



Teaching & Learning

2020/21

Teaching Expectations

We expect: -

- Staff to have secure subject knowledge and understanding - when support is needed, teachers can seek advice from Senior Leaders or Subject Leaders.
- Staff to plan appropriately for all groups of children and access high quality resources.
- That every lesson has a clear knowledge focus which is explained and discussed **with** the children.
- No child is labelled and all children are expected to succeed.
- That all lessons demonstrate key elements of good AFL practice.
- That activities are varied and differentiated to ensure that children: explore, develop and practice new skills/concepts.
- That staff cater for a range of differing learning styles and cultural diversity therefore ensuring pupil participation and understanding.
- Staff to provide appropriate resources (including reference to working walls) which support learning outcomes and provide challenge for the more able.
- That staff have high expectations of presentation, quality and quantity of work.
- That a range of questioning is planned into each lesson, with a particular focus, on Higher Order questioning (Blooms Taxonomy).
- TAs to be fully involved and active in lessons.
- Staff to follow the Academy Feedback policy.

Expectations of Learning

- Pupils provide high levels of engagement, commitment and cooperation within learning time.
- Pupils respond well to teachers and lessons proceed without interruption.
- Pupils respond readily to the challenge of the tasks set, show a willingness to concentrate on them, and make good progress.
- Work is sustained with a sense of commitment and enjoyment.
- Pupils are sufficiently confident and alert to raise questions and to persevere with their work when answers are not readily available.
- They are provided with the skills to evaluate their own work and encouraged to do this each lesson.
- Learning partners are used to actively encourage the children to learn from each other and with one another.
- Children are expected - and enabled - to listen to, value, use and build on the ideas of others in their own learning, to share their own ideas and give help when asked.

Powerful Purple Pen

Gives you the power to:

- Improve the quality of your learning
- Make progress and aspire to be the best you can be



Improving the quality of your learning:

- ☐ Capital letters at the start of a sentence and for proper nouns (names, places, titles)
- ☐ Full stops used at the end of a sentence
- ☐ Correct use of other punctuation and add in missing punctuation
- ☐ Interesting vocabulary choices - use word wheels and thesauruses to up level
- ☐ Outstanding openers
- ☐ Variety of conjunctions used correctly
- ☐ Adjectives, adverbs and other descriptive language
- ☐ The features of the type of text you are writing (headlines in a newspaper, feelings in a diary...)
- ☐ You have used your plan well - followed it, adapted it, highlighted what you have used
- ☐ Paragraphs
- ☐ Neat, cursive or pre-cursive handwriting that is all the same size
- ☐ The correct spelling of familiar and tricky words - check using a dictionary
- ☐ The correct tense (past, present, and future)

Use any resources around the classroom to help you.

Presentation Non-Negotiables

- Learning Intention (LI) and the date to be on sticker.
- Writing to begin at the margin.
- Write to the end of the line.
- Writing to be sat on the line and fingers spaces used.
- One single line through errors in pencil with a ruler.
- Rubbers to be only used for rubbing out errors in drawing.
- Pencil to be sharp when writing.
- When drafting final writing pieces, miss one line between each line of writing so that the children can edit using purple pen (see Powerful Purple sheet).
- In Maths 1 digit & 1 symbol per square.
- Any worksheets (used sparingly and only if purposeful) need to be trimmed down to fit the page, any company logos trimmed off and need to be straight.



Environment & Curriculum

Non-Negotiables

Classroom Environment

Working Wall

- Display focus of the week's lessons.
- Correct vocabulary to be displayed and referred to regularly.
- Work needs to be added to the wall each lesson to support pupils learning.
- Any static support must go around your working wall or near your IWB.
- If you have a cupboard top in front of the board, ensure that this has activities and resources on linked to their learning that week.

Resources

- All resources are to be labelled with correct mathematical vocabulary.
- Resources to be readily available in all lessons.
- Challenges available for more able.
- Word banks and templates to be readily available.
- Resources to be adapted to meet needs of pupils stage of development.



Curriculum

- All lessons must be planned for – please use the correct planning sheet.
- Ensure that key questions are planned for with mastery in mind. Think about Rosenshein's Principals and metacognition.
- All learning needs to have a knowledge focus linking to prior learning.
- Knowledge organisers need to be in books for each new area of learning/topic.
- Learning in books needs to be child centred and purposeful. Photographic evidence, investigations, written sums etc. Minimum use of worksheets. If pupils can write it/draw it, no worksheet is necessary. Be creative!
- Ensure that More-Able pupils work with at least one adult over the week.
- Lesson structure for More-Able pupils – start learning ahead of peers if they do not need whole class input, use investigations and projects where appropriate.
- Promote use of Blooms Taxonomy questioning within the More Able group – peer to peer.

Maths Non-Negotiables



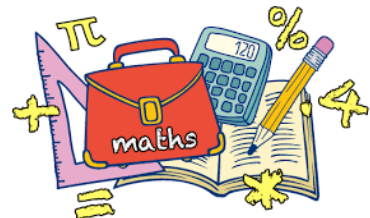
Classroom Environment

Working Wall

- Display focus of the week's lessons.
- Correct mathematical vocabulary to be displayed and referred to regularly.
- Work needs to be added to the wall each lesson to support pupils learning.
- Any static mathematics support must go around you working wall or near your IWB.
- If you have a cupboard top in front of the board, ensure that this has activities and resources on linked to their learning that week.

Resources

- All mathematical resources to be labelled with correct mathematical vocabulary.
- Manipulatives to be readily available in all math lessons.



Curriculum

- All lessons must be planned for - please use the correct planning sheet (Year 1-6 all using the same format) & resources that have been provided: Maths Mastery, White Rose & Head Start, the Maths folder on school share has lots of resources.
- Reception - Year 5 to follow **Mathematics Mastery** programme.
- Ensure that key questions are planned for with mastery in mind.
- 10 min weekly workout for Years 1 -6.
- All learning needs to have a clear LI and S2S.
- Learning in books needs to be child centred and purposeful. Photographic evidence, investigations, written sums etc. Minimum use of worksheets. If pupils can write it/draw it. No worksheet is necessary. Be creative!

Classroom Environment

Working Wall

- Display genre of the current lessons i.e. traditional tales/ biographies etc.
- Grammar focus starter must be clearly written e.g. subordinate clauses/ full stops/ commas for parenthesis.
- Vocabulary for the piece of writing must be written brightly on sentence strips in joined writing and displayed clearly. Children must be encouraged to use these in their work!
- Word of the week must be displayed and referred to where possible.
- If relevant, the focus text front cover must be copied and displayed to show topic of the work.

Resources

- Dictionaries and thesauruses must be in an accessible location for all children.
- Ensure children have stage appropriate word lists to use.
- Purple pens always available on tables.
- A folder of resources must be available on each table with word banks etc.



Curriculum

- Yearly plan showing each term/week showing text used, GPaS and type of writing.
- Medium term cycle plans must be used initially to ensure clear progression towards end goal. All years 1-6 then to use weekly planning grid with genres, texts, SPAG all focussed and achievable.
- A full piece of writing must be completed every 2-3 weeks at the end of the cycle with: a build up towards it, evidenced (including a GPaS focus) and practise. The piece must be in the publishing books.
- KS1: all children plan and write 3 paragraphs KS2: all children plan and write 5 paragraphs in every edit and improve work according to the success criteria.
- All full pieces to be redrafted in neat - use of pictures and presentational features to set high expectations of presentation and pride!
- Spelling lessons need to be timetabled weekly and follow the RWI Spelling program.
- Daily handwriting sessions must timetabled for all years.
- Guided reading must be timetabled daily using the whole class VIPERS approach.

Publishing Book Expectations

Year 1 & 2:

A published piece of work once per term.

Year 3 & 4:

A published piece of work twice per term.

Year 5 & 6:

A published piece of work three times per term.

Home Learning Policy

Reception

Shared Reading daily.

Weekly High Frequency Words/Phonics.

Year 1 - 6

Expectations

Home learning is to be sent home on a **Friday** and returned to school the following **Wednesday**.

Home learning will consist of the following:

- Pupils are to read each evening. Pupils must read with an adult and adults are to comment and sign their reading record.
- Times Tables - Times Table Rockstars activity to complete.
- Spelling practise.
- Additional work can be set on Learning Ladders.
- Termly Cornerstones projects stuck into home learning book.

Home Learning is to be marked with the class (Self Mark). All pupil log in information for DB

Primary, Times Table Rockstars & MyON, must be stuck in the front of their Home Learning book.