

Key Aspects of High Quality Teaching

Key aspect	What this looks like in our school
<p>Expectations</p> <ul style="list-style-type: none"> • We establish a safe and stimulating environment for pupils, which is rooted in mutual respect • We set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • We demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 	<ul style="list-style-type: none"> • Children and teachers discussing success criteria and expectations • Challenge for the more able children in every lesson • A culture where achievement is expected but also celebrated • Children given opportunities to develop resilience, stamina and determination • Children being held increasingly accountable for their work – both in quality and quantity – as they progress through the school • Children know what attributes and skills aid successful learning, what they are good at and what they need to do to improve • Teaching promotes high levels of resilience, confidence and independence when tackling challenging activities
<p>Promoting good progress and outcomes</p> <ul style="list-style-type: none"> • Teachers are accountable for pupils' attainment, progress and outcomes • Teachers plan teaching to build on pupils' capabilities and prior knowledge • Teachers guide pupils to reflect on the progress they have made and their emerging needs • Teachers demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching • Teachers encourage pupils to take a responsible and conscientious attitude to their own work and study. 	<ul style="list-style-type: none"> • Assessment is used effectively to impact on learning • Lessons are clearly evaluated and subsequent learning is amended to take account of changing pupil needs • Children are empowered to take an increasing responsibility for their learning • Growth mindset is explicitly verbalised and displayed in class • Teachers are aware of progress and attainment and take an active part in pupil progress meetings, reflecting on impact of interventions, planning next steps and sharing with TA's to target support where needed • Teachers need to be aware of work / life balance
<p>Subject and curriculum knowledge</p> <ul style="list-style-type: none"> • Teachers have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings • Teachers demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • Teachers demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject • If teaching early reading, teachers demonstrate a clear understanding of systematic synthetic phonics • If teaching early mathematics, teachers demonstrate a clear understanding of appropriate teaching strategies. 	<ul style="list-style-type: none"> • Teacher modelling of appropriate vocabulary across the curriculum • Teachers plan carefully to build on children's prior knowledge • Freedom and space are provided for children to pursue individual interests and engage in sustained activities. • Teachers actively promote the learning to learn curriculum • Teachers model the expectations that are expected of the children

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<p>Planning</p> <ul style="list-style-type: none"> • Teachers impart knowledge and develop understanding through effective use of lesson time • Teachers promote a love of learning and children’s intellectual curiosity • Teachers reflect systematically on the effectiveness of lessons and approaches to teaching • Teachers contribute to the design and provision of an engaging curriculum within the relevant subject area(s) 	<ul style="list-style-type: none"> • Teachers plan carefully structured lessons and programs (both long and medium term) to ensure that there is broad, balanced, rich and relevant curriculum, based on children's prior learning and achievement. • Planning must clearly identify a range of learning opportunities appropriate to all children’s needs • All lessons to have clear, quality Learning Objectives (WALT’s) that are non-context based and children understand why the lesson is important • All lessons to have clear success criteria (WILF’s) that are differentiated • Children have time to reflect and self evaluate their learning • Lessons are evaluated in order to modify and improve future teaching • Teachers systematically assessing and tracking children's progress throughout the school, in particular using APP • School proformas for lesson planning should be adhered to • Teachers planning to teach a combination of skills and knowledge leading to understanding that can then be applied in other situations • Teachers knowing when to depart from prepared planning to allow more fruitful learning opportunities, led by children’s enthusiasm and other stimuli • Lessons presented in a variety of styles • Teaching that indicates what the next steps in learning will be • Teaching assistants are deployed effectively
<p>Responding to strengths and needs of all pupils</p> <ul style="list-style-type: none"> • Teachers know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • Teachers have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these • Teachers demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development • Teachers have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. 	<ul style="list-style-type: none"> • Teachers share planning with teaching assistants in advance and clearly set out their impact in all parts of the lesson • Teachers prepare for transition meetings for new class / secondary transfer • Teachers to work with outside agencies / CPD opportunities where appropriate to meet needs of pupils • Teachers to seek advice within school if they do not feel they are able to meet the needs of all children • Teachers to plan additional opportunities to extend and deepen learning for the more able both within and outside school

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<p>Using assessment to impact on learning (AfL)</p> <ul style="list-style-type: none"> • Teachers know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • Effective use is made of formative and summative assessment to secure pupils' progress • Data is used effectively to monitor progress, set targets, and plan subsequent lessons • Pupils are given regular feedback, both orally and through accurate marking, and given opportunities to respond to the feedback. 	<ul style="list-style-type: none"> • Learning objective is shared with children and success criteria either shared or generated with children • Children evaluate their own learning against SC through traffic lighting, thumbs up, assessment fans, assessment slips ... • Teacher uses mini plenaries and visualiser to share work mid lesson and children evaluate against SC • Examples of work are shared including excellent examples to model (other schools, previous / paired class etc) • Marking highlights positives and specific areas for improvement. Children given time to work on these asap
<p>Effective management of behaviour</p> <ul style="list-style-type: none"> • Teachers have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • Teachers have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • Teachers manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • Teachers maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. 	<ul style="list-style-type: none"> • Classroom rules are generated with the children and displayed • Children celebrated for effort not just attainment • Foster intrinsic rather than extrinsic reward • Teachers work with parents regarding children whose behaviour is a concern • School behaviour policy is regularly reviewed with staff and applied consistently • All members of staff, inc. supply teachers, are aware of rewards and sanctions and expectations of behaviour • Lessons are planned to engage children's' interests and enthusiasms • Teachers to involve senior staff or other professionals such as the home school link worker to support children whose behaviour causes a concern

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<p>Wider professional responsibilities</p> <ul style="list-style-type: none"> • Teachers make a positive contribution to the wider life and ethos of the school • Teachers develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • Teachers deploy support staff effectively • Teachers take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • Teachers communicate effectively with parents with regard to pupils' achievements and well-being. 	<ul style="list-style-type: none"> • Teachers are highly regarded by colleagues, who want to learn from them. They willingly play a role in the development of school policies and in the professional life of the school through their curriculum team contributions. They work in collaboration with colleagues, such as SEN leaders and the HCLW on pastoral and wider pupil-related matters, giving and receiving advice as appropriate. They engage with and contribute to professional networks beyond the school at ULT, LA and Consortium levels. • Teachers are analytical in evaluating and developing their own craft and knowledge, making full use of continuing professional development and appropriate research. • Teachers recognise the vital importance of out-of-school and extra-curricular activities, both academically and personally, and play a leading role here and in the wider life of the school. • Teachers are open in the giving and receiving of professional advice, which may include coaching or mentoring colleagues and less-experienced teachers. • Teachers work to significant effect with parents, with helpful professional communication in ensuring high quality education and care for the pupils in the school.(Curriculum newsletters, meetings, workshops, etc)
<p>Homework</p> <ul style="list-style-type: none"> • Teachers set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired 	<ul style="list-style-type: none"> • Homework set is appropriate for all learners • Teacher aware of children who may find it difficult to complete homework at home • Homework is shared with children, marked regularly and positive feedback given • Homework is designed to extend the current school curriculum and deepen children's understanding

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<p>Learning environment</p> <ul style="list-style-type: none"> Teachers create an attractive environment which impacts positively on childrens' learning 	<ul style="list-style-type: none"> Displays which are interactive and stimulating .They value and reinforce learning across a range of curriculum areas. Displays are regularly changed. Classrooms may have working walls linked to maths and literacy Resources which are well organised, relevant and accessible. Classroom layout promotes learning and is safe so children can move around safely, see central areas and work collaboratively. Rules, rewards and targets are clearly displayed and accessible Information for Parents and children is up to date and accessible. Health and Safety is promoted and the environment is welcoming and fun and shows that adults and children are respected by each other. Tidy but creative