

Teaching and Learning

High expectations

All our children can succeed. Learning is challenging and pitched to the top. Expectations for every aspect of teaching and learning are high, challenging and consistent.

Feedback and marking

Teaching impacts on learning progress. Therefore feedback and marking is targeted on learning gaps; is clear, positive, actionable and impacts on progress over time.

Learning behaviours

Our children are independent, enthusiastic, confident and curious learners. These behaviours are nurtured and developed.

Planning for learning

Learning is planned with the aim of all children learning all of the time. This begins with clear, focused learning objectives which are part of a clear learning pathway that ends with aspirational outcomes. Planning is flexible and reflective. Home learning is an integral part of the learning pathway.

Learning environments

The learning environment is the invisible teacher. It includes working walls and displays of children's work. It is tidy and purposeful. It is language rich and communicates high expectations. It contains areas for worship and reflection.

Subject knowledge

Teachers are confident and knowledgeable about the subjects they teach. They use their understanding to challenge and support all learners.

Questioning

Good questioning in lessons promotes deeper understanding, makes links, encourages debate, supports mastery. For example: 'Why do you think...?' 'What would happen now if...?' 'Can you think of different...?' 'How did you...?'

Lesson structures

For learning to be maximised, lessons should be carefully structured. This is characterised by: staggered inputs; challenge from the start of lessons; every adult always teaching; adapting learning so all learners achieve; and collaborative learning principles.

Modelling

For learning to be successful, modelling must be effective. This is achieved by: visual and concrete models; deconstructed and aspirational examples; teachers modelling errors and misconceptions. Models are referred to and adapted constantly.

Assessment

All teachers have a thorough understanding of their children's learning including strengths and gaps. Formative and summative assessment informs what and how teachers deliver learning. Children understand their 'next steps'.

Curriculum enrichment

Children are engaged and enthused by their learning. This is achieved by enriching our curriculum with outdoor learning, trips, hooks, creative learning activities, relevance and imagination.

Core skills

The development of core skills in reading, writing and maths is integral to all aspects of teaching and learning. These core skills are a priority and teachers ensure children meet the core curriculum expectations for their year group.