



## Ditton Infant School Teaching and Learning Policy

September 2018

### Shared Vision

- A happy, positive and inclusive school where communication is highly valued and everyone has a voice.
- A caring and supportive school where children are safe.
- An exciting school, where learning is irresistible.
- An ambitious school focused on high expectations of all pupils' learning and achievements.

### Fundamental Principles

At Ditton Infant School we believe all children learn best when;

- they are happy, secure and show high levels of well-being and involvement
- the school becomes a learning community where everyone jointly solves problems and learns new skills
- their learning is planned appropriately and reflects their interests and life experiences
- a variety of teaching techniques, strategies and contexts are used according to their needs
- they understand what they are learning and have opportunities to be challenged and challenge themselves
- a mastery approach is at the heart of the curriculum
- mistakes are used in a positive way to help children address their misconceptions/errors
- they are motivated and actively involved in their enquiry based learning
- their learning is not artificially capped by adult expectations and there is an appropriate balance between teacher led and child led learning
- their environment is conducive to learning and supports independence
- there are positive links between the school, home and community

Our Teaching and Learning Policy is underpinned by our core values:

- To respect the uniqueness for each individual and their views;
- To facilitate considerate and positive relationships between all members of the school community;
- To provide equality of opportunity for all members of the community;
- To develop confident, disciplined and enquiring learners, able to make informed choices and take responsibility for their own learning
- To respect the environment and safeguarding it for future generations.
- To create an environment in which children are able to learn and teachers are able to teach

Our principles are addressed across the curriculum. Specific arrangements for each subject are detailed within this policy. The Early Years Foundation Stage has its own separate policy and should be read with this policy to gain the complete picture of Teaching and Learning at Ditton Infant School.

## 1 Aims and Objectives:

- to facilitate children's acquisition of breadth and depth of knowledge, understanding and skills, which will help them to develop intellectually, emotionally, socially, physically, morally and creatively;
- to promote a positive and resilient attitude towards learning, so that children enjoy school, are confident to take risks and acquire effective behaviours to support lifelong learning;
- to create and maintain an exciting and stimulating learning environment with rich, cross-curricular experiences (Appendix 1)
- to develop an ethos of support, encouragement and challenge;
- to ensure continuity and progression so that pupils achieve their full potential;
- to enable children to become responsible and considerate members of the community who respect and work co-operatively with others (See British Values Statement);
- to encourage respect for the environment and society;
- to recognise the crucial role which parents play in education and encourage parental involvement.

### 1.2 Children will learn:

- to be able to communicate in a variety of ways;
- to solve problems in a variety of different situations by enquiring and making reasoned judgments and choices;
- to work independently, in pairs and as members of a team;
- to evaluate their own performance against agreed and realistic objectives/success criteria;
- to be curious, enthusiastic and eager;
- to care about and take pride in the school;
- to keep themselves and others safe
- to acquire a set of moral values on which to base their own behaviour and to gain a deepening understanding of British values;
- to develop tolerance and respect for all people including those of different social, ethnic and religious backgrounds
- to persevere with tasks and learn from mistakes/errors

This Policy is interlinked with the following policies which also need to be read: Behaviour, SEN&D, Feedback and Marking, Handwriting and Presentation, Early Years, Curriculum and Assessment Policies.

### The Non-Negotiables of Teaching and Learning at Ditton Infant School

In every lesson:

- It is the teacher's responsibility to be fully prepared and have strong subject knowledge so that they can model and promote subject and core skills well and be thoroughly planned to meet the needs of all learners. Teachers understand the need to plan to ensure deep learning.
- Teachers will have consistently high expectations of all pupils and plan to enable all pupils to be challenged to work at full capacity.
- Teachers will provide clearly directed and timely support and support interventions that match pupils' needs accurately.
- Teachers will systematically and effectively check pupils understanding via listening to, observing and skillfully questioning children to probe understanding. Planning will be adjusted within the lesson to take account of these assessments.
- Teachers will ensure that children are given regular opportunities to prove their knowledge and understanding
- Teachers ensure that children know how well they have done and what the need to do next by giving consistently high quality, precise and constructive feedback and marking (both verbal and written).

- Teaching of the core skills in reading, writing and maths are cohesively planned, taught and practised across the curriculum so that a majority of children meet EXS for their year group and a significant proportion meet GDS/EXCEEDING.
- Teachers create a positive learning climate that generates high levels of commitment to learning. There will be opportunities for effective collaborative learning and peer review.
- Teachers will ensure that learning assistants are used effectively to improve learning outcomes so that they can provide timely support to **all** groups of pupils so that they make very good progress in lessons.
- Teachers will engender the respect of children, manage behaviour and manage learning time effectively so no time is wasted and learning time is optimised.
- Teachers will ensure that SMSC / online safety/ British Values is a thread that runs throughout the curriculum and that the outcomes of this teaching and learning is evident in the children's understanding, behaviour and attitudes.

As a school with high expectations, 85% of children are expected to make good or better progress each academic year. All teaching staff will commit to at least 1 peer coaching / personal CPD opportunity over the year. This may be as a result of feedback from a lesson observation, targeted support to learn a new skill or develop an existing skill.

At Ditton Infants we will ensure that all teaching and learning when triangulated is at least good thus enabling all children to make progress from their different starting points.(Appendix 2)

**The Teaching Team have agreed that the following will be evident in every class;**

- The WALT (learning intention) for each lesson will always be shared either verbally or in writing.
- Phonics - in all classes phonics will be taught daily for a total of 20 minutes.
- Teachers will share differentiated success criteria to enable pupils to have ownership of their own learning. (see appendix 4)
- All classes will have an English and Maths working wall that builds up over a series of lessons and includes examples of 'What a Good One Looks Like' (WAGOLL)
- Units of work in English may begin with a 'cold task' and end with a 'hot task'. Children will be given writing targets linked to their next steps. These may be individual or group targets depending on the changing needs of the children.
- All classrooms will have inviting book areas that engage boys and girls and are changed regularly to maintain interest and elicit excitement around reading.
- All classes will have a phonics display to support learning. All classes will have a phonic display or GPS display suitable for the age/stage of child
- A numberline or hundred square which is visible and accessible in every classroom.
- Key theme vocabulary will be displayed as appropriate to support learners.
- Learning manipulatives will be available for children to access independently including; phoneme mats, numberlines, hundred squares, pencil grippers, rulers, pens, paper, dictionaries and thesauruses.
- Online safety posters should be displayed near computers / netbooks in classrooms and shared areas.
- Golden Rules and Class Rules agreed by the children must be displayed and referred to.
- Each class will have a seven stepped behaviour chart with a book to record children's names if they are consistently moved up/down and the reason why.
- Voice charts will be in each class and shared area so children are clear about noise levels appropriate to different activities.
- A visual timetable with consistent widget symbols
- All classes will have English/Literacy and Numeracy/ Maths scrapbooks where examples of work are kept for reference by the children
- The Characteristics of Effective Learning are displayed and referred to
- Regular Massage sessions will take place weekly
- Growth Mindset Display will be evident and referred to
- Learning will be multisensory
- Topics will have a 'Stunning Start' or a 'Fabulous Finish'

- All children will be encouraged to have a voice and respect the opinions of others through 'circle time' or P4C activities
- Outdoor learning will be a feature of the curriculum
- Learning will link to the children's interests

### **Success Criteria**

The WALT is split into 3 differentiated SC (1 star, 2 star and 3 star) to challenge the children at different stages of development. The children are encouraged to choose the SC that provides challenge but that can also be completed independently or with minimal support. After the children complete their chosen 'star' challenge, we provide a 'prove it' opportunity for children to deepen the core skills at a level appropriate to their learning. Example:

WALT partition 2-digit numbers

1\* I can partition using base 10

2\*\* I can partition using....

3\*\*\* I can partition mentally.....

Prove it: I can prove my answers/I can solve problems using partitioning.

In the EYFS, the children will be grouped to complete the appropriate star challenge based on the prior learning and baseline notes.

### **Displays**

- All classrooms/ shared areas will have high quality 2D/3D displays that are regularly changed (and boards are re-backed each time and all staples removed)
- Displays celebrate children's learning. All paintings/pictures should reflect children's independent work e.g. not painting adult drawn objects.
- Work should be carefully mounted
- Displays should reflect current priorities / topics and can be interactive or wall mounted.
- Wall displays should have a border, key questions and vocabulary/labels.
- Teachers will also plan for interest tables linked to seasonal changes or topic work
- Each Yr group has an agreed board in the hall which is changed 3x a year before parent consultations

### **Early Years**

Children start Ditton Infant School in Reception. During their first year children follow the Early Years Foundation Stage Curriculum and develop their knowledge, skills and understanding through the seven areas of learning. They are assessed at the end of Foundation Stage. Detailed information about the EYFS can be found in the EYFS Policy. The outdoor area is as important as the indoor environment and should also reflect each area of learning and have a good range of resources and print displayed.

### **Equal Opportunities and Inclusion Statement**

Every member of the Ditton Community will be valued, respected and welcomed equally. Children will be taught to celebrate their differences, understand the cultural diversity and variances within their community; local and global, and all discrimination from any member of the school community to another will be tackled rigorously

### **Monitoring and evaluating standards**

In order to raise standards and ensure continual improvement, the school produces a yearly monitoring timetable that allows teaching and pupil learning to be regularly evaluated and key actions for improvement agreed. Alongside the monitoring timetable, staff are regularly engaged in an ongoing programme of formal and informal peer support where good practice is shared. The appraisal process also identifies further opportunities for all staff to take responsibility to improve their own teaching performance.

This rigorous programme enables the school:

- to continually improve the quality of teaching and learning
- to be in a position to know that we are improving the quality of teaching and learning
- to enable individuals to recognise that by being involved in the process of monitoring, evaluation and target setting they will strengthen their skills, confidence and expertise
- to recognise that improvement is the constant goal of the effective school
- to enable improvement to take place in a planned and manageable way
- to be as inclusive as possible when involving individuals in the process of monitoring and evaluation

During each academic year SLT including the Headteacher and Subject Leaders will monitor lessons (joint observations), collect examples of pupil's work from each class (more able, average, disadvantaged and SEN), complete pupil conferencing activities and triangulate judgements using a variety of performance data.

The SLT and Subject Leaders review areas including:

- marking and correcting of pupil's work ( Book / Record / Observation scrutiny proforma Appendix 3 )
- the effectiveness of feedback / marking and targets for improvement
- presentation standards
- progression
- differentiation (evidence that pupils are being asked to do different things or that teachers are expecting different standards)
- standard of expectation (can the leader gauge that the expectation of the teacher is appropriate?)
- standard of outcome (does the standard work produced match the Subject Leaders expectations?)
- rate of progress
- talking to pupils about their learning
- specific audits e.g. book areas

Formal written feedback is given to individuals and if necessary whole school action is agreed.

Over the year, as indicated on the monitoring timetable, Subject Leaders review plans, and teaching and learning activities. The frequency of this activity is dependent on the subject area with Literacy and Numeracy planning being monitored at least three times a year. Formal written feedback is given to individuals and if necessary whole school action is agreed. The Inclusion Manager will also monitor the impact of interventions through observations and discussions with staff.

Subject Leaders will act as consultants through regular coaching opportunities and try to provide ideas relating to planning and delivery. They will also deliver bespoke workshops for staff who need training in specific areas. They will suggest activities appropriate to specific year groups to convey particular concepts, assist with differentiating activities, ensure that staff have an understanding of the expected standards appropriate to pupil of different ages, and generally be available to staff to discuss issues relating to curriculum planning and implementation. Subject Leaders will ensure that all staff use the agreed format, for plans and schemes of work.

Performance and pay are linked and judgements of teachers will not be based on lesson observations alone. Triangulated judgements will be made by senior leaders having considered a variety of aspects over the year / term. (Lesson Observations (Appendix 4) Work Scrutiny, Achievement of pupils, Parental Involvement / Pupil Voice, Marking & Feedback, Policies & Procedures, Attendance, Learning Environments, Behaviour Management)

Please see pay and appraisal policies for more information.

<p><b><u>GOOD Learning Environments at our school...</u></b></p> <ul style="list-style-type: none"> <li>• Are safe for staff, pupil and visitors</li> <li>• Are welcoming, colourful and engaging spaces; setting a tone for active learning</li> <li>• Behavioural expectations are clear and visible</li> <li>• Has mechanisms to support classroom management (e.g. quiet-o-meter, group/pair/individual work indicators, visual timetables)</li> <li>• Are flexible spaces to support different learning styles (e.g. group work, practical work)</li> <li>• Supports and promotes the areas of core learning (e.g. Book corner, Role Play corner, maths area)</li> <li>• Have clearly labelled resources to support learning</li> <li>• Displays are accessible and appropriate to the age of the learners (e.g. vocabulary, heights of display etc.)</li> <li>• Balance teacher input and pupil voice to ensure ownership (e.g. teacher examples, core vocabulary, pupils work, photos of groups in action etc.)</li> <li>• Display pupils' work in a way that shows it is valued and celebrates the work of all abilities</li> <li>• Balance celebration of outcomes with supporting current learning (e.g. working walls)</li> <li>• Are tidy, clean and organised - always ready for learning</li> </ul>	<p><b><u>OUTSTANDING Learning Environments at our school...</u></b></p> <ul style="list-style-type: none"> <li>• Ensure the well-being of staff, pupils and visitors</li> <li>• Are vibrant, creative and interactive spaces; nurturing a thirst for learning and promotes effective independent learning (e.g. Higher order questioning skills)</li> <li>• References to Behaviours for Learning are clear, visible and actively used (e.g. supporting others)</li> <li>• Has mechanisms to promote pupil self-management and pupil choice (e.g. timetable choices, options for working in groups, pairs etc.)</li> <li>• Resources are freely available to encourage choices and independent learning</li> <li>• Displays are thought provoking; both scaffolding and deepening learning</li> <li>• Balance of teacher and pupil led displays (e.g. I'm proud of this work corner, incredible boards, class boasting book)</li> <li>• Evidence of home-school links in action within the classroom</li> <li>• Promotion of SMSC including British values</li> <li>• Working walls are actively used by pupils to support their learning in relation to current unit of work (e.g. taking vocabulary cards off walls)</li> <li>• Are a moveable feast - where nothing becomes wallpaper</li> </ul>
<p><b><u>Good Learning and Teaching Support at our school.....</u></b></p> <ul style="list-style-type: none"> <li>• Treats colleagues, children and families with respect</li> <li>• Approaches tasks with a positive professional attitude</li> <li>• Demonstrates flexibility when approaching tasks - stepping in where needed</li> <li>• Models good punctuality to school/lessons and good attendance to pupils, who have to attend at least 96% of the time</li> <li>• Dresses appropriately, reflecting the professional nature of the role</li> <li>• Provides support &amp; challenge through high quality questioning, scaffolding</li> </ul>	<p><b><u>Outstanding Learning and Teaching Support at our school.....</u></b></p> <ul style="list-style-type: none"> <li>• Treats colleagues, children and families with respect</li> <li>• Approaches tasks with a positive professional attitude and enthusiasm</li> <li>• Demonstrates initiative when approaching tasks and pre-empts where they may need to step in</li> <li>• Models excellent punctuality to school/lessons and excellent attendance to pupils, who have to attend at least 96% of the time</li> <li>• Dresses appropriately, reflecting the professional nature of the role</li> </ul>

<p>and modelling/demonstrating</p> <ul style="list-style-type: none"> <li>• Helps keep pupils safe</li> <li>• Promotes positive behaviour</li> <li>• Ensures they know the key learning, content and their role in an upcoming lesson</li> <li>• Plays an active role in all parts of the lesson</li> <li>• Models and demonstrates good English and maths skills at all times</li> <li>• Knows when to walk away and when to intervene - nurturing independent learning</li> <li>• Delivers teaching and learning activities under the direction of the teacher</li> <li>• Has good working knowledge of the PoS they are supporting and/or any interventions they are delivering</li> <li>• Assesses the day-to-day impact of any interventions and adapts approaches or content accordingly</li> <li>• Contributes towards finding or creating age-appropriate resources to support learners</li> <li>• Contributes through feedback and assessment to the planning of teaching and learning activities</li> <li>• Gives quality feedback to help pupils know what they have done well and possible next steps, including written marking where applicable</li> <li>• Contributes towards the learning environment</li> <li>• Reflects on and develops own practice</li> <li>• Works as part of team, treating colleagues with professionalism</li> <li>• Plays their given role in wider school improvement</li> <li>• Respects confidentiality at all times</li> <li>• Make a positive contribution to the wider life and ethos of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Thinks on their feet - identifying and supporting next steps in learning</li> <li>• Is proactive in keeping pupils safe</li> <li>• Promotes and models good learning behaviours</li> <li>• Contributes to the planning of upcoming lessons, ensuring ownership</li> <li>• Plays a key role in all parts of the lesson, including some team teaching with the teacher</li> <li>• Models and demonstrates excellent English and maths skills at all times</li> <li>• Takes initiative when delivering teaching and learning activities - knowing when support would move learning on and when it would not</li> <li>• Nurtures independent learning</li> <li>• Has a well-developed knowledge of the Key Stage PoS and/or interventions - being able to spot gaps in learning and scaffold accordingly</li> <li>• Assesses the day-to-day impact of any interventions and finely tunes approaches or content accordingly</li> <li>• Finds or creates age-appropriate resources to support learners</li> <li>• Contributes through high quality feedback and assessment to the planning of teaching and learning activities</li> <li>• Gives precise feedback to help pupils know what they have achieved and possible next steps, contributing to written marking where applicable</li> <li>• Contributes towards the learning environment, making suggestions to its development</li> <li>• Reflects on the impact of their work and adapts accordingly and takes responsibility for their own professional development</li> <li>• Leads aspects of school improvement, ensuring a positive impact on the wider team (e.g. coaching others)</li> <li>• Treats colleagues with professionalism</li> <li>• Respects confidentiality at all times</li> <li>• Makes a significant contribution to the wider life and ethos of the school</li> </ul>
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Appendix 2

Teacher:

Class / Year Group:

Triangulated Judgement

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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	Lesson Observation	Planning Scrutiny	Achievement of pupils - pupil progress data	Parental Involvement / Pupil Voice	Marking & Feedback - book scrutiny	Policies & Procedures	Attendance	Learning Environments	Behaviour Management
Term 1 (evidence)	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____days absence	<input type="checkbox"/>	<input type="checkbox"/>
Term 2 (evidence)	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____days absence	<input type="checkbox"/>	<input type="checkbox"/>
Term 3 (evidence)	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____days absence	<input type="checkbox"/>	<input type="checkbox"/>
Term 4 (evidence)	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____days absence	<input type="checkbox"/>	<input type="checkbox"/>
Term 5 (evidence)	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____days absence	<input type="checkbox"/>	<input type="checkbox"/>
Term 6 (evidence)	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____days absence	<input type="checkbox"/>	<input type="checkbox"/>

	Next Step target and support:	Date target met	Impact
Term 1			
Term 2			
Term 3			
Term 4			
Term 5			
Term 6			

**Appendix 3**

**KS1 Work Scrutiny Proforma**

Subject..... Class..... Year group.....

Teacher..... Date..... Monitored by..... Area monitored.....

	Outstanding	Good	RI	Inadequate
	Almost always	Mostly	Inconsistent	Significant gaps
Marking as policy				
Marking up to date				
Evidence that marking is impacting on learning Have children responded to marking?				
	Definitely	Mostly	Some	No
At least expected progress over time Does the work show progression? Can we see progression in the amount of support required?				
Appropriateness of activity & evidence of deeper learning				
Evidence of challenge in skills and knowledge				
Evidence of differentiation where appropriate				
Evidence of cross-curricular work / range of subjects				
Presentation is in line with school policy				
Are next steps relevant?				

Books Seen	PP Y/N	Above average	Average	Below Average	Strengths / Next Steps for development	Date met
Names						

**YR Scrutiny Proforma**

Subject..... Class.....Year group.....

Teacher..... Date.....Monitored by.....

	Outstanding	Good	RI	Inadequate
	Almost always	Mostly	Inconsistent	Significant gaps
Observations made by a range of practitioners				
Observations dated/annotated /linked to DM				
Observations reflect all areas of EY curriculum				
Observations are accurately banded				
Observations are drawn from a variety of sources - parent/CIA/LGT/SGT				
Observations are varied - photos / stickers / long obs /evidence from child e.g drawing or writing				
Marking as policy where applicable				
	Definitely	Mostly	Some	No
At least expected progress over time Does the work/obs show progression? Can we see progression in the amount of support required?				
Appropriateness of activity				
Evidence of differentiation where appropriate				
Are next steps followed up?				

Books Seen	PP Y/N	Above average	Average	Below Average	Strengths / Next Steps for development	Date met
Names						

Appendix 4

Evidence form KS1							
Date		Time		Monitoring by		Name of teacher	
Observation type							
Lesson observation		Work analysis		Discussion		Other	
Focus (main purpose of the activity)				Context (lesson objective or description of activity)			
Year group (s)	Class	Evidence of SMSC/BV	Gender	TA	Present /NOR		

		1 (Outstanding)	2 (Good)	3 (RI)	4 (Inadequate)	Comments
<b>Behaviour for Learning</b>	<b>Expectations</b>	<p>Teachers are determined that pupils achieve well.</p> <p>They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work.</p> <p>Teachers have consistently high expectations of all pupils' attitudes to learning.</p> <p>Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress.</p> <p>They are proud of their achievements and of their school.</p> <p>Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.</p>	<p>Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.</p> <p>Pupils are confident and self-assured.</p> <p>They take pride in their work, their school and their appearance.</p> <p>Teachers promote equality of opportunity and diversity in teaching and learning.</p>	<p>Teachers' expectations enable most pupils to work hard and achieve satisfactorily and encourage them to make progress.</p>	<p>Teachers do not have sufficiently high expectations of pupils.</p> <p>Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.</p>	

	<b>Behaviour</b>	<p>Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour.</p> <p>They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.</p> <p>Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.</p> <p>For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour.</p> <p>Where standards of behaviour were already excellent, they have been maintained.</p> <p>Pupils love the challenge of learning and are resilient to failure.</p>	<p>The classroom is an orderly environment.</p> <p>Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption.</p> <p>Low-level disruption is rare.</p> <p>There are marked improvements in behaviour for individuals or groups with particular behavioural needs.</p> <p>Pupils are developing the capacity to learn from mistakes.</p>	<p>The school's behaviour management procedures are usually applied but some inconsistencies exist and as a result low-level disruption occurs</p> <p>Teaching does not generally promote pupils' resilience, confidence and independence.</p>	<p>Pupils' lack of engagement, persistent low-level and/or high-level wilful, disruption, contribute to reduced learning and/or disorderly classrooms.</p> <p>A significant minority of pupils show a lack of respect for each other or staff and a lack of self-discipline.</p> <p>Pupils ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour in lessons.</p> <p>Pupils show negative attitudes about the value of good manners and behaviour as key factors in school life, adult life and work.</p>	
		<b>1 (Outstanding)</b>	<b>2 (Good)</b>	<b>3 (RI)</b>	<b>4 (Inadequate)</b>	<b>Comments</b>
<b>Teaching</b>	<b>Expertise Pitch Pace Challenge</b>	<p>Teachers demonstrate deep knowledge and understanding of the subjects they teach.</p> <p>Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well.</p> <p>Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely.</p> <p>They introduce subject content progressively and constantly demand more of pupils.</p> <p>Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.</p> <p>Opportunities to embed Social, Moral, Spiritual and Cultural (including British Values) are maximised to the full.</p>	<p>Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking.</p> <p>Teachers use effective planning to ensure time in lessons is used productively.</p> <p>Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.</p> <p>Teachers give sufficient time for pupils to review what they are learning and to develop further.</p> <p>In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills.</p> <p>Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.</p> <p>Opportunities to embed Social, Moral, Spiritual and Cultural (including British Values) are systematically planned for.</p>	<p>Tasks set are appropriate for most learners, but do not fully challenge all.</p> <p>Teachers set regular homework</p> <p>SMSC is not sufficiently planned for, with key opportunities missed</p>	<p>Teaching is poorly planned.</p> <p>Weak assessment practice means that teaching fails to meet pupils' needs.</p>	

	<b>Core skills</b>	<p>Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress.</p> <p>For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.</p> <p>Opportunities for pupils to read widely and often across subjects are systematically embedded into lessons and any impromptu opportunities maximised.</p>	<p>Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum.</p> <p>For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.</p> <p>Pupils are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.</p> <p>Opportunities for pupils to read widely and often are regularly planned for.</p>	The planning for and teaching of core skills across the curriculum is not yet good.	Pupils cannot communicate, read, write or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills because they are unable to access the curriculum.	
		<b>1 (Outstanding)</b>	<b>2 (Good)</b>	<b>3 (RI)</b>	<b>4 (Inadequate)</b>	<b>Comments</b>
<b>Assessment for Learning</b>	<b>Dynamic Intervention</b>	<p>Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.</p> <p>They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content.</p> <p>Teachers identify pupils' common misconceptions and act to ensure they are corrected.</p> <p>Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.</p>	<p>Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.</p> <p>They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts.</p> <p>Teachers tackle misconceptions and build on pupils' strengths.</p>	Use of Dynamic Interventions in lessons are not yet good.	Pupils or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently.	
	<b>Marking and feedback</b>	<p>Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills.</p> <p>The pupils use this feedback effectively</p>	<p>Teachers give pupils feedback in line with the school's assessment policy.</p> <p>Pupils use this feedback well and they know what they need to do to improve.</p>	Marking and feedback are not yet good.	There are significant gaps in marking and feedback which are hindering the children's progress	
	<b>Progress and Learning</b>	Pupils are making exceptionally good progress which is evidenced in books and by talking to them.	Virtually all pupils are making good progress which is evidenced in books and by talking to them.	Some pupils are making good progress which is evidenced in books and by talking to them.	Pupils are not making adequate progress because assessment, teaching, marking and feedback is unsatisfactory	

		1 (Outstanding)	2 (Good)	3 (RI)	4 (Inadequate)	Comments
<b>Teaching Overall</b>		<p>Much teaching over time is outstanding and never less than consistently good.</p> <p>As a result, across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points.</p>	<p>Teaching over time is consistently good.</p> <p>As a result, and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge and understanding, considering their different starting points.</p>	<p>Teaching requirements improvement as it is not good.</p> <p>As a result pupils are progressing at least as well as all pupils nationally given their starting point but gaps are not closing consistently enough.</p>	<p>As a result of weak teaching over time, pupils or particular groups of pupils, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, are making inadequate progress.</p>	

**Impact since last monitoring:**

**Areas of Strength:**

**Next Steps:**

**Teacher Comments**

**Signed (observed teacher)** \_\_\_\_\_

**Date** \_\_\_\_\_

**Signed (observer)** \_\_\_\_\_

**Date** \_\_\_\_\_

EYFS Teaching and learning observation form

Teacher:	Observer:	Date and time:
Location:	Evidence of SMSC:	Overall grade:
Focus:	Context:	

**Main points:**  
Key strengths

Summarise agreed areas for development

Impact since last monitoring

The schedule below is based on the Ofsted criteria and the EYFS 2012/2014

Focus area	Outstanding	Good	Requires improvement	Inadequate
1. Use of assessment in planning	Information from ongoing formative assessments is used to provide opportunities and activities that are exceptionally well matched to each child's level of development. Rigorous analysis of summative assessment data informs planning for the class, individuals and groups of learning. This results in good and sometimes outstanding progress for all learners in relation to their starting points.	Information from ongoing formative assessment is used effectively to plan and provide opportunities and activities that are very well matched to each child's level of development. Summative assessment is analysed to identify aspects of learning where the class, individuals or groups of learners are failing to make sufficient progress and this information is used well to inform planning.	Assessment information is accurate because it is informed by observations and information from parents and other professionals. Information from assessment is used to plan opportunities and activities that are generally well matched to the class group. However there is an overreliance on one form of assessment (formative or summative) and insufficient use is made of the other to	Assessment information is inaccurate because it is not informed by observations and information from parents and other relevant professionals, And/or staff do not checks on children's progress and have inadequate assessment information for planning appropriate activities and resources. Or information from assessments is not used to inform planning.

		This results in good progress for all learners in relation to their starting points. Records of children's learning are well organised and clearly show progress over time.	refine and improve planning for the class, individuals or groups. Records of children's learning are not organised in a way that clearly demonstrates progress over time.	
<b>Evidence and comments:</b>				
<b>2. Level of challenge and use of strategies to promote engagement</b>	All children are challenged to extend their current learning and development. Children show high levels of energy and fascination. They are not easily distracted and they pay attention to details. They persist when challenges occur and show a belief that more effort or a different approach will pay off. They bounce back after difficulties.	The children show high levels of concentration. Most of the children are challenged sufficiently and most overcome difficulties with support. Children try some different approaches.	The children are purposeful, busy and engaged throughout, and additional challenges are planned for/available.	Some children are not sufficiently challenged, or the children are not able to understand or engage with resource areas and activities.
<b>Evidence and comments:</b>				
<b>3. Resource areas Indoors and Outdoors</b>	Resources provide opportunities for rich, varied and imaginative experiences for the children. Children self-access a wide range of resources that they use creatively and imaginatively to make links in their learning. Resources can be used, moved and combined in a variety of ways and are sufficiently challenging to ensure consistently high levels of involvement and achievement.	Children self-access a wide range of resources that enable them to see a planned task through to completion. Resources have depth and breadth across the seven areas of learning and provide interesting and challenging experiences that meet the needs of all children, resulting in high levels of involvement.	Resources support the children's development in all seven areas of learning, specifically in the prime areas but some aspects of learning are less well planned for and do not provide sufficient challenge and/ or children are not always sure where they can access the resources to see a planned task through to completion.	Resources or the way in which they are organised limit children's learning. Resources do not adequately cover the seven areas of learning and/or do not provide enough interest, depth or breadth and/or do not provide adequate challenge and/or children do not know where and how to access these independently.
<b>Evidence and comments:</b>				

<b>4. Support and intervention for pupils with specific learning needs</b>	Children with specific learning needs receive support at the time and level required to optimise their learning	Pupils with specific learning needs receive support that allows them to operate independently and make good progress.	Pupils with specific learning needs receive support that allows them to make satisfactory progress	Pupils with specific learning needs are not given appropriate support and guidance to allow them to make progress
<b>Evidence and comments:</b>				
<b>5. Opportunities to develop the prime areas of learning in the EYFS</b>	The session includes excellent opportunities for personal, social and emotional development, physical development, and communication. All adults are extremely skilled in supporting learning and development in these areas. Children make exceptional progress in these areas.	The session includes good opportunities for personal, social and emotional development, physical development, and communication. All adults support the development of these areas and they are well planned for to ensure progress over time. Opportunities are harnessed to strengthen and apply the prime areas when teaching the specific areas.	The session includes some opportunities for personal, social and emotional development, physical development, and communication. However, there is a lack of support and planning for progress over the longer term and/or the prime areas are not strengthened and applied when teaching the specific areas.	The promotion of one of more Prime Areas is ignored and/or the teacher or other staff lack knowledge in teaching one or more aspect.
<b>Evidence and comments:</b>				
<b>6. Opportunities to develop the specific areas of learning in the EYFS</b>	The session includes excellent opportunities Literacy, Mathematics, Understanding the world and Expressive art and design. All adults are extremely skilled in supporting learning and development in these areas. Children make exceptional progress in these areas.	The teacher and other staff are skilled in teaching and supporting specific aspects. All areas of learning are inter-connected. There is a good balance between the explicit teaching of specific aspects and children having opportunities to apply, strengthen and embed these consistently and independently in a range of situations.	The session includes some opportunities for Literacy, Mathematics, Understanding the world and Expressive art and design. However, there is a lack of support and planning for progress over the longer term and/or children have insufficient opportunities to apply, strengthen and embed specific aspects consistently and independently in a range	The promotion of one of more Specific Area is ignored and/or the teacher or other staff lack knowledge in teaching one or more aspect.

			of situations.	
<b>Evidence and comments:</b>				
<b>7. Pace of session and opportunities for learning</b>	The session is highly engaging, allowing children to show curiosity, use their senses to explore the world around them, engage in open-ended activity and show their particular interests. All adults are exceptionally skilled in ensuring a balance between children making purposeful choices about their activities which consolidate learning and adults teaching specific skills and directing learning.	There is a good balance between children making purposeful choices about their activities which consolidate learning and adults teaching specific skills and directing learning. Children are engaged well and no time is wasted. Opportunities for exploration are very well organised so that children do not have to wait.	Most children are engaged in learning throughout the session because it is reasonably well resourced, planned and organised. However some children spend time waiting to engage, or waiting for support or are merely occupied rather challenged to take their leaning forward.	The pace is slow and/or the same activities and resources appear frequently but without any variation in their intended outcome. Too little learning takes place.
<b>Evidence and comments:</b>				
<b>8. EYFS specialist knowledge: the characteristics of effective teaching and learning</b>	The teacher demonstrates a high degree of expertise in supporting the characteristics of effective learning. Children have rich opportunities to learn through playing and exploring, active learning and creating and thinking critically.	The teacher demonstrates a good degree of expertise in supporting the characteristics of effective learning. Children have opportunities to learn through playing and exploring, active learning and creating and thinking critically.	Teaching generally takes account of how children learn. However there are some missed opportunities for children to learn through playing and exploring and/or active learning and/or creating and thinking critically.	Teaching and/or learning does not take account of how children learn. There are too few opportunities for children to learn through playing and exploring, active learning and creating and thinking critically OR unstructured play does not support and strengthen learning.
<b>Evidence and comments:</b>				

<b>9. Adult:Child interactions</b>	<p>The teacher and other adults actively listen to children and respond contingently (picking up on what the child says) rather than programmatically (sticking to own topic). The teacher and other adults sometimes “thinks aloud” with one or two children, in order to collaborate on solving a problem (“Sustained shared thinking”). Dialogue and questions explore children’s understanding and extend their thinking, knowledge and communication skills.</p>	<p>The teacher and other adults actively listen to children and develop conversation well. Dialogue and questions explore children’s understanding and extend their thinking, knowledge and communication skills. The teacher or another member of staff may demonstrate the skills indicated in the outstanding column but not all adults are interacting at this outstanding level.</p>	<p>The teacher’s talk and/or that of other adults is appropriate, but there is much more talk than listening. Appropriate questions are asked, but in a conversational way which is not focussed on exploring or extending children’s thinking, knowledge and communication skills.</p>	<p>Interactions between adults and children are too limited and/or questions are closed and conversation is adult-led. This does not explore or extend children’s thinking, knowledge and communication skills.</p>
<b>Evidence and comments:</b>				
<b>10. Behaviour management strategies</b>	<p>Children behave exceptionally well. They show care and concern for each other’s feelings, are able to talk about right and wrong and resolve conflicts independently using strategies that they have been taught.</p>	<p>Children are taught to understand what behaviours are acceptable and why. They learn to recognise, express and manage their feelings appropriately. The teacher and other staff are skilled in supporting children to resolve conflicts independently.</p>	<p>Children’s behaviour is generally well managed but they are sometimes over-reliant on adults to police their behaviour or on rewards and sanctions to modify their behaviour.</p>	<p>Unacceptable behaviours go unnoticed or unaddressed and/or there is an overreliance on behaviour charts and reward systems that modify children’s behaviours but do not develop their understanding.</p>
<b>Evidence and comments:</b>				
<b>11. Deployment of additional adults</b>	<p>Additional adults are exceptionally well deployed to support children’s learning. They are very clear about the learning intentions for the activities that they support. They contribute to assessment and planning and know the next steps in learning for each child that they work with and how they</p>	<p>Additional adults make a good contribution to children’s learning. They understand the learning intention behind the activities that they support. No time is wasted.</p>	<p>Additional adults are generally well deployed to support children’s learning. However, there are times in the day when they are simply supervising or servicing activities and have too little impact on children’s learning.</p>	<p>The deployment of additional adults is ineffective and/or they have too little understanding of the learning intentions behind the activities that they support.</p>

	can support these steps.			
<b>Evidence and comments:</b>				

