be used for Maths and English.
- KS2 - Use of rulers for diagrams, titles and margins.
- Presentation must be of the highest standard in all areas of the curriculum. Writing should be as high quality in foundation subjects as it is in English.
- Corrections made during pupil's work should be crossed out with one line using a pencil and a ruler.

Behaviour and Behaviour for Learning – Be Safe, Be Ready, Be Respectful

- Children will move around the school in a quiet and respectful way. All staff will positively pick children up on inappropriate behaviour – regardless of how minor it is. Adults must supervise children carefully (especially during transition times) and reinforce School Values and 3 School rules at all times.
- Behaviour for learning – have high expectations in the way children talk, sit and behave in their learning. Depending on ability and need - children should sit still and listen when being taught or when someone is saying something. There should be no talking over people and no fussing, including points of transition.
- Consistent use of Zones of Regulations across all classrooms
- School Values and School Behaviour Expectations to be visible in every classroom and consistently referenced to.

Learning Environment

- The classroom is the 'Second Teacher'. All displays are beautifully presented and have handwritten labels that explain the learning, questions for further learning and contain pupil reflections. Silver pen on black paper will be used for corridors.
- High quality learning is displayed at all times. An '**ethic of success and excellence**' spreads through all areas of the school at all times.
- No lined paper for writing up and no photo copied formats in KS2 (KS1 to use lined paper for displays. (Unless this adds to the design effect of the display))
- All display work to be double mounted for public display boards in the hall and corridors. Display work in the classroom to be mounted once.
- Learning walls to reflect a 'workshop' feel. They clearly describe the Learning Journey for the pupils to access
- Use material and 3D work where appropriate.

*These will be evaluated during each learning walk.
A journey of success and excellence*

