



Teaching and Learning Policy

November 2018

Signed (Chair of Trustees):	
Date:	November 2018
Date of Review:	November 2019

The Arbor Academy Trust reviews this policy annually. The trustees may, however, review the policy earlier than this, if the government introduces new regulations, or if the Arbor Academy Trust receives recommendations on how the policy might be improved.



This policy outlines the fundamental aims, which underpin **all** Learning and Teaching within The Arbor Academy Trust.

Quality of Learning

Where learning is at least good, most pupils respond readily to the challenge of the tasks set, show a willingness to concentrate on them, and make good progress. They adjust well to the demands of working in different contexts, selecting appropriate methods and organising effectively the resources they need. Work is sustained with a sense of commitment and enjoyment. Pupils are sufficiently confident and alert to raise questions and to persevere with their work when answers are not readily available. They are provided with the skills to evaluate their own work and come to realistic judgements about it. Where appropriate, pupils readily support one another as part of the learning process.

Good Learning and Teaching raises standards of achievement across the whole curriculum. It supports and enables the aims, ethos and values of the schools within The Trust and provides a secure, well ordered environment where each child can achieve their maximum potential.

Quality of Teaching

Where teaching is at least good, pupils acquire knowledge, skills and understanding progressively. The lessons have clear aims and purposes and are driven by specific objectives and success criteria. They cater appropriately for the learning of pupils with differing abilities and interests ensuring the full participation of all. The teaching methods suit the topic or subject as well as the pupils. The conduct of the lessons signals high expectations of all pupils and sets high but attainable challenges. There is regular feedback against success criteria which helps pupils to make progress both through thoughtful marking and discussions of work with pupils. Relationships are positive and promote pupils' motivation. National Curriculum objectives and Programmes of Study are taken into account. Where appropriate, homework which extends or complements the work done in lessons is set regularly.

Effective Schools

There has been much research undertaken into the characteristics of effective schools. It can be clearly seen that many of these factors relate directly to Learning and Teaching.

Features of Effective Schools

1. Professional Leadership

The Headteacher is the professional leader of the schools. He or she is purposeful, fully involved in what goes on in the classroom and helps make sure that staff have the opportunities to show leadership and to take part in making decisions.

2. Shared Vision and Goals

Staff work together with a common sense of purpose and clear targets.

3. A Learning Environment

The schools provide a climate in which pupils are able and willing to learn. The atmosphere is orderly and purposeful. The working environment is attractive and pupils can use relevant classroom displays to support and extend their learning.

4. Concentration on Learning and Teaching

The schools' activities have one central purpose – helping pupils to learn and to achieve.

5. Explicit High Expectations

The schools have high expectations of what pupils can achieve. These are communicated clearly to all pupils and lessons are intellectually challenging.

6. Positive Reinforcement

Discipline is clear and fair. Staff make sure that pupils know how they are doing and take particular care to praise them for good work.

7. Monitoring progress

Staff systematically monitor and evaluate the achievements of pupils and of the schools as a whole.

8. Pupils Rights and Responsibilities

The schools promote pupils' self-esteem. It encourages them to take responsibility, particularly for their own work and the development of self-assessment and peer assessment has greatly assisted here.

Aims of a Teaching and Learning Policy

- To provide a secure, stimulating environment where all pupils are challenged to meet their full potential.
- To provide a broad and balanced curriculum, which is differentiated accordingly to meet the needs of all pupils.
- To address issues of entitlement whereby equality of opportunity is made available to all children.
- To promote a positive self-image where children are encouraged towards a sense of responsibility for themselves and others.
- To provide skills of self-reflection which in turn encourages children to become confident, independent learners.

The Arbor Academy Trust

We promote an inclusive and effective learning community with high expectations of all staff and pupils.

We want our schools to reflect the local area, to welcome and celebrate diversity and to provide an inspirational environment where pupils feel happy, valued and secure in their learning.

We want to enhance children's life chances through a stimulating, supportive parental partnership that nurtures each child to achieve its full potential.

We want children to become responsible, confident members of a global society, who can apply their experiences within the federation of schools to all future learning.

Aims of this Policy

- To enable the acquisition of skills, knowledge and understanding, which will be of use to all future learning.
- To promote, facilitate and enable the inclusion of children with disabilities and special educational needs.
- To provide a safe, supportive and caring environment.
- To provide a broad and balanced curriculum, which is differentiated to match teaching to pupils' needs.
- To promote a wide range of creative experiences which enable children to make full use of their imagination in gaining the sense of the possibilities that their own creative engagement with the world can bring.
- To develop lively and enquiring minds through encouraging children to question and discuss issues in order to make informed decisions.
- To nurture self-esteem so children are motivated to learn and to develop an ability to co-operate and work with others.
- To recognise and respect individual religious and cultural values and to celebrate the rich diversity within our multi-faith communities.
- To promote positive attitudes, good behaviour and moral understanding and to establish a sense of pride and achievement in being part of our school community.
- To nurture a sense of caring for others and to distinguish between right and wrong and to be aware of the consequences of any action.
- To encourage children to make positive choices about their own physical well-being.
- To work in full partnership with parents.
- To ensure equal opportunities are addressed throughout all aspects of the school day.
- To create opportunities where children can develop a sense of awe and wonder.

At the Arbor Academy Trust we believe that effective learning takes place when:

- Pupils feel valued as individuals and are actively involved in the learning process.
- Children are made aware of what is being learnt and how it will impact the future and the wider development of skills.
- Classroom relationships are built on mutual tolerance and respect.
- Pupils are encouraged by their teachers and are given opportunities to enjoy a genuine sense of achievement.
- There is a common awareness that high standards of self-discipline and order are expected.
- The environment in which pupils and teachers are working is stimulating and comfortable.
- Lessons are well prepared, with tasks and resources appropriate to pupils' learning needs.

We therefore aim to ensure that:

- Lessons are prepared, structured and paced to make effective use of the time available.
- Pupils are made aware of lesson objectives and success criteria and the start of lessons.
- Pupils have a clear and common understanding of the high expectations their teachers hold of them and of the targets towards which they are working.
- The teaching styles, resources and tasks pupils encounter are varied and challenging, offering opportunities for achievement by pupils across the ability range, irrespective of social class, race or gender.
- Links are established with the local communities to prepare pupils for the opportunities, responsibilities and experiences of adult life.
- We work collaboratively with a shared educational philosophy and commonality of practice.

Pupils work towards the aims by:

- Attending school regularly, being punctual and ready to begin lessons on time.
- Being organised, bringing the necessary equipment or kit for lessons as requested by staff, taking letters home promptly, returning reading books regularly.
- Conducting themselves in an orderly manner both inside and outside school, in line with the values of the schools.
- Taking growing responsibility for their own learning.

Parents work towards the aims by:

- Ensuring that children attend school regularly and punctually.
- Ensuring that children bring appropriate equipment to school, e.g. reading book bags and PE kit.
- Providing support for discipline within the school.
- Being realistic about their children's abilities and offering encouragement and praise.
- Participating in discussions concerning their children's progress and attainments.
- Ensuring early contact with school to discuss matters which may affect a child's happiness, progression or behaviour.
- Communicating promptly with the school, returning forms, letters etc.
- Supporting children with reading and other school related activities.
- Giving due importance to homework.
- Allowing children to take increasing responsibility as they progress throughout the school.
- Participating in the development of the schools' policy.

To enhance effective partnerships the schools will explain to parents:

- What the children learn.
- How the children learn.
- Why the children learn these particular subjects.
- What the children achieve.

The school will do this by:

- Having educational evenings in the schools to explain particular curriculum areas.
- Inviting parents to visit classrooms to see the children at work.
- Talking to individual parents and encouraging the children to explain to their families what they do at school.
- Showing parents the work that the children have done in assemblies and at open evenings.
- Regular coffee mornings.

The Schools will Support the Parents in Helping their Children to Learn at Home

The schools will do this by:

- Encouraging children to take books home to share with parents.
- Having a Homework Policy for the schools.
- Being available to talk to parents.
- Talking to individual parents at parents' meetings about how they can help their children at home.
- Putting on workshops and activity weeks to explain the work the children do and how parents can help e.g. book fairs and book weeks to encourage reading.

The schools will get to know the families better by:

- Inviting new parents to meet and talk to the Headteacher and staff.
- Having meetings of new parents and children with the staff at the beginning of each school year in order to know each other better.
- Arranging social events in the school for parents and staff.

The schools will make everyone feel as welcome as possible by:

- Making the entrances to the schools look friendly and inviting with welcome notices in different languages.
- Having displays of everyday objects from other cultures.
- Having photographs at the main entrance showing everyone who works in each school so that parents and visitors can see who everyone is and what they do.
- Producing regular newsletters to keep everyone informed about the schools.
- Having a member of staff in the playground before and after school who is there to talk to the parents and children as they arrive and leave each day.
- Encourage parents to come into the classrooms and get involved in all the activities.

The Arbor Academy Trust believes that a good teacher:

- Is organised for all aspects of their role and is well prepared for lessons.
- Has clear learning intentions and outcomes and assesses and evaluates pupils' work against explicit success criteria.
- Sets clear targets and is able to provide positive reinforcement.
- Establishes clear, consistent and realistic standards of behaviour and is consistent and fair with children.
- Is committed to improvement and raising standards of achievement.
- Is able to work as part of a team.
- Is sympathetic and responsive to the needs and aspirations of all children, families and the community.
- Is able to communicate clearly and in a variety of ways.
- Takes note of and adheres to whole school procedures.
- Recognises, supports and contributes to the school ethos.
- Makes learning enjoyable, is enthusiastic and can motivate pupils.
- Encourages independence.
- Has appropriate and high expectations of pupils.
- Is open to new ideas and suggestions and is willing to listen to constructive criticism and learn from others.
- Is adaptable and flexible.
- Listens to children.
- Employs a variety of teaching methods.
- Values children's work and opinions.
- Is supportive, co-operative and fair with colleagues.
- Is a reflective practitioner.

Children learn best when:

- There is a clear focus to the work and they understand what is expected of them.
- The work meets the needs and ability of the child.
- Clear examples of expected standards are given e.g. reminders displayed around the room.
- The teacher is enthusiastic.

- They have been taught the necessary skills.
- They are aware of the relevance of the learning.
- Home and school work together successfully - they, their teacher and their families value their work.
- The lesson is well planned, prepared, relevant and differentiated.
- There is a calm, orderly learning environment.
- They feel secure.
- The teacher is sure about the learning intentions and how they can be achieved.
- Learning is made interesting.
- The teaching is planned, taking account of past achievements and progression.
- They experience success and are praised.

A good lesson within The Arbor Academy Trust

- Starts and finishes on time and in good order.
- Begins with clear intentions and expectations shared with children.
- Is well prepared, planned, organised and resourced.
- Involves every child.
- Checks understanding regularly.
- Uses a variety of appropriate methods.
- Is in line with the schools' ethos.
- Prepares the child for the next instalment of learning, often during the plenary (Appendix D).
- Delivers the National Curriculum, including appropriate cross-curricular issues.
- Establishes clear targets and deadlines and the teacher reminds pupils of these.
- Is briskly paced.
- Is in line with the curriculum framework.

Indicators of good practice within the quality of teaching would include:

- Pace of Learning and Teaching is commensurate with capabilities.
- Clear objectives of lesson(s) communicated to pupils.
- Well-planned teaching methods align pupils with objectives, well matched to pupils' capabilities.
- High expectations which challenge but do not defeat pupils.
- Sensitive informal assessment of pupils adjusts teaching content to their needs, learning reinforced by supportive marking and discussion of work.
- Regular homework complements class work.
- Relationships based on mutual respect, contributions sought and valued from all pupils, knowledge and ideas made memorable by imaginative teaching.
- Progressive acquisition of knowledge, skills and understanding related to National Curriculum.

Indicators of good practice within the quality of learning would include:

- High levels of understanding and ability to draw on knowledge sensibly and cogently.
- Ready responses to tasks set, good concentration and a high proportion of time on task.
- Evidence of interest and enjoyment and high personal expectations.
- Perseverance and commitment even with difficult work.
- Use of initiative in seeking answers, finding ways of tackling new work, organising themselves and using resources to solve problems or reach objectives.
- Use self-criticism as a means of self-improvement.

These in turn will provide good indicators of raised achievement across the schools:

- High expectations and achievements of most pupils in most subjects.
- Consistently good standards in each age group achieved across most subjects.
- Individual pupils' performances are consistent across the curriculum.
- Skills in reading, writing, speaking and listening and in practical and expressive activities are high and contribute effectively to the standards reached.

The Learning Environment

Successful classrooms are calm, welcoming, stimulating environments where high value is placed on learning. The visual environment is very important and should display work which is representative of all children and all ability levels. Displays should reflect the taught curriculum, include dual language script and be changed regularly to sustain interest and discussion.

There is a calm environment when:

- Children are on task.
- Children are aware of acceptable noise levels for class work and teachers help to maintain this by example.
- Children are taught to tidy up after themselves.
- Children know the teachers' rules and boundaries.
- Classroom support staff and helpers work in a similar way to the teacher and collaborative planning reflects this.

Classroom Organisation and Management

A well organised and managed classroom is essential if Learning and Teaching is to be effective. Teachers should, therefore:

- Be punctual to and from the playground and to and from assemblies.
- Start lessons promptly after morning/afternoon registration and assemblies.
- Ensure daily plans are displayed.
- Ensure all displays/book areas are maintained neatly.
- Be a good role model when using the classroom board for modelling.
- Be clear with expectations of pupils (presentation, behaviour and attitude to learning).
- Display classroom rules which support the learning environment.

The room is well organised when:

- Drawers and tidy areas are labelled so that pupils can be independent and know what goes where.
- Children's resources are accessible.
- There is a clear furniture layout, with storage areas are set up.
- The room is kept tidy.

All classrooms adhere to the schools' checklist for classroom content and organisation (see Appendix B).

Resources

- Relevant resources are essential to the quality of Learning and Teaching.
- Basic resources, such as pens, pencils, rulers etc. should be organised and stored properly. Pupils should be taught to use resources properly and carefully and put away after use.
- Resources relevant to the particular subject should be ready before the lesson.

Teaching Strategies

Each teacher should make the learning intentions and teacher expectations very clear to the children from the outset of the lesson as well as the purpose of a teaching concept or point needing to be explicit. In addition, the teacher should disclose/generate success criteria with the help of the children.

All sessions should include a range of interactive teaching strategies and significant modelling by the teacher.

A variety of teaching methods needs to be employed, thereby matching methods to needs – these could include:

- Note taking – either dictated by the teacher or made individually.
- Question and answer – verbal enquiry by the teacher with response from pupils (See Appendix E for further guidance).
- Whole class discussion – teacher led, in which a problem is discussed.
- Forum – audience questioning following a speaker, video or film.
- Projected visuals – e.g. video, slides, digital whiteboards, film.
- Non-projected visuals – e.g. posters, leaflets which supplement a verbal presentation.
- Research project – individual study of a problem, for either oral or written presentation, may be made use of.
- Questionnaires – groups or individuals construct a questionnaire or use one previously constructed to find out factual information, opinion etc. of class members, parents or other members of the community.
- Open ended technique – partially stated question or statement which has to be completed.
- An inclusion of a wide range of activities which incorporates a variety of learning styles.
- Demonstration by teachers and pupils to illustrate and reinforce particular teaching points. Pupils are encouraged to reflect on their progress.

Further support in the provision for all pupils is provided through reference to the EAL Planning Key (see Appendix C).

Pupil Groupings/Working Groups

Pupils should be given the opportunity to work in different groups and, from time to time, with different pupils. Pupils should be given the opportunity to work in mixed ability groups. This is particularly important for bilingual learners so less experienced English speakers can model themselves on more fluent speakers.

For some work, particularly mathematics, English and science, pupils will work in ability groups. There should be opportunities for reviewing the groups, at least half-termly. Groupings should be included in each teacher's planning file.

Care should be given to seating arrangements. These should be mixed boys and girls. You will need to consider whether there are pupils sitting on the same table who may distract each other. Even when not sitting on the same table, pay attention to who is near each other and who can easily gain contact with each other.

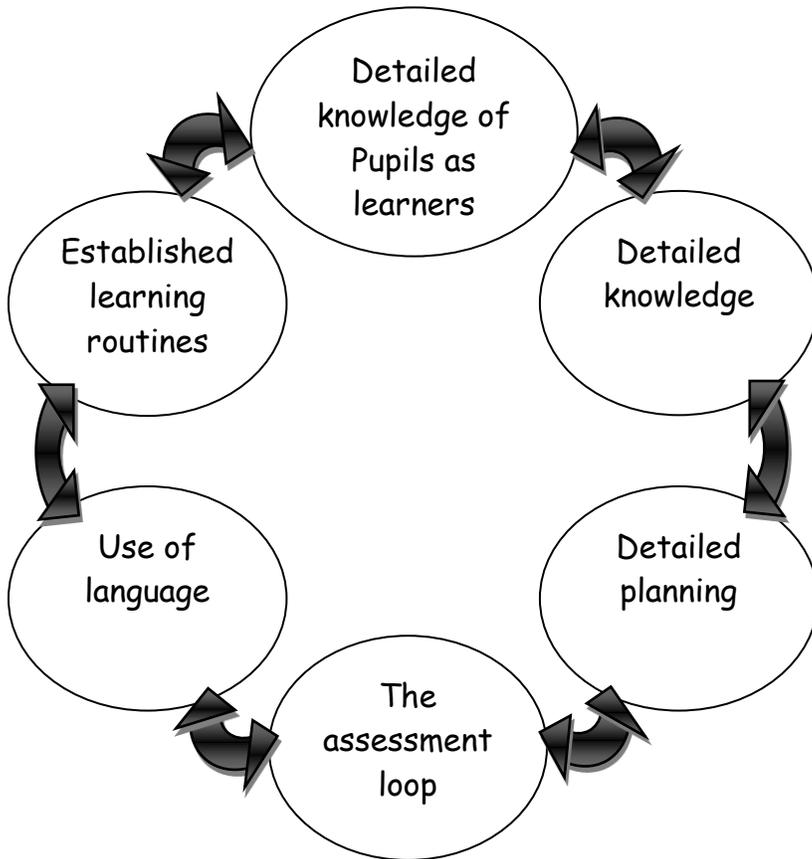
Children may sit in groups, though the work may be completed individually or they may need to work co-operatively. Teaching children to work co-operatively (collaborative group work) needs to be developed and each teacher needs to plan opportunities for this as well as suitable strategies to build upon existing skills.

Differentiation

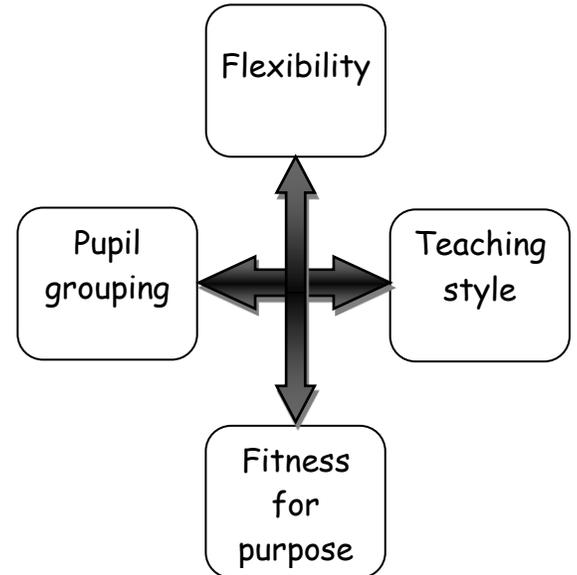
Indicators of differentiation:

- Differentiation is not necessarily a case of ‘individual programmes of work for all children’. In some instances differentiation might equate to individual work programmes, but this would clearly not differentiate successfully for any child who learns more effectively in a group rather than in isolation.
- Differentiation is concerned with attempting to match learning opportunities with individual learning needs.
- Children vary in their learning needs, so a range of different teaching methods should be employed.
- Differentiation involves skilful teaching. It depends as much on a perspective and professional rapport with the children as it does on planning and preparation.
- Differentiation is a whole school issue – a concern which should affect the way a school offers all children access to an appropriate curriculum.
- Differentiation involves providing resources for learning which are appropriate: careful selection and evaluation are required.
- Differentiation involves effective assessing of children’s ability and building appropriate expectations into future work.
- Differentiation is influenced by the schools’ approach to entitlement; this has implications for individual planning.
- Differentiation involves teachers sharing learning objectives and success criteria with children so that they can:
 - assume greater responsibility for their own learning;
 - measure their own success and achievement;
 - identify more clearly their own learning needs;
 - assist the teacher in meeting those needs;
 - identify areas for improvement.

The following is an effective model for planning and implementation.



The Good Differentiator



Planning

Good planning is essential to effective Learning and Teaching. The schools plan in three ways.

The **Long Term** plan is the curriculum framework which breaks down the National Curriculum into programmes of study in year groups to ensure coverage, continuity and progression.

Medium Term planning is completed every half term and breaks down the programmes of study further into broad learning objectives, differentiated activities, experiences and learning outcomes. This medium term plan is devised in conjunction with year group partners. Year group partners meet weekly to evaluate the effectiveness of the plan and to share and moderate children's work which has been achieved within their week. Within year group meetings assessment tasks and observations may be discussed to inform the next week's plans.

Short Term planning is the final cycle. Teachers plan weekly to ensure specific learning objectives, success criteria and outcomes for each session. Teachers will highlight teaching styles, teaching focus and differentiated activities for groups and/or individuals. Assessment opportunities are planned to provide formative evidence which informs future planning.

All children with Special Educational Needs are identified within the planning and evaluation to match their performance against set objectives.

The weekly planning includes an evaluation and monitoring session where teachers are encouraged to be self-reflective on Learning and Teaching strategies and, in addition, monitor children's needs for future planning.

Assessment, Record Keeping and Evaluation

Good assessment, record keeping and evaluation improves the quality of Learning and Teaching and as such is integral to the whole process. School procedures should be followed carefully. Please refer to the schools' Assessment, Marking and Evaluation Policies for further details.

Role of Support Staff

There may be other adults working in the classroom alongside the teacher. These may include parents, other volunteers and learning support assistants.

Each adult's role has to be clarified, known to all involved and included in daily, and where possible, medium term plans. The adults should know the learning intention of the activity.

This document is a working document for all members of The Arbor Academy Trust community. As such, it should encourage reflection and self-evaluation which in turn will improve the quality of Learning and Teaching within The Trust.

Appendix A Teaching and Learning – Generic Timeline

Introduce learning objectives and place into lesson context.

Outline your end expectations e.g. ‘At the end of this lesson you will be able to...’

Do all the children fully understand the lesson objective?

Introduce success criteria or generate with more experienced children.

Interactive strategies to reinforce the concepts and to make learning concrete.

As the children set to task, identify the group you are working with, usually linked to ability. Once this group is established free yourself to take an overview of how the other groups are performing.

Plenary – this is one of the most important parts of the lesson. A chance to reinforce common teaching points, misconceptions and self assessment (using the success criteria) as a tool for AfL.

Direct teaching of concepts with use of teacher modelling.

Introduction to tasks. Do all the children fully understand what is required of them?
Have you fully declared your expectations?
(Quantity, quality, style.)

Halfway through the independent tasks stop, refocus and introduce a mini plenary – an ideal time to revisit the success criteria and refocus children on the desired outcomes of the lesson

Summing up of the lesson and informing children of where we go next. ‘Next time we will...’

Appendix B

Classroom Monitoring Pro forma

Classroom:			
Teacher:			
Date:			
Checklist	Developed	Comments	
Rotas and timetables displayed			
Literacy/Numeracy groups displayed			
5 golden rules displayed			
Rewards/Sanctions displayed			
5Cs display			
Weekly planning on display			
Writing wall			
Display			
Classroom colour blocked			
Displays are bold, bright, 3D, mainly children's work			
Displays are Cross Curricular and interactive eg. questions			
Labels - size, combination of computer print and handwritten			
Dual language labels			
Author of the month display in book area			
SEAL display/worry box			
Plenary/talk partner sentence starters			
Organisation			
Trays neatly labelled			
Shelves tidy			
Resources centrally placed			
Classroom is clutter free			
Class library – variety of genres including dictionaries, thesauri, atlases			
Literacy (Foundation Stage)			
Role play area			
Magnetic letters			
List of high frequency words			
Writing area			
Modelled examples of handwriting			
Book Corner			
Prompts for writing			
Literacy (KS1/2)			
List of high frequency words (KS1)			
List of ambitious words/word banks			
Connective display			
Punctuation pyramid			

Sentence openers display		
Prompts for writing inc. grammar prompts		
Sentence work focus displayed		
Modelled examples of handwriting		
Numeracy		
Number line (child height)		
Current vocabulary/mathematical language		
4 operations vocabulary display		
Clock labelled		
Dual language numbers on display		
Maths resources labelled		
100 square		
Science		
Scientific/ Investigative language displayed		
Key investigative questions/predictions		
Graphs/findings for analysis		
Large proportion of children's work		
ICT		
e-safety and netiquette displayed		
Computers clear of clutter		
Computing work displayed		
SEN/ EAL		
Visual timetables		
Areas for resources for individual children		
Positive images – cross cultural		
Dual language labels		
Dual language books		
Language of the month displayed		

Appendix C

EAL Planning Key

- High quality, culturally relevant materials
- Peer support through mixed ability grouping
- Collaborative learning in pairs/groups, e.g. talk partners, investigative tasks
- Speaking and listening integral to activity
- Vocabulary/word/phrase banks developed with pupils
- Teacher/peer modelling of task and outcome
- Repetitive process and/or language
- Opportunities to use 1st language/home language
- Visual support
- Real objects/props/puppets
- Graphic organisers e.g. tables and bar charts;
- Scaffolding for reading tasks
- Scaffolds for writing tasks, e.g. writing frames
- Drama and role play
- Interactive and multilingual displays;
- Clearly identified roles for adults
- Opportunity for pupils to have a voice
- Opportunity for pupils to show understanding and learning
- Parental involvement
- Homework which is supportive of classroom curriculums

Appendix D

Suggestions for Improving the Plenary Part of the Lesson

Aspects to consider when planning and teaching the plenary

Making links

- To the objective/s for the lesson/s
- To previous lessons
- To future lessons/units of work
- To the position of lesson in overall unit
- To other subjects in the curriculum
- To what has been completed at home
- To other ways of recording
- Between informal/formal methods of recording and presentation
- To the next stage of refining methods

Assessing

- Against key teaching and learning points
- Key points and methods to remember, revise, practise
- Key words, facts, ideas, notation
- Consolidating knowledge and understanding
- Clarifying children's developing knowledge and skills
- Recognising and correcting errors and misconceptions
- Checking and extending children's use of vocabulary
- Learning against targets (individual or group)
- Learning against key objectives
- Formative assessment to inform planning

Questioning

- Targeted
- Prompting
- Probing
- Open
- Challenging assumptions and conclusions
- Prompting children to ask their own
- Testing generalisations and hypotheses
- Solutions and strategies
- To address errors and misconceptions
- To gauge children's responses:
 - What they know
 - What they have learned
 - What they need to practise further

Appendix E
Teaching and Learning – Questioning

<p>Classifying</p> <p>Which of these go together? Why? Can any of these be put together? How are these things alike/similar/different? What could you call these groups? What are the characteristics of all these things in this group? What criteria have been used to classify these? How could you rearrange ...? How could you compare ... and ...? Can you find another way to ...?</p>	<p>Explaining</p> <p>Why does...? How do you...? Why did this happen? Why do you think that...? What caused this? What might be the result of...? Why do you think so? Can anyone think of another reason/explanation? Can you explain...?</p>
<p>Describing</p> <p>What is ... like? What can you see? What did you notice about...? How would you describe ...?</p>	<p>Generalising</p> <p>What is true about all of these? What can you tell us about...? What have you found out about...? What seems to be generally true about...? What have you learned about...? What conclusions can you draw now? What does this tell you about...?</p>
<p>Evaluating</p> <p>Do you think this is a good thing/bad thing? Why? How do you feel about this? Why? Is there anything you would have done differently? Why was this done? Do you think that it was a good idea? What were the reasons for this? Do you think this is just/fair/appropriate? Why? What do you think is important about this? Why? How could this be improved? How could you justify this? Can you take another point of view about...? How would you feel if you were ...? Is this the best way to ...?</p>	<p>Inferring</p> <p>Can you explain from this how...? / why...? What do you think might be happening here? Why? What do you think might cause this? Why do you think they did this? How do you imagine they are feeling? Can anyone think of a different idea?</p>
<p>Recalling Information</p> <p>How many ...? Where is ...? In which year did...? Why did...?</p>	<p>Predicting and Hypothesising</p> <p>What are we going to see at ...? What would/might happen if ...? If..., what do you think would be the result? What would it be like if...? What would you do if...? How would you plan for ...?</p>

Appendix F Teaching and Learning Framework

Purpose

- Has the learning objective been explained to the children?
- Has reference been made to success criteria?
- Do children understand the task?
- Do they understand the teacher's expectations and do they know what is required of them by the end of the session?

Introduction

- Is there a whole class introduction?
- Are the interactive strategies employed to sustain interest?
- Is the teacher using a wide range of questioning including higher order skills?
- Are the children attentive and is there good order in the room
- Is there a good use of teacher modelling?

Group/Individual Work

- Is there appropriate differentiation to ensure full curriculum access including the needs of SEN/EAL/G&T
- Are the activities purposeful and challenging?
- Are the children on task in a calm, purposeful setting?
- Is the role of the additional adult used to good effect
- Are success criteria used to focus children's learning?

Teacher Focus

- Is the teaching and resourcing matched to the level of the attainment of the group
- Is the teacher teaching? This is crucial-supervision, overseeing the room, overseeing groups, etc. is not teaching.
- Is the lesson well planned and does it build on previous learning
- Has the teacher high expectations
- Is there a good sense of pace
- Is the teacher insistent on best work and best presentation?

Plenary

- Does the plenary address any common misconceptions?
- Does the plenary offer further follow up teaching opportunities?
- Does the plenary reinforce the objectives?
- Does the teacher tell the children what is going to happen in the next session?
- Is there reference to the objective and success criteria as outlined at the start of the session?

The Learning Environment

- Is the room tidy and organised?
- Is the teacher's desk tidy?
- Are well kept resources freely accessible and arranged attractively in a central area?
- Are key words and relevant vocabulary clearly displayed?
- Is children's writing celebrated and evident around the room?
- Are displays big, bold and attractive?
- Are displays clearly labelled including community languages?
- Is the teacher using Key Questions to encourage children's thinking through display?
- Is the school vision displayed in every room and clearly understood by all?

Appendix G

Suggestions for teaching and Learning Strategies in the Literacy Hour

Whole-class section

Speaking and Listening opportunities:

- Talk partners
- Role play and hot seating
- Drama
- Whiteboards
- Text marking
- Reading strategies
- Singing

A variety of stimuli:

- Video
- Pictures
- Text

Interactive Strategies:

- Demonstrations
- 'Show me'
- Drama

Guided/group work/independent work:

- writing frames
- speaking frames
- word banks/vocabulary
- drama/games;
- mixed ability pairs
- reading aloud/reading independent
- DART activities

Use of TA (as classroom support):

- Scribing
- Modelling or remodelling
- Drama
- Games

Plenary:

- Help address lesson's key objectives
- Should best fit lesson purpose
- Provide opportunities review and clarify their learning
- Encourage reflection on **what has been learnt and how**
- Use of a range of strategies
- Extend thinking further
- Develop strategies to remember what they have learnt
- Build-up a 'meta-language' to help them talk about what they've learnt
- Secure the place of the plenary – try to give it its allocated time