

## Our fundamental principles for effective teaching and learning

*We value ambition and create a learning environment where staff have the highest expectations and every child knows they can achieve. By setting out our teaching & learning expectations we provide consistency for children and clarity for teachers.*

Positive Relationships	Effective Modelling	Oracy & Language
<p>In order for all children to thrive and achieve, it is essential that positive relationships are established. High expectations are set and children know the routines and systems.</p> <ul style="list-style-type: none"> <li>• <b>High expectations established for all learners</b></li> <li>• <b>Clear systems provide clarity for learners</b></li> <li>• <b>Consistency of choices and consequences</b></li> <li>• <b>Learning time maximised through routines</b></li> <li>• <b>Parental involvement with clear messaging</b></li> </ul>	<p>A central feature of an effective instructional teaching process is for a teacher to show their children how to do something so that they can then do it themselves.</p> <ul style="list-style-type: none"> <li>• <b>'I do, we do, you do' knowledge release</b></li> <li>• <b>Worked examples on flipchart</b></li> <li>• <b>Visualiser to set expectations</b></li> <li>• <b>Scaffolding gradually removed</b></li> <li>• <b>Misconceptions addressed</b></li> </ul>	<p>Oracy is a vital tool for learning, so we teach children to speak eloquently, articulate ideas and thoughts, listen to others and have the confidence to express their views.</p> <ul style="list-style-type: none"> <li>• <b>Sentence frames support language development</b></li> <li>• <b>Collaborative learning structured with specific goals</b></li> <li>• <b>'Show what you know' promotes open response</b></li> <li>• <b>Independent writing is published with purpose</b></li> <li>• <b>Correct spoken language is modelled</b></li> </ul>
Checking for Understanding	Meaningful Feedback	Retrieval & Fluency
<p>By checking children have understood new learning, teachers are able to tackle misconceptions, offer scaffolds, challenge learners and secure deeper understanding.</p> <ul style="list-style-type: none"> <li>• <b>Cold calling requires active participation</b></li> <li>• <b>Show-me boards allow sample responses</b></li> <li>• <b>Think, pair, share promotes structured discussion</b></li> <li>• <b>Say it again better supports high quality responses</b></li> <li>• <b>Learners encouraged to challenge themselves</b></li> </ul>	<p>Feedback is responsive and where possible happens in the moment to move learning forward. Effective feedback is followed by children knowing how to make rapid improvement.</p> <ul style="list-style-type: none"> <li>• <b>Verbal feedback is meaningful and specific</b></li> <li>• <b>Actionable comments move learning on</b></li> <li>• <b>Self-marking allows learners to spot errors</b></li> <li>• <b>Whole-class feedback addresses common misconceptions</b></li> <li>• <b>Peer assessed critique supports redrafting</b></li> </ul>	<p>Forgetting is easy, so we ensure children have many opportunities to recall prior learning, make connections and develop their schema to improve their confidence and fluency.</p> <ul style="list-style-type: none"> <li>• <b>Regular quizzing checks for gaps</b></li> <li>• <b>Teachers make links with prior learning</b></li> <li>• <b>Key tier two vocabulary is placed in new contexts</b></li> <li>• <b>Fluency is secured through repeated practice</b></li> <li>• <b>Task design is varied and engaging</b></li> </ul>