



Planning

- Planning starts from the knowledge of pupils and is ambitious about achieving next steps.
- Has a clear LQ to signpost learning.
- Planning has investigative activities with scope for children to explore and develop curiosity.
- Key questions/misconceptions are considered and planned for. Questions used are from different levels of Bloom's to drive higher order thinking.
- Should be purposeful & concise
- Is sequential and builds on prior learning with opportunities for retrieval built in.

Positive Learning Behaviours – Child Role

Children actively supporting learning by:-

- Listening intently
- Asking appropriate questions and making helpful suggestions
- Contributing actively to discussions
- Explaining their thinking and reasoning
- Responding positively to the learning dialogue with regards to marking and other forms of feedback
- Supporting the learning of others, especially in group situations
- Carrying out duties and classroom responsibilities diligently.

Teacher Role/Modelling

- High expectations for all.
- Inspires, engages & enthuses.
- Teachers model to a high standard using think aloud strategies.
- Questioning is used to explore misconceptions, allow children to articulate their ideas and drive learning.
- Opportunities for children's talk are maximised so that their understanding can be strengthened.
- There is evidence of effective feedback after regular scanning of work.
- Teacher talk moves learning on.

Effective Learning...

..takes place in an atmosphere of care and mutual respect where children's contributions to the learning are valued. Children and adults should have the confidence to explore learning and also to make mistakes.



Personalised variation

- Staff observe/talk with children and use their knowledge of them to plan motivating activities.
- Adults scaffold children's learning so they meet individual and group learning questions so that the curriculum is accessible for all.
- Achievable, challenging targets are set.
- Mastery tasks are planned for & concrete apparatus available.

Children's involvement

- Children's positive and active contribution to the learning is evident in all lessons.
- Building self-esteem/challenging themselves through Growth Mindset approach, risk taking & making choices
- Take part in collaborative learning opportunities
- The quality of children's work is of a high standard and there is evidence of progress over time.

Environment

- Reflective of the learning – i.e. learning walls show children's voice, defined areas of learning.
- Stimulating without overloading.
- Shows value for all children's work
- Creatively and purposefully set up, well-resourced to support current learning with accessible materials for children to use independently.
- The children have ownership of the classroom and their role in the upkeep of the learning environment is significant.
- The environment is the child's 3rd facilitator.

Responsive, conscious teaching

- Information is gathered about children's learning during lessons using whiteboards, teacher and TA observations, mini plenaries, talk partners and children's self –assessment – checking for understanding & seizing on misconceptions.
- Knowledge about children's learning is used during the lesson to adjust activities to match their needs.
- Children develop self-assessment skills so that they can monitor their own success.