

'Love, Laugh, Learn'

Resourcefulness, Reciprocity (Teamwork), Reflectiveness, Resilience

Teaching and Learning Policy



Policy Document Status			
Date of Policy Creation	17 July 2024	Chair of Governors	Gill Stubbs
Adoption of policy by Governing Board	1 September 2024	Executive Headteacher	Jenny Gascoigne
Inception of new Policy	2 September 2024	Governor/Staff Member Responsibility	Jenny Gascoigne
Date of policy review	July 2025	Day Care Manager	Shelley Thursfield

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Aims

This policy aims to:

- ✚ Explain how we will create a high-quality environment at our school where children learn and play best and love to do so
- ✚ Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school and nurseries.
- ✚ Promote high expectations and raising standards of achievement for all children in our school and nurseries.
- ✚ Involve children, parents, and the wider school community in children's learning and development.

Our guiding principles

- ✚ Every child is a unique child, who is constantly learning and developing.
- ✚ Self-regulation and executive function to be developed and supported so learning can take place.
- ✚ Every child can be resilient, capable, confident, and self-assured.
- ✚ Every child can be a powerful learner with the right help at the right time.
- ✚ The linguistic aspects of communication, such as teaching and modelling vocabulary, language and social communication skills are crucial for a child's learning and development.
- ✚ Positive relationships are crucial, so children learn to be strong and independent.
- ✚ Children will learn well in enabling environments with quality first teaching and support from adults.
- ✚ An ambitious curriculum carefully sequenced, to ensure children build their learning over time.
- ✚ Effective pedagogy is a mix of different approaches. Children learn through play, direct experience, by adult modelling, by observing each other and through guided learning and direct teaching.
- ✚ A well-planned meaningful learning environment, indoors and outside, which offer appropriate levels of challenge is an important aspect of our pedagogy.
- ✚ Effective assessment where adults understand learning and development and notice what children can do and what they know.
- ✚ The importance of strong respectful relationships with parents and carers.

Children learn best at our school and nurseries when they have learned to

- ✚ hold information in mind.
- ✚ focus their attention.
- ✚ think flexibly.
- ✚ inhibit impulsive behaviour

Once a child has established these mental skills known as executive function, they contribute to a child's growing ability to self-regulate:

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- ✚ concentrate their thinking
- ✚ plan what to do next
- ✚ monitor what they are doing and adapt
- ✚ regulate strong feelings
- ✚ be patient for what they want
- ✚ bounce back when things get difficult

Children also learn best when they

- ✚ have their basic physical needs met
- ✚ feel secure, safe, and valued
- ✚ feel a sense of belonging to their group
- ✚ are given time to explore, investigate and experience things and 'have a go'
- ✚ are engaged and motivated
- ✚ can see the relevance of what they are doing
- ✚ know what outcome is intended
- ✚ can link what they are doing to other experiences
- ✚ understand the task
- ✚ have the physical space and the tools needed
- ✚ have access to the necessary materials
- ✚ are not disrupted or distracted by others
- ✚ can develop their own ideas, make links between ideas, and develop strategies for doing things
- ✚ can work with others or on their own, depending on the task
- ✚ are guided, taught, or helped in appropriate ways at appropriate times
- ✚ can practice what they are learning
- ✚ can apply the learning in both familiar and new contexts
- ✚ can persevere when learning is hard and keep going when they encounter difficulties
- ✚ recognise that all learners make mistakes and mistakes can help us learn

3. Roles and responsibilities

Teaching and learning in our school are a shared responsibility, and everyone in our school community has a vital role to play. Please see our **Home/ School Agreement** for more information.

This is how we will always create the above conditions for children' learning:

3.1 Teachers

Teachers at our school will:

- ✚ Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#) (see **Appendix 1**)
- ✚ Help children develop their potential in all curriculum areas keeping in mind the requirements of the Early Years Foundation Stage (see **Appendix 2**) and National Curriculum.

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- ✚ Actively engage parents/carers in their child's learning for example via newsletters, website, letters, open days/mornings, including clearly communicating the purpose of home learning.
- ✚ Update parents/carers on children's progress at Stay and Play and Parent/Teacher Consultations in the Autumn and Spring Term and produce a termly written report on their child's progress.
- ✚ Meet the expectations set out in the Early Years, Foundation Stage Policy, Curriculum Policy, Behaviour policy, and Responding to Children's Work (marking and feedback) policy.

3.2 Support staff

Support staff at our school will:

- ✚ Know children well and can adapt support to meet their individual learning needs.
- ✚ Support teaching and learning with flexibility and resourcefulness.
- ✚ Use agreed assessment for learning strategies.
- ✚ Use effective marking and feedback as required.
- ✚ Engage in providing inspiring lessons and learning opportunities.
- ✚ Feedback observations of children to teachers.
- ✚ Ask questions to make sure they have understood expectations for learning.
- ✚ Identify and use resources to support learning.
- ✚ Have high expectations and celebrate achievement.
- ✚ Demonstrate and model themselves as learners.
- ✚ Meet the expectations set out in the Early Years, Foundation Stage Policy, Curriculum Policy, Behaviour policy, and Responding to Children's Work (marking and feedback) policy.

3.3 Subject leaders

Subject leaders at our school will:

- ✚ Help to create well-sequenced, broad, and balanced curriculum plans that build knowledge and skills.
- ✚ Sequence lessons in a way that allows children to make good progress from their starting points.
- ✚ Use their budget effectively to resource their subject, providing teachers with necessary resources for learning.
- ✚ Drive improvement in their subject/phase, working with teachers to identify any challenges.
- ✚ Timetable their subject to allocate time for children to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence.
- ✚ Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data.
- ✚ Improve on weaknesses identified in their monitoring activities.
- ✚ Create and share clear intentions for their subject/phase.

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- ✚ Encourage teachers to share ideas, resources, and good practice.
- ✚ Meet the expectations set out in the Early Years, Foundation Stage Policy, Curriculum Policy, Behaviour policy, and Responding to Children's Work (marking and feedback) policy.

3.4 Senior leaders

Senior leaders at our school will:

- ✚ Have a clear and ambitious vision for providing high-quality, inclusive education to all.
- ✚ Celebrate achievement and have high expectations for everyone.
- ✚ Hold staff and children to account for their teaching and learning.
- ✚ Plan and evaluate strategies to secure high-quality teaching and learning across the school.
- ✚ Manage resources to support high-quality teaching and learning.
- ✚ Provide support and guidance to other staff through coaching and mentoring.
- ✚ Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge.
- ✚ Promote team working at all levels, for example by buddying teachers up to support one another where appropriate.
- ✚ Address underachievement and intervene promptly.
- ✚ Meet the expectations set out in the Early Years, Foundation Stage Policy, Curriculum Policy, Behaviour policy, and Responding to Children's Work (marking and feedback) policy.

3.5 Children

We will encourage your child to:

- ✚ Be curious and confident to fully participate in the opportunities and experiences available in the school and nursery.
- ✚ Develop a positive attitude to learning.
- ✚ Have respect for themselves and others and develop an awareness of simple manners.
- ✚ Handle equipment and artefacts respectfully and with care.
- ✚ Meet the expectations set out in our Behaviour Policy and Online Safety Policy.

3.6 Parents and carers

Parents and carers of children at our school will:

- ✚ Value learning.
- ✚ Encourage their child as a learner.
- ✚ Make sure their child is ready and able to learn every day.
- ✚ Support good attendance and punctuality.
- ✚ Participate in discussions about their child's progress and attainment.
- ✚ Communicate with the school to share information promptly.
- ✚ Provide resources as required to support learning e.g., PE Kit

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- ✚ Encourage their child to take responsibility for their learning.
- ✚ Support and give importance to home learning.
- ✚ Behave appropriately and safely online.

3.7 Governors

Governors at our school will:

- ✚ Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning.
- ✚ Monitor the impact of teaching and learning strategies on children's progress and attainment.
- ✚ Monitor the effectiveness of this policy and hold the headteacher to account for its implementation.
- ✚ Make sure other school policies promote high-quality teaching, and that these are being implemented.

4. Curriculum, Planning and Teaching

Curriculum Statement

Our curriculum is designed to inspire and motivate all our children, so they engage with their learning and make excellent progress. Each child is valued and understood as an individual; academically, socially, emotionally and as a spiritual being. We never forget that a happy childhood is the right of every child. We believe that play and first-hand exploration of the fascinating and diverse world in which they live is a crucial part of a child's development.

Our children are at the very beginning of their lifelong learning journey, and we strongly believe that the curriculum we offer them should enable them to communicate their thoughts and ideas clearly as well as develop their collaboration and creative skills.

We believe our curriculum supports deep learning, creative thinking and encourages children to explore, problem solve and take risks.

This approach will help them to recognise and articulate their strengths which in turn will prepare them for the future and to be lifelong learners.

Our central aim is to provide **all** our children with educational experiences and opportunities that will enable them to discover and fulfill their own potential.

Spiritual, Moral, Social & Cultural development is embedded into all areas of our curriculum. Through our curriculum children learn to behave well, cooperate, and share with each other. They make friends, respect each other's differences, and build their understanding of different families, people, and communities beyond their immediate experience. Children also learn to behave in ways that are safe, understand how to stay safe and show that they feel safe.

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Planning

Each curriculum area has a long-term overview which includes hands on experiences such as educational visits or visitors to school. The medium-term planning provides a series of well sequenced lessons with assessment opportunities. Teacher's use medium-term planning to inform their weekly and daily planning. For more information see each curriculum policy.

Teachers plan opportunities for children to learn in diverse ways.

These include:

- ✚ investigation and problem solving
- ✚ research and finding out
- ✚ group work
- ✚ pair work
- ✚ independent work
- ✚ whole class work
- ✚ asking and answering questions
- ✚ use of the Information Communication Technology
- ✚ fieldwork and visits to places of educational interest
- ✚ creative activities
- ✚ watching films and responding to musical material
- ✚ debates, role-plays, and oral presentations.
- ✚ designing and making things
- ✚ participation in athletic or physical activity
- ✚ learning outdoors

Subject Knowledge and Skills Progression Documents

Each subject has a knowledge and skills document which sets out key concepts, knowledge, and skills that children must learn. Teachers use the documents to check children know and can do what is expected at each stage of their learning journey from Nursery to Year 2.

Subject Leaders also use these documents for moderation purposes to check the evidence in children's books, profiles, or portfolios, and meet the expectations at each end point.

Learning to Look

We believe that learning through firsthand experiences motivates children, when they can be involved and are given opportunities to observe, handle, collect information, record, and respond in a direct way to what they see, hear, smell, taste, touch and feel then learning is deepened.

Observation is at the heart of the process of scientific, technological, historical, geographical, and mathematical enquiry. The ability to see and interpret is developed by teaching children how to look. The four headings Structure, Function, Development, and Distribution provide a framework for looking and are interdependent.

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A framework for Learning to Look	
Structure	What is it like? How is it Made? What is it made from?
Function	What does it do? How does it work? Who is it for?
Development	How does it grow? (Buildings, transport systems, villages as well as plants and animals)
Distribution	Where does it live? Why does it live here? Why is it here?

Talk for learning

We believe talk drives and deepens learning, so we actively encourage and allow time for children to develop polite conversation and communication skills through:

- ✚ speaking
- ✚ listening
- ✚ drama/role-play
- ✚ group discussion
- ✚ talking partners

Reviewing Learning

We encourage children to take responsibility for their own learning, to be involved daily in:

- ✚ reviewing the way, they learn
- ✚ reflect on how they learn
- ✚ what helps them learn
- ✚ what makes it difficult for them to learn.

Effective Feedback

We always want to move children forward in their learning, and to deepen their knowledge and understanding. We recognise the importance of effective feedback that is focused on the success criteria for the lesson and an example of how and what can be improved as well as what can be remembered.

Praise	<i>"What a good introduction to your story!"</i>
Success Criteria	<i>"You have remembered to describe where Red Riding Hood lives and what she looks like."</i>
Next Steps (Target)	<i>"Can you think of different words to start your sentences?"</i>
How	<i>What could you use in the classroom to help you?</i>

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Quality First Teaching (see Appendix 3)

- ✚ Highly focused lesson design with sharp learning objectives and success criteria.
- ✚ High demands of child involvement and engagement with their learning.
- ✚ High levels of interaction for all children.
- ✚ Appropriate use of questioning, modelling, and explaining on the part of the teacher.
- ✚ An emphasis on learning through dialogue, with regular opportunities for children to talk both individually and in groups.
- ✚ An expectation that children will accept responsibility for their own learning and work independently.
- ✚ Regular use of encouragement and specific, authentic praise to engage and motivate children.

Principles for instruction.

- ✚ Begin a lesson with a short review of previous lesson/learning. Daily review can strengthen previous learning and can lead to fluent recall.
- ✚ Present new material in small steps and give children time to practice after each step.
- ✚ Give clear and detailed instructions and explanations.
- ✚ Ask many questions and check the responses of all children. Questions help children practice new information and connect new material to their prior learning (**see Appendix 4**).
- ✚ Provide models. Providing children with models and worked examples can help them learn to solve problems faster.
- ✚ Think aloud and model steps.
- ✚ Guide children's practice. Successful teachers spend more time guiding children's practice of new material.
- ✚ Check for children's understanding by asking them to explain what they have learned. Checking every child's understanding at each point can help children learn the material with fewer errors.
- ✚ Obtain a high success rate. It is important for children to achieve a high success rate during classroom instruction.
- ✚ Provide scaffolds for difficult tasks. The teacher provides children with temporary support and scaffolds to assist them when they learn difficult tasks.
- ✚ Provide systematic feedback and corrections. Show children What a Good One Looks Like (WAGOLL).
- ✚ Reteach material when necessary.
- ✚ Require and monitor independent practice. Children need extensive, successful, independent practice for skills and knowledge to become automatic.
- ✚ Engage children in weekly and monthly review. Children need to be involved in extensive practice to develop well-connected and automatic knowledge.

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Learning Powers

We think it is especially important that children understand that they are learners, and they have a role to play as a learner. We therefore believe that children should be taught 'how' to learn and there are certain skills they can develop which will mean they are more effective and successful lifelong learners. We have developed a set of 'super learning powers' with the children and this helps them to become better learners. Each one is a character with a story. The children love learning about the characters and saying which learning power they are using (**see Appendix 5**)

Early Years Foundation Stage




Please refer to our **EYFS (Early Years Foundation Stage) policy** for more details on teaching and learning in the early years.

5. Learning environment

We follow the 'Curiosity Approach' to create truly wondrous, impactful experiences, spaces and places for our young children. We are dedicated to empowering our educators to embrace a pedagogical approach that prioritises curiosity, creativity, and holistic development. Follow the link for more information [The Curiosity Approach](#)

Children thrive within environments that support their individual and diverse learning needs. An enabling environment offers children security, comfort, choice, engagement, and opportunity. Children's learning is best supported when they have opportunities which allow movement and action, creativity and imagination, independence, and collaboration. Open ended resources enable children to access and combine processes of development and learning. Knowledgeable adults can optimise the learning potential of every child if the environment is set up to enable learning to take place.

The environment can be divided into three areas:

-  The Emotional Environment
-  The Indoor Environment
-  The Outdoor Environment

The Emotional Environment

This is the whole mood or atmosphere of a place, how it feels. Relationships are what constitute the emotional environment. This includes how people behave, speak to each other, and are treated and how inclusive it is.

The Indoor Environment

The physical environment impact directly on the quality of learning, which makes the environment a critically vital component that adults need to plan for and review regularly.

When children are at school, learning will take place in classrooms, nursery rooms, outdoor spaces, the hall, our music room, our nurture room, or Rainbow rooms.

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These spaces will be kept safe, clean, and ready for children to use them.

They will be arranged to promote learning through:

- ✚ Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas.
- ✚ Accessible resources for learning such as books, and other equipment.
- ✚ Displays of material children have previously learned about and can identify.
- ✚ A seating layout that allows everyone to see the board and participate.
- ✚ Displays that celebrate and support children's learning (**see Appendix 6**).

The Outdoor Environment

The outdoors is special. It offers a rich, multi-sensory environment that is meaningful, stimulating and motivating for all children. Children can move freely and take risks. Children can develop their health, strength, and coordination. There are opportunities to experience nature and the weather. Relationships are different outdoors children who are quiet indoors are often less inhibited outdoors. Working on large scale activities provides the opportunity for children to cooperate, negotiate and collaborate. Outdoors does not limit itself to the school or nursery grounds. Educational Visits help children to learn about and make sense of their world.

Early Years Foundation Stage

Please refer to our **EYFS Policy** for more information on enabling environments.

6. Adaptations

Teaching and learning at our school will consider the cultural, social, and emotional needs and abilities of all children. We will adapt teaching and learning to cater to the needs of all our children, including:

- ✚ Children with special educational needs and disabilities (SEND)
- ✚ Children with English as an additional language (EAL)
- ✚ Disadvantaged children
- ✚ Children that are more able
- ✚ Service Children
- ✚ Children in Care or adopted

Adjusting, adapting, and assessing in the classroom

Teachers may adapt the way instruction is delivered to the learner. For example:

- ✚ use different visual aids
- ✚ enlarge text
- ✚ plan more concrete examples
- ✚ provide hands-on activities
- ✚ place children in cooperative groups
- ✚ pre-teach key concepts or terms before the lesson.

Scaffolds may be used as temporary supports that are gradually removed or 'faded out' as the child becomes increasingly independent.

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Visual timetables and prompts may be used to reinforce expectations for learning and behaviour.

The teacher may adapt planning prior to the lesson or during the lesson or use the support staff effectively to provide extra support.

Teachers will work with our Special Educational Needs and Disabilities Coordinator (SENDCO), our children with SEND, and their parents to establish the appropriate level of material to support these children to make substantial progress (**see Appendix 7**)

Please refer to our **SEND policy and information report**, and our **statement of equality information and objectives**.

7. Home learning

Home learning, or homework, will support children to make the link between what they have learnt in school and the wider world. It is most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available through children bringing home a physical copy of their reading book and reading diary for parents to write in when children have read at home.

Learning platforms such as Oxford Owl and Mathletics can be accessed through the school website.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Home/learning laptops are available for children who cannot access online learning at home. A home use agreement must be signed by parents before a laptop is issued.

Please refer to our **Homework Policy** for more information.

8. Responding to Children’s Work (marking and feedback)

Feedback will clearly explain to children what they are doing well and what they need to do next to continue to improve their work.

It will be given verbally during the lesson or in children’s books.

Please refer to our **Responding to Children’s Work (marking and feedback) Policy**, for more information.

9. Assessment, recording and reporting

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We will track children's progress using a combination of formative and summative assessment. Children's knowledge is checked each half term or at the end of a unit of work for foundation subjects.

Formative and Summative Assessments	
Nursery	Progress Check at age 2, Aspects Baseline assessment, short observations of learning, long observations.
Reception	DfE Reception Baseline Assessment, EYFS Profile Assessment at the end of Reception
Year 1	NFER (National Foundation for Educational Research) Reading and Mathematics. Year 1 Phonic Check
Year 2	End of Key Stage 1 assessments Year 1 Phonic Check retakes







We will provide regular targets for children and provide termly written reports on these at parents' evenings. Children will receive a written report termly.

Please refer to our **Assessment Policy** for more information.

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all our children make the best possible progress from their starting points.

School leaders, subject leaders, SENDCo and STSA School Adviser will monitor and evaluate the impact of teaching on children's learning through:

-  Reviewing marking and feedback
-  Termly pupil progress meetings
-  Gathering pupil voice
-  Planning scrutiny
-  Book scrutiny
-  Conducting learning walks

Please refer to our Performance Management, Support Staff Appraisal policies and Monitoring Policy for more information.

11. Review










This policy will be reviewed every year by the Executive Headteacher. At every review, the policy will be shared with the full governing board.

12. Links with other policies

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This policy links with the following policies and procedures:

-  Behaviour policy
-  Curriculum policy
-  Early Years Foundation Stage (EYFS) policy
-  SEN/SEND policy and information report
-  Marking and feedback policy
-  Home-school agreement
-  Assessment policy
-  Equality information and objectives
-  Teacher's Performance Management and support staff appraisal Policies

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Appendix 1: Teachers' Standards

<p>Department for Education</p> <h1>Teachers' Standards</h1>	
PREAMBLE	
Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.	
PART ONE: TEACHING	6 Make accurate and productive use of assessment
A teacher must:	<ul style="list-style-type: none">know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirementsmake use of formative and summative assessment to secure pupils' progressuse relevant data to monitor progress, set targets, and plan subsequent lessonsgive pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
1 Set high expectations which inspire, motivate and challenge pupils	7 Manage behaviour effectively to ensure a good and safe learning environment
<ul style="list-style-type: none">establish a safe and stimulating environment for pupils, rooted in mutual respectset goals that stretch and challenge pupils of all backgrounds, abilities and dispositionsdemonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	<ul style="list-style-type: none">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 policyhave high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairlymanage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate themmaintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
2 Promote good progress and outcomes by pupils	8 Fulfil wider professional responsibilities
<ul style="list-style-type: none">be accountable for pupils' attainment, progress and outcomesbe aware of pupils' capabilities and their prior knowledge, and plan teaching to build on theseguide pupils to reflect on the progress they have made and their emerging needsdemonstrate knowledge and understanding of how pupils learn and how this impacts on teachingencourage pupils to take a responsible and conscientious attitude to their own work and study.	<ul style="list-style-type: none">make a positive contribution to the wider life and ethos of the schooldevelop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist supportdeploy support staff effectivelytake responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleaguescommunicate effectively with parents with regard to pupils' achievements and well-being.
3 Demonstrate good subject and curriculum knowledge	PART TWO: PERSONAL AND PROFESSIONAL CONDUCT
<ul style="list-style-type: none">have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandingsdemonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarshipdemonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subjectif teaching early reading, demonstrate a clear understanding of systematic synthetic phonicsif teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.
4 Plan and teach well structured lessons	<ul style="list-style-type: none">Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:<ul style="list-style-type: none">treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional positionhaving regard for the need to safeguard pupils' well-being, in accordance with statutory provisionsshowing tolerance of and respect for the rights of othersnot undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefsensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
5 Adapt teaching to respond to the strengths and needs of all pupils	
<ul style="list-style-type: none">know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectivelyhave a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome thesedemonstrate 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 developmenthave 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.	

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Appendix 2: Early Years Foundation Stage

Characteristics of Effective Learning	Areas of Learning and Development	Birth to 5 Matters Aspects
Playing and Exploring	Prime Areas	
ENGAGEMENT Finding out and exploring Playing with what they know Being willing to 'have a go'	Personal, Social and Emotional Development	Making Relationships Sense of Self Understanding Feelings
Active Learning	Physical Development	Moving and handling Health and Self-care
MOTIVATION Being involved and concentrating Keep trying Enjoying achieving what they set out to do	Communication and Language	Listening and Attention Understanding Speaking
Creative and Critical Thinking	Specific Areas	
THINKING Having their own ideas Making links Working with ideas	Literacy	Reading Writing
	Mathematics	Mathematics
	Understanding the World	People and Communities The World Technology
	Expressive Arts and Design	Creating with Materials Being Imaginative and Expressive

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Appendix 3: Quality First Teaching


<p>Teachers are:</p> <ul style="list-style-type: none">✓ Talking the language of learning✓ Making the 'how' of learning explicit.✓ Growing high value learning characteristics using language prompts/questions for learning powers (below)	<p>Teaching Assistants are prompting children to think through ways to tackle learning or a problem.</p> <p>The formula for all subjects:</p> <ol style="list-style-type: none">1. Reflect on existing knowledge2. Draw on experience3. Look for clues4. Use resources and tools to find the answer
<p>Teachers are teaching children how to:</p> <ul style="list-style-type: none">✓ plan for their learning✓ monitor their learning✓ self-evaluate their learning	 <p>Rosenshine's 10 Principles of Instruction</p> <ol style="list-style-type: none">1. Review learning at the start. (Icon: circular arrow)2. Present new material in small steps. (Icon: bar chart)3. Ask lots of good questions. (Icon: question mark)4. Provide models and worked examples. (Icon: checkmark)5. Practise using the new materials. (Icon: water droplets)6. Check for understanding. (Icon: speech bubble)7. Obtain a high success rate. (Icon: pie chart)8. Provide scaffolding and support. (Icon: scaffolding structure)9. Encourage independent practice. (Icon: arrow pointing to a box)10. Weekly and monthly review. (Icon: calendar grid)

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Appendix 4: Blooms Taxonomy to support qu

Concrete cognition to a more abstract			
Remember <i>To recall facts and ideas.</i>	Understand <i>To comprehend information and grasp meaning.</i>	Apply <i>To use information, concepts, and skills to solve problems.</i>	To n reco de
What do you know about? When did it happen? Where does...come from? What does...look like?	Can you explain how/what/why? Can you give a reason...? What are the key features? Why did that happen?	Can you think of something similar? What would you have done? What could you use this for? What might have happened next?	What What reco What diffe What
Name Define Identify Describe recall	Interpret Predict Explain Discuss	Relate Demonstrate Transfer knowledge Show use	Judge Reco Com Critic Asses



Building Resilience

Being ready, willing and able to lock on to learning



Language to encourage absorption:

- You look as though you are really enjoying puzzling over that
- I wonder if you do anything differently when you're really engaged in what you're doing?
- What do you really like doing?
- What makes you able to get so absorbed in it?
- What did it feel like last time you got really into something?
- What do you think might have made you feel like that?
- What do you think might help you feel like that again?
- What do you like about ...? What would make you like.... In the same sort of way?
- What can you find out about...that would help you enjoy it?
- It feels good when you get right into an activity.

Language to encourage managing distraction:

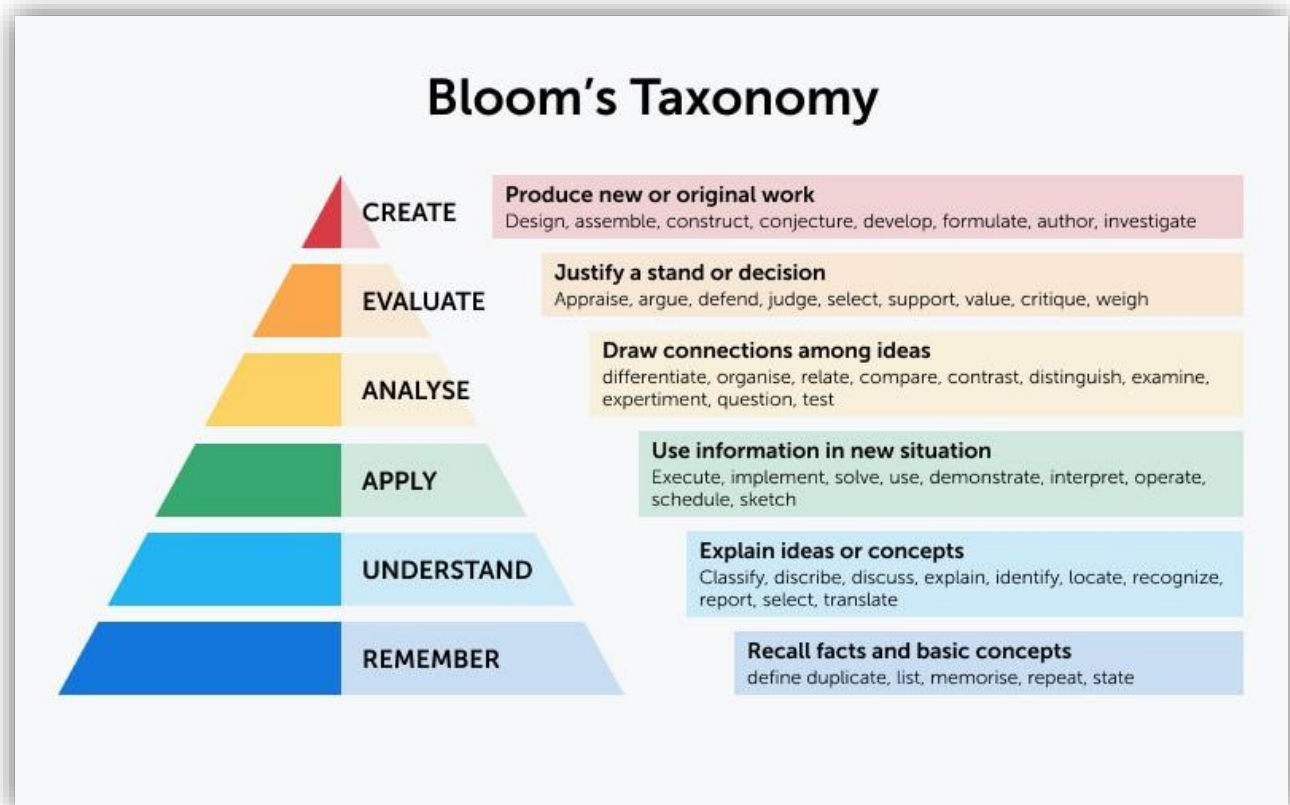
- What do you find gets in the way of your learning?
- What would help you to avoid these distractions?
- Do you need a break?
- How are you feeling?...Is that getting in the way of your learning?
- What can you do to help focus yourself?
- How could you tell us if we're distracting you? Let your mind relax a little, take a deep breath and refresh yourself before going on.

Language to encourage attentive noticing:

- What do you notice about the way is doing that?
- What happened first / next?
- What is this? Touch it, smell it, listen to it, look at it. What do you notice? What are your senses telling you?
- Just watch / listen to this for a while. What happens? Wait a little longer. What's happening now?
- What do you think is the most important in this picture?
- Can you see a difference between and?

Language to encourage perseverance:

- You look as though you're really enjoying that.
- We can do it!
- I can't do it yet, but I can learn how to ...?
- What happened when you got stuck before?
- That's great! You were stuck and now you're not. I wonder what you did to move on?
- I'm not really sure how to do this. Any ideas?
- It's when you get stuck that you really begin to learn.
- Everyone finds learning difficult at times.
- Take a break from this for a while and come back to it later.



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Appendix 5: Learning Powers



Building Resourcefulness

Being ready, willing and able to learn in different ways.

Language to encourage questioning:

- That's a great / interesting / thoughtful / insightful question.
- I don't really know myself yet. I wonder what we could ask to find out.
- If we had a real scientist / poet / ... here what could we ask to find out?
- When we find that out, what might we ask next?
- What question did we ask last time?
- What else might you want to know?
- What could this be?
- Can you think of five questions that would give us the answer to this puzzle?

Language to encourage making links:

- How could it fit?
- What does ... tell you about ...?
- Can you see any connections?
- Can you see a pattern here?
- What do you know already that could help?
- What else do you know?
- Ask yourself, What is this like that I know about already?
- Now that you know... has it changed how you think about ...?

Language to encourage imagining:

- If we could fly, what would it feel like? How might the world look when we landed?
- What can we learn from our dreams?
- I wonder what teddy would do.
- Listen to the music. What does it sound like? What do you think felt like when s/he wrote it? Where was s/he sitting?
- What else do imagine might be happening?
- That's a really unusual / fresh idea.
- Try to picture ... in your mind.
- Before you do... picture yourself doing it really well in your mind.

Language to encourage reasoning:

- If it's like this here, what might it be like there?
- Which of these things fit together? Why?:
- How many reasons can we find for that ...
- What evidence can you find to support your argument?

Language to encourage capitalising:

- Where else might we go to find out about that?
- What can we use to help us with this?
- Who could help you?
- If you could find people to help with this, who would you ask?
- That was great. What else could we have used to improve it further?
- If you could use anything you wanted, what would you use?



Building Reciprocity

Being ready, willing and able to learn alone and with others.

Language to encourage interdependence:

- What do you enjoy about learning with other people?
- Do you prefer this to learning on your own?
- When is it good to learn by yourself?
- Do we need a group to be able to get that information?
- What does it feel like when other people disagree with you?
- Who do you learn best with?

Language to encourage collaboration:

- How could you help each other?
- We've got a problem. How can we fix it together?
- I noticed you working collaboratively. Can you tell us what you were doing?
- It's okay to ask others for help.

Language to encourage empathy and listening:

- Thank you for listening so carefully.
- Why is listening important?
- Look at their faces. What do you think they are feeling?
- Can I just check out that I've got it right?
- Can you put yourself ins shoes?

Language to encourage imitation:

- I like the way you do that
- What was it that ... did next to make the difference?
- Look very carefully at someone you think is doing really well and think about how you can do it like that.



Building Reflectiveness

Being ready, willing and able to become more strategic about learning.

Language to encourage planning:

- Think about what the task is really about.
- What are you wanting / trying to achieve?
- What will help you to do this?
- Think about which resources will help you.
- What will you need to do first?
- What are you planning to do next?

Language to encourage revising:

- There isn't just one way of doing it. Can you think of other ways you might do it?
- What can you learn from this mistake?
- Are you using the most efficient way of doing that?
- Good learners are flexible. They watch how they are doing and change things as they go along.
- Try to think about your success criteria as you go along and check you are on track to meet them.
- It's okay to change your plan if you have a better idea.

Language to encourage distilling:

- What do you think are the three most important things you've found out?
- If you only had to tell someone one thing about what you've learnt today, what would it be?
- Think back to when you... What did you learn from that?
- How could you use what we learnt last week to help you now? Where else could you use this skill/knowledge/idea?





Language to encourage meta – learning:

- How did you learn this?
- Which learning muscles work well for you? Which learning muscles need more exercise?
- How could you best solve this problem?
- What did you do that really worked well for you?
- What didn't work so well? Can you think of reasons for that? What would you do in the future?

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Building Learning Power- skills I need to learn

<div style="border: 1px solid gray; padding: 5px; background-color: #f0f0f0;"> <p>I'm Ruby Rhino</p> <p>I keep going when faced with difficulties. I manage distractions</p> <p>I love to learn new things. I use my senses to spot detail.</p> <p>I'm good at concentrating and staying focussed on my learning.</p> <p>If I get distracted, I know how to get back on track again.</p> <p>I'm good at looking carefully and using my senses so I lose myself in learning.</p> <p>I can spot similarities and differences.</p> <p>I know when I get stuck that my learning really begins so I keep going.</p> <p>I know I can take a break and come back to my learning later if I need to.</p>  </div>	<div style="border: 1px solid gray; padding: 5px; background-color: #fff9e6;"> <p>I'm Sammy Squirrel!</p> <p>I am very resourceful. I make links</p> <p>I try to find out things for myself and I am good at asking questions. I'm good at reasoning.</p> <p>I make good use of resources to support my learning, for example I use books or the computer to increase my knowledge and understanding.</p> <p>I'm good at imagining by creating pictures in my mind. I'm good at making the most of things.</p> <p>I'm good at reasoning.</p> <p>I make connections with prior learning, and this helps me to learn new things. I ask questions</p> <p>I have a step-by-step approach to my learning.</p>  </div>
<div style="border: 1px solid gray; padding: 5px; background-color: #e6f2e6;"> <p>I'm Tallulah Turtle</p> <p>I'm good at planning I'm also good at changing and adapting my plans.</p> <p>I'm good at thinking about my learning and planning what I need to do.</p> <p>I'm good at checking I am meeting the success criteria for my learning.</p> <p>I learn from my mistakes. I'm good at talking about my learning.</p> <p>I use learning I already have to help me when I'm learning something new.</p> <p>I'm good at evaluating my learning.</p> <p>I can say what I did well and what I need to do better next time.</p> <p style="text-align: center;">I am good at being able to figure out what I need to do to achieve a task.</p>  </div>	<div style="border: 1px solid gray; padding: 5px; background-color: #ffe0b2;"> <p>I'm Team Ant</p> <p>I'm good at communicating with others. I respect other people's views.</p> <p>I can work independently but also as part of a team.</p> <p>I can put myself in someone else's shoes and show empathy.</p> <p>I am good at listening to others. I'm good at sharing and learning with others.</p> <p>I'm good at congratulating others when they get a good idea.</p> <p style="text-align: center;">I'm good at mirroring others using what I have observed.</p> <p style="text-align: center;">I'm good at listening to others and thinking about how they are feeling.</p>  </div>

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Appendix 6: Display

Displaying Children's Work

Consider the following guidelines:

- Create a display against a neutral background
- Consider covering brighter colours with cream/ivory paper
- Include close up photos of the children at work 5x7, 8x10 the bigger the image the more eye catching it is.
- Keep text to a minimum . Provide a simple overview and add in children's observations.
- Use large font
- Give the display a title
- Frame children's art with a black border
- Include questions that invite viewing to reflect on the work.
- Avoid printed resources from websites,




Appendix 7: Education Endowment Foundation recommendations for children with SEND in mainstream schools.



SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS


Summary of recommendations

1
Create a positive and supportive environment for all pupils, without exception




- An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:
- promote positive relationships, active engagement, and wellbeing for all pupils;
- ensure all pupils can access the best possible teaching; and
- adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.

2
Build an ongoing, holistic understanding of your pupils and their needs




- Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.
- Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.
- Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.

3
Ensure all pupils have access to high quality teaching




- To a great extent, good teaching for pupils with SEND is good teaching for all.
- Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.
- The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.
 - flexible grouping;
 - cognitive and metacognitive strategies;
 - explicit instruction;
 - using technology to support pupils with SEND; and
 - scaffolding.

4
Complement high quality teaching with carefully selected small-group and one-to-one interventions



- Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.
- High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.
- The intensity of intervention (from universal to targeted to specialist) should increase with need.
- Interventions should be carefully targeted through identification and assessment of need.
- Interventions should be applied using the principles of effective implementation described in the EEF's guidance report [Putting Evidence to Work: A School's Guide to Implementation](#).

5
Work effectively with teaching assistants



- Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.
- TAs should supplement, not replace, teaching from the classroom teacher.
- The EEF's guidance report [Making Best Use of Teaching Assistants](#) provides detailed recommendations.