

Reigate Park Primary Teaching & Learning Policy



Reigate Park Primary Academy Teaching & Learning Policy

Aims

- To guide and support teachers and classroom colleagues in ensuring the best possible standards of teaching and learning
- To promote consistency in the quality of teaching
- To ensure that **all** pupils have access to the same high quality of teaching and learning
- to ensure that **all** pupils progress and develop
- to ensure the best possible standards of pupil performance

Principles

- the policy will direct the practice of all school staff
- it will be based on the theory and practice of accelerated learning
- it will be in line with Ofsted criteria for best practice
- it will reflect the principles and practice of 'Excellence and Enjoyment'
- it will be shared with pupils and parents
- it will be subject to regular review and evaluation by staff

Introduction

Our school aims that everyone within Reigate Park Primary Academy will SHINE and be

- **S**ocially Responsible
- **H**igh Achievers
- **I**ndependent
- **N**urtured
- **E**mpowered to Meet Life's Challenges

Our Aims

At Reigate Park Primary Academy we aim:

- To provide a safe and happy learning environment which promotes the well-being of all those involved in school life
- To provide equal opportunities to experience an excellent broad and balanced curriculum but with particular emphasis upon the promotion of literacy, numeracy and communication skills.
- To identify individual strengths and needs and cater for these in learning.
- To promote the highest standards in individual's work.
- To promote high standards of behaviour and discipline through clear expectations and an agreed system of rewards and sanctions.
- To be active in seeking out instances of bullying and racism and respond to these with a 'Zero Tolerance' approach.
- To develop individuals' self-esteem and through this nurture co-operation and tolerance for each other. Thereby respecting themselves, each other and the environment children and adults.
- To ensure that parents/carers receive up-to-date information about their child/ren and the life of the school and actively encourage them to participate fully.
- To promote the school as a community through the wearing of our dress code and uniform and through collective pride in our achievements.

Through the realisation of these aims we will ensure all children reach their full potential in order to become an active global citizen of today and for tomorrow.

To achieve these aims we will provide:

- A happy, healthy, safe and secure environment
- A school site providing the resources for an innovative and exciting learning environment for the 21st Century
- High quality teaching across the whole curriculum
- A rich, challenging, and relevant curriculum
- A wide range of extra- curricular opportunities
- Opportunities for pupils to play a part in developing their school and community
- A professional, skilled, highly motivated staff team committed to the ethos and aims of the school
- Opportunities for parents to be active partners in the education of their children and the life of the school.
- A commitment to place the school within the community as a resource for lifelong learning and a partner in regeneration.
- School leadership focused on continuous improvement.
- Effective management systems which support the drive to raise standards

This policy has been developed with the involvement of staff in order to underpin all our other policies and practices in achieving our school aims.

Within Reigate Park Primary Academy good quality teaching is characterised and supported by:

- High staff morale based on time for development, planning and preparation.
- Sound teacher subject knowledge
- Effective planning based on agreed schemes of work and modified by assessment for learning. **This should promote the development of core skills (Language, Literacy, English and Maths and ICT) in all subjects.**
- Clear learning intentions, context and success criteria shared with the children
- A range of strategies and resources that **interest, encourage, engage and challenge** pupils. This should include regular opportunities for **'co-operative work' in all lessons. ICT opportunities will be maximised in all units of work.**
- The promotion of the self-esteem and confidence of all children so that they **believe** that they can succeed.
- A supportive and stimulating physical environment which promotes independent learning
- Effective use of time including **regular opportunities for reflection and rehearsal** to promote speaking, listening and thinking skills
- The provision of learning experiences outside the classroom and the set timetable
- Strategies that promote high standards of behaviour and engagement with learning.
- The effective use of the significant contribution of learning support assistants in promoting pupil engagement and progress.
- Engagement with parents including the provision of home and remote learning.
- Promotion of equality of opportunity so that **the inclusion and achievement of all pupils is maximised**

Within Reigate Park Primary Academy good quality assessment for learning is characterised by:

- Constructive and thorough assessment of pupils' work which gives clear guidance about how to improve.
- The use of assessment to inform planning
- The use of day-to-day assessment strategies **including teacher and pupil questioning; reflection and review opportunities for pupils.**
- **Questioning** is used in a variety of ways
- Children's involvement and understanding of how they are improving and how they can improve further.

Lessons in EYFS

- Teaching is **consistently challenging and inspiring** for all groups of children,
- **Activities** and **experiences** are exceptionally well matched to the children's needs and interests,
- **Relationships** are excellent,
- **Excellent use of time and resources** is used to support children's learning,
- **Assessment is rigorous** and the information gained is used effectively to guide planning,
- **Well planned and purposeful activities** engage and interest the children,
- Children have **time to explore ideas and interests in depth**, hence developing concentration and ability to see activities through,
- **Clear roles and expectations** of all adults working within the setting and ensuring that every adult interaction is a learning opportunity,
- **Balance of child and adult directed learning**,
- **Good use of language**, e.g. adults modelling language to extend children's speaking skills,
- **Encouraging independence** rather than doing things for children,
- **Children feeling secure**, enabling them to become confident learners,
- **Creative and imaginative play** that promote the development and use of language,
- **Indoor and outdoor learning** connected to the theme – **make learning explicit**,
- Children showing exceptionally **high levels of independence, curiosity, imagination, and concentration**,
- Children **demonstrate a good understanding of what they are learning**, can take responsibility for choosing activities, justifying choices and explain what they are doing,
- Children **develop their knowledge, skills and understanding across all areas of learning** (make these areas explicit in the classroom and shared area),
- Staff **teaching** and **modelling good behaviour** and **positive relationships**,

Lastly and most importantly:

Every interaction a child has with an adult is a learning opportunity.

Lessons in Key Stage 1 and 2

- Be clear **what you want the children to learn** – what will the **outcome of the lesson** be?
- Revisit prior learning and explain to children how today's learning fits into the bigger picture (end of unit work),
- **Share and check understanding of the learning intention** – give time to children to discuss what the intention is (keep it simple, decontextualised, one intention, always display the intention, write the intention in pupil speak, consider purpose of the intention and how it matches the activities - **separate objective from activity**),
- Ensure the learning intention has a **context** to give meaning to the learning,
- **Share** or create the **Success Criteria** (To Succeed Remember To) with children so that they know how they will achieve the learning objective,
- **Display the Success Criteria** this must be visible to all children throughout the lesson
- **Date and learning intention** to be printed or written in children's book (see Presentation Policy).
- Pupils to be encouraged and given time to respond to teachers' comments and marking (pupils to respond in purple pen),
- Make sure the learning intention matches the planned activities and is sufficiently **challenging** for all children (make sure the appropriate guidance, steps and resources are available),
- Ensure **quality modelling** of activities,
- Consider the **purpose and relevance** of activities and ensure no time in learning is wasted,
- **Aim for the introduction of lesson** to be no more than **10-15 minutes**,
- Ensure that there is a **'hook' at the start of the lesson** to **engage** children within the learning,
- Ensure the **role of support staff is focused** during whole class input session – make it clear on the planning,

- Ensure regular **AfL** as a way to check all pupils are fully engaged and on track with their learning, e.g. if appropriate conduct a **mini plenary** part way through the lesson and ask children what are we learning, share and celebrate good work and identify next steps (ask children how far are we towards achieving our learning objective?)
- Build in **10 minutes for a plenary** and ask key questions – identify next steps for learning, ask children how they will evaluate the lesson and why, can children explain clearly and confidently what they have learned and why (relate back to learning intention, context and success criteria),
- Increase the **pace of a lesson** by using talk partners and other cooperative learning strategies as and when appropriate (ensure quality talk takes place) as well as other active learning strategies, e.g. cooperative learning structures,
- Give children **thinking time** to enable them to answer questions,
- Ensure **learning is differentiated** and make it clear that the work for the more able children is an extension (and not the same as other children),
- Ensure children have sufficient time to **complete independent work** (therefore **avoid excessive teacher talk** and let children get on with their work with the teacher focussing on a specific group),
- Have **clear and high expectations** of what children can achieve,
- **Marking** in books is **constructive**, linked to the success criteria and next steps for learning,
- **Avoid worksheets** as this can restrict learning,
- Use **pick up sessions** to **address errors and misconceptions** and to provide **pre- and post-tutoring** to individuals and groups of pupils.
- Ensure that no work is left unfinished and that all errors and misconceptions are addressed.

Lastly and most importantly:

Ask yourself the question, “What do the children know now which they did not know at the start of the lesson?” – asking this question will enable you to decide what progress children have made.

Organisation and supporting materials

Curriculum

Across the Academy our teaching delivers the National Curriculum, this is used as a central tool to support planning, delivery and assessment.

At Reigate Park Primary we also use Curriculum Maestro to support a skill based, progressive curriculum.

Pupils’ social, emotional and health development are central to our provision of teaching and learning. This is delivered both through Personal, Social and Health Education and across all subjects.

The curriculum is enriched by the use of immediate experiences for children including visits, visitors to school, a programme of extra-curricular activities and residential visits.

Planning

Year group teachers plan together every week in order to reflect our aim that core skills and curricular targets should be developed through meaningful cross curricular units of work.

Teaching Assistants/TADs and TODs receive the planning **in advance** to maximise impact and ensure full involvement in the lessons.

Assessment for learning

AfL is an integral part of all lessons at Reigate Park Primary Academy.

Classroom Environment

The layout of the classroom will promote inclusive and interactive teaching and learning.

- Classrooms will be tidy, safe and attractive.
- Pupils' work will be valued and celebrated through displays in the public areas and within lessons.
- Pupils will take care of all their learning resources- eg exercise books should be free from graffiti.
- Working walls will have materials to support and scaffold learning including work in progress.
- All the children's books are labelled with their first name and class name. The books should be in boxes or class trays, so they are stored neatly and easily accessible.

Resources

Centrally-held learning resources are located around school. Many other resources are located with classes and year groups. **Any resources that are taken from the central stores must be returned to the correct place as soon as it is no longer required in class.**

Learning resources in classrooms are the responsibility of the class teacher and should promote the independent learning of all pupils. They should be of the highest quality, condition and variety to promote pupil engagement. Subject specific resources are the responsibility of the subject leads.

ICT

All classes have interactive whiteboards. All pupils have access to iPads and all teachers have individual iPads. All KS2 pupils are provided with their own device. With parental consent, pupils are able to take these devices home.

ICT is central to the delivery of an exciting, motivating curriculum relevant to learners in the 21st century. As a school we will support colleagues in developing the skills to use these resources effectively.

The Harmony Trust is committed to digital learning and all staff being qualified Apple Teachers. CPD programmes are available through the Universal Resource Library (URL) and Development Team.

Parental involvement- guidance; homework; support; feedback; remote learning

Parental involvement and home learning is an important priority for us in accelerating the progress of our pupils. For the classroom teacher this means

- keeping parents informed of their child's learning and progress; this will include 2 formal parents' evenings; the exchange of records and informal communication including certificates etc which affirm and celebrate progress and positive behaviour.
- An annual written report
- Involving and guiding parents in their support for their child's learning.
- Inviting parents to participate in class activities eg educational visits, open afternoons
- Providing relevant home learning opportunities and clear guidelines for parental support.
- Termly discussions with parents of children working on IP targets

Staff development

Through our involvement in and commitment to raising standards we will continue to receive whole staff development based on school priorities and identified needs. The Performance Management process will help staff to identify targets and areas for development in line with school development priorities and for their own professional development. Central to this process is the notion that as professionals we have a responsibility to seek to improve our practice and therefore to be active in evaluating our **own** needs as well as acting on the support and advice of colleagues.

Monitoring and Evaluation

A plan including areas of focus will be drawn up termly in the form of Academy Improvement plan. Teachers will be held to account through Pupil Progress Meetings with the Leadership Team each half term.

Trustees will receive monitoring reports from the Senior Leadership Team each term and from other subject/priority leads as required. Link Trustees will liaise with SLT members and will make classroom visits to familiarise themselves with teaching and learning provision where appropriate.

The success of this policy will be evaluated against our analysis of data on pupil progress and achievement; this data will include test and assessment outcomes; scrutiny of pupil work and progress; discussions with pupils; classroom monitoring of teaching; benchmarking against 'similar schools'. This evaluation should reveal the extent to which all pupils have made progress and achieved the best that they can and the extent to which teaching is adapting and improving to support pupil progress.

Appendices

1. Learning Environment
2. Seven Steps to Success in a Lesson
3. Language and narrative of learning in a lesson

The Learning Environment

Rationale

The classroom should be a well organised, stimulating, and informative environment. The children should use the display walls to support their learning in class.

The qualities of the displays reflect the ethos and values of the school.

Displays should be engaging for the pupils into extending their learning further. There should be a mixture of fonts as well as the writing of the teacher.

For more detailed explanation and clarification please see the Classroom Environment, Maths WW, English WW, and Topic WW guidance in the T&L folder.

EYFS

- Class and staff names on doors
- Information board for displaying timetable, EYFS group or class lists, continuous provision planning, accident log, medical information etc.
- Age-appropriate behaviour display,
- Plenary question words with Communication in Print for use at input times.
- Reading area
- Displays/working walls to reflect the 7 areas of EYFS:
 - Communication and language
 - Physical development
 - Personal, social and emotional development
 - Literacy
 - Mathematics
 - Understanding the world
 - Expressive arts and design
 -

(Displays may reflect several areas of learning on the same wall/display).

All displays to be bold, vibrant, labelled, interactive with questions and children's language and should provide a balance between information for learning and the celebration of children's work.

- Visual, pictorial timetable visible to pupils,

All EY settings need the following fully self-serviced **learning areas** (indoors and outside wherever possible) to give children opportunities to learn independently across the 7 areas of learning: (The Enabling Environment)

FS2, children need access to all these areas of learning, though some may be in shared/outdoor areas where space is limited in the classroom. A rolling programme ensuring that all these experiences are provided in each classroom during the course of the year is appropriate.

- Writing - there is a designated mark making area and a writing table. However, mark making/writing is encouraged in all areas of learning – writing materials, clipboards etc are available in the construction area, role play and small world. Children also have free access to writing materials at the writing station and know that they can take any writing materials they need to wherever they want to in the classroom. This is also reflected and promoted in the outdoor environment.
- Maths – there is a maths table where activities are set up which reflect the week's learning along with a maths area which children have free access to.
- Role play (may need 2 areas, eg home corner and project based role play)
- Malleable – this is in the Brilliant Bears classroom.
- Construction
- Small world

- Workshop/Creative
- Music – there is a designated music area in nursery and in the outdoor area
- Computers and other ICT provision (may be in other areas- e.g. electronic toys in home corner). Nursery have a designated computer area and ICT is available in the Reception classes, however, this is not a designated area.
- Sand and Water – Nursery have water indoors and both sand and water are available outdoors.
- Painting
- Snack Area – we have a snack area which is used to store snack and we have a designated class snack time.
- PE equipment in outdoor area – this includes bats and balls, skipping ropes, balance boards, scooters and bikes etc. We also have tyres, planks etc for climbing, balancing etc. We also have access to the Trim Trail.
-

All these areas need well labelled resources (pictorial and/or written labels) and Learning Intention cards/boards to challenge children with possibilities of how to use the areas and reflect enhancements planned for, “Talking Tins” can also be used to support children using the areas effectively.

Learning areas will be clear of clutter and suitable for purpose. Teacher areas and resources will be neat and tidy and reflect the high standards of Reigate Park Primary Academy.

Key Stage 1 and 2

Each classroom should have:

- English Working Wall
- Maths Working Wall
- Visual Timetable
- Topic Working Wall
- Washing Line
- Calculations Strategies Posters (above the IWB)

For specific guidance about the expectations for each WW please see separate Guidance.

Seven Steps to Success

These are the things to look for and work towards in your teaching. Remember they are part of a development journey and are there to help guide you and any others in helping move your teaching to consistently border line outstanding or better. As a team we are constantly adapting and improving our practice.

Planning

- Where possible joint planning is a great opportunity where teachers share ideas and develop each other’s practice. It is equally important to make the planning your own by differentiating the activities to the needs of the children in your own class. Remember to differentiate through the use of concrete resources/sentence coding/visuals.

Lessons should flow and not be over reliant on scripted power points and Smart Notebooks/flip charts.

1. Learning Intentions and context

- Referred to during the lesson (intention links to the task and the success criteria as well as progression).

- Learning intentions need to be worded, to be able to, to know, to understand. Good learning intentions:
 - L.I. To be able to write a recount
 - C. Visit to Alton towers
 - L.I. To be able to add numbers
 - C. Number line
 - L.I. To be able to write a character description
 - C. Cinderella
- LI need to be skills based
- LI to match national expectations
- Children understand the reason, relevance, and importance of the lesson
- In talk partners - they use the language of learning to explain the learning intention. I am learning to...

1. Consistent use of Success Criteria

At Reigate Park Primary Academy these are referred to as 'To Succeed, Remember to...'

- small steps
- used to teach from – modelling – teach/diffuse
- linked to the LI
- tasks that match the LI/SC (TSRT)
- displayed in class but **not only** on IWB as it disappears when the page is changed or restricts the room on the board and the size of the SC (TSRT)
- displayed so the children can read it and referred to throughout the lesson
- individual SC (TSRT) for each child on the table – **optional** but good for peer and self - assessment.
- SC (TSRT)(where there is a process) to be numbered and starting with to succeed remember to.
- marking against SC (TSRT) including developing peer and self - assessment
- weaved through the lesson – part and parcel of the learning- not wooden –so that the pace is lost.
- children refer to the success criteria throughout the lesson- not just in the plenary.
- Children know that they are the steps to achieve the learning intention. They use the language of learning... I am learning to...the steps to help me achieve this are...
- Good practice for the children to write their own success criteria, (this needs to be modelled and scaffolded.)

2. Consistent use of quality working walls

- referred to in lessons
- walls need to be walked around – giving the children a tour of what support is in the room
- children know where to look for support
- All text displayed on working walls should be large enough for children to see from their table.
- current purpose, Curriculum Maestro Topic, maths unit displayed in most prominent position
- Regularly add to ambitious vocabulary so that there is a rich range of words in the room.
- For the Curriculum Maestro topic – use the knowledge organiser as a scaffold/starting point to the WW, this then develops with the addition of children's learning/questions etc.
- If you have a working wall that isn't referred to- rethink! Is there a better use for that space? Ensure that you refer to all working walls/resources regularly to make sure they are never 'wallpaper'.

- Grammar- all classes to have a labelled sentence with arrows. It needs to be written in the teachers' handwriting. This can be at all levels, from a simple sentence to a complex sentence.
- High expectations are needed in the classroom both in classroom organisation and with the working walls.

FOR FURTHER GUIDANCE ABOUT THE CONTENT AND STRUCTURE OF WORKING WALLS PLEASE SEE CLASSROOM ENVIRONMENT NON-NEGOTIABLES.

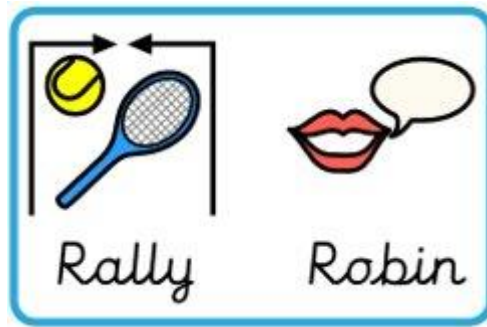
3. Consistent use of Co-operative Group Structures

- Talk Partners are used throughout the lesson alongside co-operative group structures.
- Have a good mix of questions that are class questions and TP questions.
- children can share a whiteboard to encourage talk as well as having their own.
- following the rules of good speaking and listening
- go over the speaking and listening rules regularly i.e., every lesson to start with and then several times a week
- model good / bad talk with your TA to show expectations
- follow timings... if we say 10 seconds, we do 10 seconds
- insist they turn and look at each other
- use sentence openers to support the children with their responses (these need to be modelled)
- have a little thinking time before turning to their partners
- insist it is quality talk...helps their learning
- make sure the speaking and listening rules are clearly displayed and referred to.
- If a child is struggling with their answer, have their talk partner help them, especially if there has just been time to discuss the question.
- Differentiate the questions: remember a mixture of open ended and closed questions.
- Learning partners - these are chosen and changed regularly (if appropriate).

Kagan Structures

These strategies are aimed at moving talk partners into group work and improving collaboration, speaking and listening.

At RP we have identified 6 key strategies which we are familiar and confident with which promote successful, collaborative work in the classroom



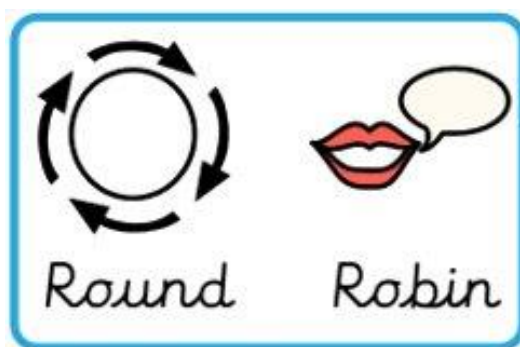
In pairs, students take turns responding orally

PROCEDURE:

1. Teacher poses a problem to which there are multiple possible responses or solutions
2. Provide think time (usually 30 seconds to 1 minute)
3. Students take turns stating responses or solutions

Possible application

| Team/Class Building | Academic Content |
|---|---|
| <ul style="list-style-type: none">• Farm Animals• Holiday Destinations• Food/drink beginning with a certain letter• Singers/bands• Ways to spend £100 | <ul style="list-style-type: none">• Listing genre features• Synonyms for....• Procedural steps (TSRT)• Times-tables• Character traits• Examples of:<ul style="list-style-type: none">Waterproof materialsRainforest animalsGreek influences on modern civilisation |



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PROCEDURE

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Possible Application

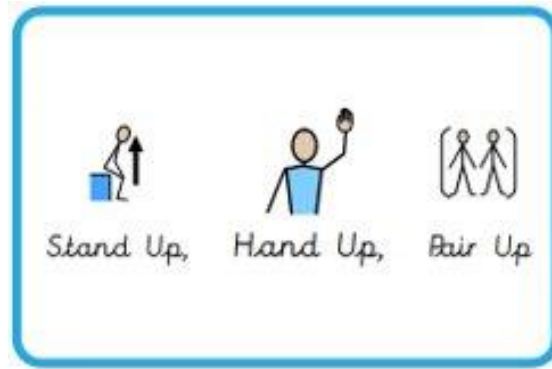
| Team/Class Building | Academic Content |
|---|--|
| <ul style="list-style-type: none"> • Boys names • Capital cities • Marvel films • Roald Dahl books • Perfect days if money was no object | <ul style="list-style-type: none"> • Factors of 48 • Predictions for plot lines • Adjectives to describe a scene • Ways to improve your DT project • BSL vocabulary • Counting activities • Lesson starters/plenaries |

VARIATIONS

SINGLE round robin

CONTINUOUS round robin

TIMED round robin

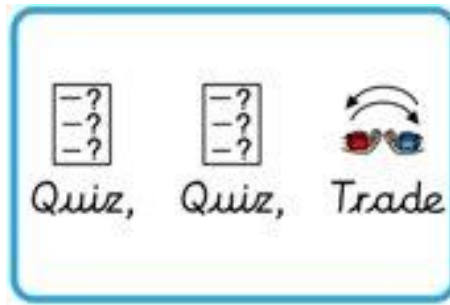


Stand Up, Hand Up, Pair Up

Students stand up, put their hands up and quickly find a partner with whom to share or discuss.

PROCEDURE

1. Teacher "When I say 'go', you will Stand up, Hand up, and Pair Up
2. Teacher asks a question or provides a task
3. Children given think time – 30 seconds to 1 minute
4. Teacher says 'Go'
5. Children stand up and keep one hand in the air until they find the closest partner who's not a team-mate. Children 'high five' and put hands down.
6. Partners then interact using
 - Rally Robin
 - Timed Pair Share
7. Children can then put their hand up and find a new partner to repeat the structure with.



Students quiz a partner, get quizzed by a partner and then trade cards to repeat the process.

PROCEDURE

Before the lesson – teacher prepares a set of questions for the class, or each child prepares their own question card.

1. Teacher tells the students “Stand up, Hand up, Pair up”
2. Partner A quizzes B (partner A praises or coaches)
3. B quizzes A (B praises or coaches)
4. Partners TRADE cards and move on....
5. AND REPEAT



In pairs, children share with a partner for a pre-determined time whilst their partner lists. Children then switch roles.

PROCEDURE

1. Teacher announces topic and states how long each student will have to share
2. Provide think time
3. In pairs – Partner 1 shares, B listens
4. B responds with a positive response (see eggs below)
5. Children switch roles

Teacher to model positive responses to use in Step 4

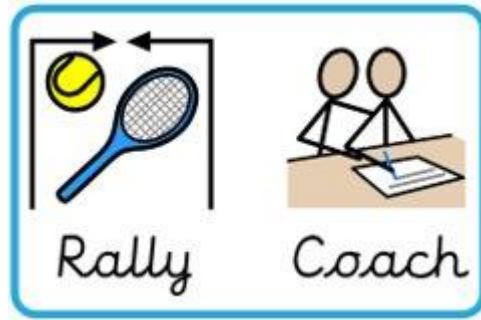
Either a positive response....

- Thanks for sharing.....
- Your ideas are really interesting
- I learned a lot from you then

OR

A sentence structure to develop children's oracy

- One thing I learned listening to you was.....
- I enjoyed listening to you because.....
- Your most interesting point was....



Partners take turns, one solving a problem while the other coaches

PROCEDURE

Before the lesson – teacher sets up one set of problems one pencil per pair

1. Partner A solves and explains the first problem out loud to their partner
2. Partner B watches and listens, checks, coaches if necessary and praises
3. Partner B solves the next problem out loud to their partner
4. Partner A watches and listens, checks, coaches if necessary and praises
5. Repeat as needed.

4. Explicit modelling

- use the SC/ TSRT to model where appropriate
- Model the SC / TSRT at once but instead breaking it up – “teach diffuse”
- get the children to actively do it with you – not just telling or showing them – this can be on whiteboards or in books
- Ensure the children get straight to the task after teacher modelling- have the children write their learning intention in their books before the start or at the start of the lesson.
- If a concept or process is new to them and if it is appropriate - model more than once e.g. model with them doing it on whiteboards and then let them have another go with you modelling and them doing in their books so they have a concrete example.

5. Quality Questioning

The Worthwhile Question Templates (Shirley Clarke)

1. Examples of a ‘range of answers’

Are these foodstuffs good for you? Chocolate, fruit, milk, meat, fat, sugar, water, butter, rice pudding, motor oil, black pudding

Which words are verbs?

Door, run, climb, comb, red, slide, spill, cycle, shout

Which things are needed to plan a route?

Compass, watch, map, PV, GPS, trundle wheel, car, flag, atlas, globe

Which of these qualities do you need to enjoy a successful lesson?

Listening, manners, drink, pencil, book, determination, patience

Which of these language features would you need to use if you were going to write a diary entry?

Formal language, a chatter box, a clear speaker, a good listener, a good writer.

What makes a good school council member?

Proud, worried, aggressive, anxious, jealous, happy

2. Examples of ‘a statement’

- Wood is a good material for making umbrellas because it is waterproof. Do you agree or disagree?
- Plastic toys are better than metal toys. Agree or disagree?
- Victorian children must have been very unhappy. Agree or disagree?
- Two opposite sides of a dice add up to 8. Agree or disagree?
- Myths always contain dragons. Agree or disagree?
- Chocolate is bad for your health. Agree or disagree?
- Rivers always end in the sea. Agree or disagree?
- The moon is a source of light. Agree or disagree

3. Examples of ‘right and wrong’

- Why does this toy move and this one not?
- Why are these words spelled differently but sound the same?
- Why are these shapes quadrilaterals and these not?
- Why is a dandelion a weed when a daffodil is not?
- Why is this child happy and this child sad? (2 pictures of a child sharing and a child not sharing)
- Why is this serve good and this one keeps ballooning into the air? (tennis video)

- Why does this player keep foot faulting in tennis yet this one is not?
- Why is this calculation right and this one wrong?

$$8 \div 0.5 = 16 \quad 8 \times 0.5 = 16$$

4. Examples of 'starting from the answer/end'

- Play fair is the answer. What might this question have been?
- Water, glass, the moon and shiny material can all do this. What might the question have been?
- The answer is square. What might the question have been?
- The answer is a map. What might the question have been?
- The answer is a list. What might the question have been?
- Here is my well-built house. What can you see?
- Why did the Romans invade Britain?
- 1066 was a very turbulent year. Why?
- Why are the petals on flowers brightly coloured?
- The prince kissed Sleeping Beauty and she woke up. What needs to be in place in the story before this happens?
- Bricks are the best material for building a house. Why?

Use sentence openers to feedback responses.

Move talk partners into more collaborative and group work. The Kagan structures are excellent for this.

6. Productivity

The children need to be working in class. This means that they need to be set off on their activities. Sometimes the introduction to your lesson could be as short as 5 minutes as the previous day there could have been a longer input. This would then be a time to work with certain groups or certain children that have been named in your planning from the previous day. You could work with the higher ability at this point or target children or a mix of both.

It is ok to do teach/diffuse as this is still good productivity as the children are listening/ doing and you are explicitly modelling.

Mini – plenaries are good practice with a group or with the class.

Your TA can also be with a group during the introduction of your lesson. This could be the higher ability children or a group that need vocabulary or number bonds before the main lesson.



Something to think about

Agile Teaching

Agile teaching is very much about meeting the needs of the children and so that maximum progress is achieved.

It is fine to have a short introduction or for some children to be doing a different task. The teaching should be based on the assessment gaps. It may be that all the children are tackling addition but at different stages or the more able applying their addition skills as they are already competent at addition.

Whole class introductions are still good practice; children can be set to work while other children have an additional input.

There is a place to work with a group as well as checking the learning of the children in the different groups in class.

Language and narrative of learning in a lesson

Gap:

This is a gap in their learning. These gaps are usually determined from the analysis of their test assessments and teacher assessments. A class gap is a gap where 80% of the children do not understand a particular concept or process.

Transfer your learning:

for example, use your knowledge and understanding of connectives, look at the learning wall for ideas and join these two sentences...

Bring in your prior learning:

for example, yesterday we looked at the features of a narrative, with your learning partner discuss the features or plays Kim's game, hiding three...now tell your partner the missing features.

Apply your learning

The children take responsibility for their learning. "We are leading our learning"

Link your learning:

(use the early morning activities...and gap...starters etc) for example this morning we practised x10 in the mental and oral starter now we are going to x20. How can we use x10 to help us with this?

Big picture:

for example, when starting a topic on measures, link time...mass...length...capacity etc =measures. Play the vocab game. Another game to play is putting the correct measurement underneath the right heading. For example, cm, mm, Km would all be placed under length.

Always make sure their learning is clear to them. Where your learning has come from...where is it now...where is it going..?

When writing, a carefully considered purpose and audience must be shared with the children. It is imperative they know who they are writing for and why.

Use of display/ learning walls (refer to the learning walls throughout the lesson).

Key questions:

How do you know? Is a great question to get the children explaining their learning. 'How' is also a higher order question which will challenge the higher ability children.

Always have a **Learning objective and success criteria**. What are we going to be learning? Are there any words that you do not understand in the learning objective? Refer to the learning objective during the lesson and in the plenary.

Use of **success criteria**, modelled, labelled and used throughout the lesson.

Use of **mini-plenaries** and **talk partners** throughout the lesson. Have sentence openers or frames to help the children feedback their ideas, this will reinforce, **improve** and **extend** their vocabulary.

What can you do if you are stuck? Have a display/learning wall with the strategies they can use. Make sure the success criteria is one of those strategies.

Have a challenge ready. Another idea is to have flipcharts where the children can put their ideas using post-it-notes.

Have good pace in your lesson but not at the expense of thinking time. If you give 30 seconds for an activity - stick to it or give time reminders so the children know you are not letting time run away.

Remember that all classrooms must be visually friendly and fun!