

Teaching and Learning Policy and Procedures



St John's
CofE Primary School

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1.0 Aims and Scope

1.1 Writing and Reviewing the Teaching and Learning Policy

The Teaching and Learning Policy is reviewed bi- annually and should be read in conjunction with other relevant Trust and school policies. These can be found on the school website. In particular, the Futura Learning Partnership Teaching and Learning Policy highlights key principles that inform teaching and learning practices across the school.

- St John’s Inclusion Policy
- St John’s Positive Behaviour Policy
- St John’s Relationship and Sex Education (RSE) Policy
- St John’s SEND Policy
- St John’s Spirituality Policy
- Futura Learning Partnership Early Years Foundation Stage Policy
- Futura Learning Partnership Equality and Diversity Policy
- Futura Learning Partnership Online Safety Policy
- Futura Learning Partnership Teaching and Learning Policy
- Futura Curriculum Principles

2.0 Our School Vision

*At St John's we inspire our whole school to **love learning**¹ and work together so everyone can reach their **full potential**².*

*Through shared **Christian values**³ we recognise the skills and talents of all, nurture creativity and contribute to our **community**⁴.*

*With **engaging lessons**⁵, exciting opportunities and challenging experiences we deepen knowledge and understanding, have **fun**⁶ and **succeed**⁷.*

Our school vision is fundamental to our teaching and learning approach across the school. Our vision aligns with our four school values. These values are also the Futura values and are shared with many other schools within our Trust. Our school values are embedded in the daily life of the school during lessons, playtimes, collective worship and curriculum days.

These are:

School values
Respect
Aspiration
Collaboration
Opportunity

¹ King Solomon asking for wisdom not wealth or fame 1Kings 3: 1-15

² House built on the rock of wisdom Matthew 7: 24-27

³ The Armour of God Ephesians 6: 10-18

⁴ The body has different complementary parts 1 Corinthians 12: 14-26

⁵ Saul/Paul's conversion Acts 9: 1-19 or Doubting Thomas John 20: 24-29

⁶ Wedding at Cana John 2: 1-11

⁷ Pentecost – the birth of the Church Acts 2 or the parable of the talents Matthew 25: 14-30

3.0 Curriculum

3.1 Basic principles

1. Learning is a change to long-term memory (see Appendix A).
2. Our aims are to ensure that our students experience a wide breadth of study and have, by the end of each key stage, long term memory of an ambitious body of procedural and semantic knowledge.

3.2 Curriculum intent model

1. Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in Fundamental British Values (FBV).
2. Curriculum breadth is shaped by our cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars.
3. Our curriculum distinguishes between subject topics and threshold concepts.
4. Subject topics are the specific aspects of subjects that are studied.
5. Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over, and gradually build understanding of them.
6. For each of the threshold concepts, three milestones (each of which includes the procedural and semantic knowledge students need to understand the threshold concepts) provide a progression model. Within each milestone, students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the advancing stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the deep stage.
7. In English, Maths, PSHE and the Christianity Units in RE, the timescale for sustained mastery or greater depth is one year of study. In all other subjects the timescale for sustained mastery or greater depth is two years of study.
8. Cognitive science tells us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory (See Appendix A). Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding, they must first master the basics, which takes time.
9. As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep (working towards, expected and greater depth in the core subjects). This is based on the research of Sweller, Kirschner and Rosenshine

who argue for direct instruction in the early stages of learning and discovery-based approaches later. We use direct instruction in the basic domain and problem-based discovery in the deep domain. This is called the reversal effect.

10. Also as part of our progression model, we use assessment tasks, which show our curriculum expectations in each cognitive domain.

3.3 Implementation

1. Our curriculum design is based on evidence from cognitive science; three main principles underpin it:
 - Learning is most effective with spaced repetition.
 - Interleaving helps students to discriminate between topics and aids long-term retention.
 - Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.
2. In addition to the three principles, we also understand that learning is invisible in the short term and that sustained mastery takes time.
3. Our content is subject specific. We make intra-curricular links to strengthen schema where we can.

3.4 Impact

1. Because learning is a change to long-term memory, it is impossible to see impact in the short term.
2. We do, however, use probabilistic assessment based on deliberate practice. This means that we look at the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long run.
3. We use comparative judgement in two ways: in the tasks we set (see point 10 of intent) and in comparing a student's work overtime.
4. We use drop ins to see if the pedagogical style matches our depth expectations (see point 9 of intent).
5. In order to make learning memorable, 'hook' days are scheduled throughout the year linked to our teaching. Additional activities are planned to enhance learning opportunities, such as educational visits, theme days, internal visitors etc.
6. Our curriculum also mirrors the trust wide Futura Learning Partnership Curriculum ensuring a seamless progression from primary to secondary.

3.5 Fundamental British Values (FBV)

Our school reflects Fundamental British Values (FBV) in all that we do. We nurture our pupils on their journey through life so they grow in to caring, responsible and tolerant adults who make a positive difference to British society and to the wider world. We encourage them to be creative, unique, open minded and independent individuals, respectful of themselves and others in our school, our local community and beyond.

At St John's, we actively promote Fundamental British Values (FBV) in the following ways:

Democracy

Pupils are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school. They are able to do this in a number of ways e.g., school council; spiritual leaders, eco council and class discussions.

Rule of Law

We have a clear positive behaviour policy which helps pupils to make good choices about their behaviour. Pupils are helped to distinguish right from wrong, in the classroom, during collective worship and in the playground. This is supported by a Restorative Justice approach.

Individual Liberty

At school, pupils are encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment, e.g., challenging themselves in their learning. They are supported to develop self-knowledge, self-confidence and a growth mind set in all areas of school life. Pupils are taught to understand and exercise their rights and personal freedoms in a safe way, e.g., UNICEF Children's Rights within Jigsaw lessons. They have key responsibilities in school e.g., classroom monitors, playground partisans, spiritual leaders, school council and eco-council representatives.

Mutual Respect and Tolerance of Those with Different Faiths and Beliefs

Respect is one of our school values. Pupils understand that respect is shown to everyone, both adults and children. We help them to develop an understanding of, and respect for, their own and other cultures. Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour. Through the PSHE (Jigsaw) and RE curriculum pupils are encouraged to discuss and respect differences and similarities between people and explore alternative world views. We offer a culturally rich and diverse curriculum in which all major religions are studied. Through our thematic curriculum we learn about the world in themes such as Eco Warriors and Wonderful World.

3.6 SMSC

SMSC stands for social, moral, spiritual and cultural development. At St John's, we take great pride in our approach to SMSC across the school, feeling that pupils should develop into tolerant, caring individuals with a social conscience. SMSC feeds into several areas of life at St John's: collective worship during assemblies; charity and community outreach projects; school council; eco-council; online safety and mental health awareness days; as well as playtime partisans and spiritual leaders. We have a comprehensive Personal Development (PD) plan which outlines SMSC opportunities within the school.

Social

We teach and model a range of social skills to aid children's development of working with others. We believe it is important for children to be active members of the school and local community and provide opportunities to engage with this. Children learn to listen to diverse viewpoints, resolve conflicts and engage with the Fundamental British Values (FBV) of democracy, the rule of law, liberty, respect and tolerance.

Moral

Children's moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

Spiritual

St John's is underpinned by a theologically rooted Christian vision. Our Christians values, which are threaded through life at the school as part of the curriculum and collective worship. As part of this, children are encouraged to develop a strong sense of spirituality: loving God, their neighbour, their environment and themselves. We recognise that the development of spirituality is important for everyone regardless of their faith and background. See the 'Spirituality In School Policy' for further information.

Cultural

Cultural capital provides our students with the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in Fundamental British Values (FBV). Throughout the curriculum, children are exposed to different cultural influences enriching their learning and providing them with a broad and balanced curriculum, enabling them to take part in cultural experiences they may not otherwise be exposed to otherwise. Our engaging curriculum and hook days support these experiences.

4.0 Principles of Effective Teaching (PET)

The principles of effective teaching aim to establish expectations to promote effective and evidence-based teaching and learning practices across the school to maximise pupil progress and to ensure all pupils have an excellent educational experience. Appendix B shows the 'Teaching and Learning Typicality'. This gives examples of how teachers at different stages of their career should be demonstrating these principles.

4.1 Retrieval or Re-teach

A method that checks the students have learned the material that you want them to know.

4.2 Presenting New Material

A method of explaining new abstract information, which deliberately and explicitly links to examples and models that students have prior knowledge.

4.3 Hinge Point

A method of gauging how well students have understood the new material. Reteach or move to independent practice.

4.4 Independent Practice

A method of allowing students to develop the automaticity needed for fluent application and recall.

4.5 Final Check

Ensuring misconceptions have been addressed before the end of the lesson.

5.0 More Able Pupils

At St John's, we value all pupils equally and ensure that each child has the opportunity to realise their full potential in a challenging and supportive environment. Our school will have, at any time, more able pupils, some of whom may be exceptionally able and this may be in one or more areas of learning. We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes. We are committed to creating deep learning and enrichment opportunities in order to ensure the holistic progression of the most able pupil.

5.1 Aims

- Provide a high-quality curriculum that offers breadth, depth and challenge for all pupils.
- Provide quality first teaching.
- Provide opportunities to extend and challenge pupils through mastery tasks, independent learning, opportunities for creativity and higher-order thinking skills.
- Foster a culture of achievement by creating a climate of learning and excellence throughout the school and a culture of high expectations.
- Work in partnership with parents and carers to help them promote children's learning and development.
- Make use of links with other schools and the wider community to enhance learning opportunities.

5.2 Identification

We identify more able children in a variety of ways:

- Formative and summative assessment takes place against Age Related Expectations.
- Summative assessment is made through a combination of:
 - published tests
 - teacher assessment using age related outcomes
- Informal assessment is made by Class Teachers on a daily basis, using:
 - the marking of pupils' work
 - observation of pupils' performance in class
 - discussions with pupils about their work and interests
- Nomination by parents and other adults who know the pupils (e.g. their swimming coach or club leader). These are communicated to school through:
 - discussions during Parents' Evenings

- informal conversations between parents and teachers
- opportunities for pupils to display and discuss their talents and interests during classroom discussions
- year-round opportunity for pupils to bring in awards and trophies from extracurricular activities

5.3 Provision

Within the school, we provide:

- Mastery tasks which allow pupils to access the curriculum at a greater level of complexity and depth. These tasks could require problem solving, enquiry, critical thinking and research skills.
- Tasks and assessment which encourage metacognition and talking about the learning process.
- Lessons adaptations provide extension and challenge for the more able.
- Enrichment opportunities, both within and outside the curriculum, exposing the more able pupils to experiences not usually encountered as part of the curriculum.
- Entering trust competitions e.g., Futura Learning Partnership Performance Poetry Competition, Sports Competitions
- Encouraging participation in local events e.g., Keynsham Winter Festival, art competitions

5.4 Monitoring

Class teachers are accountable for the attainment and progress of pupils in their class. They will regularly monitor the progress of their pupils and are responsible for ensuring that provision, support and challenge meet the needs of their most-able learners. They liaise with parents as appropriate, on how they can support their child's learning. SLT use pupil tracking data, to identify pupils who do not make expected progress and evaluate the success of strategies implemented to support pupils in their learning. More able pupils are discussed at pupil progress review meetings.

5.5 Disadvantaged most able pupils

As with all pupils, St John's is committed to ensuring that most able children are fully challenged and achieve their potential through quality first teaching. We ensure that disadvantaged most able pupils are provided with opportunities to not only access and embrace the curriculum but to experience learning and life skills that will develop their whole being as a child through our curriculum opportunities and enriching cultural capital experiences.

5.6 SEND

For further information on how we support children with special educational needs, please see SEND policy.

5.7 Disadvantaged pupils

For further information on how we support disadvantaged children, please see the Pupil Premium Strategy Statement.

6.0 Learning Environment

6.1 The intent of the learning environment

Learning environments will:

1. Be positive and purposeful.
2. Promote a culture of aspiration as well as recognise reward and effort
3. Promote a consistent and effective application of the behaviour policy.
4. Encourage and actively promote independence, resilience and motivation.

6.2 Implementation

1. Maths and English boards are accessible learning walls and used to display key for learning for the lesson. These boards may display examples of work written on flipchart paper.
2. All headings, examples of children's work and other components of displays must be backed on black paper and secured using staples or blu-tac where the board will be changed frequently.
3. Each classroom will display the following subjects:

Maths

	KS1	KS2
Maths area	<ul style="list-style-type: none">• Maths resources/drawers labelled/organised• Marking Station area (Years 3,4,5 and 6 and from Summer term Year 2)• Manipulates accessible for children• Challenge station/area• Arithmetic support	

Maths Working Wall displayed on a large whiteboard (changed and reflective of current Maths unit)	<ul style="list-style-type: none"> • Topic • Key Vocabulary Our Learning journey	<ul style="list-style-type: none"> • Topic • Key Vocabulary Our Learning journey
	<ul style="list-style-type: none"> • STEM Sentences • We will be able to • Marvellous mistakes 	<ul style="list-style-type: none"> • STEM Sentences • We will be able to • Marvellous mistakes

English

EYFS	KS1	KS2
Sound mats and keyword mats available each lesson	Sound mats and keyword mats available each lesson Word mats available every lesson RWI complex sound chart	Writing checklist available every lesson Sound mats (where necessary) and keyword mats, word banks RWI complex speed sounds chart Dictionaries and thesauruses to be available every lesson (or in a clearly labelled drawer)

<p>English display to include –</p> <ul style="list-style-type: none"> • ‘Red words’ • RWI simple sound chart 	<p>English display to include –</p> <ul style="list-style-type: none"> • Learning journey • RWI complex sound chart • Text type • Vocabulary • Spellings • Writing skills • Examples of shared writing • Marvellous mistakes • LO’s for each skills lesson (example included) • VIPERS posters displayed (Y2) • Writing book and class novel displayed on the class door 	<p>English display to include –</p> <ul style="list-style-type: none"> • Learning journey • Text type • Vocabulary • Spellings • Writing skills • Examples of shared writing • Marvellous mistakes • LO’s for each skills lesson (example included) • VIPERS posters displayed • Writing book and class novel displayed on the class door
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Theme: History/Geography

<p>Theme Display</p>	<ul style="list-style-type: none"> • Theme heading e.g. Eco-Warriors Key Vocabulary Learning Journey Know and remember
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Religious Education

Reflection Area	<ul style="list-style-type: none">• Bible• Candle• Mirror• Class Collective Worship Books• Quotes displayed linked to the Collective Worship theme• School prayer and Lord's prayer
RE Display	<ul style="list-style-type: none">• Term's value as heading• Show collective worship journey for the year• Display pictures/ examples of children/ adults showing the term's value

All classes will:

- Establish jobs for different areas of the classroom:
- Keep all surfaces clear, apart from the subject specific areas noted above.
- All classes will have a class folder accessible. Additional notice boards are not required. Seating plans and class information should be kept in the class folder.
- Take responsibility for the communal areas around the school including the hall, library and cloakrooms.

6.3 Impact

- The school looks tidy and welcoming, which encourages pupils to respect and take pride in their school.
- Displays and learning areas help to communicate learning objectives and facilitate learning.
- Displays create an ethos of achievement by celebrating all success.
- Pupils can independently find and use resources to aid their learning.
- Pupil's attention is directed to the focus of the lesson.

7.0 Homework Policy

	Reading	Maths	Theme	Retrieval Knowledge
YR to Y6	Daily - recorded in reading diaries	Doodle Maths – one ‘extra’ set each week on a Friday. Times Table Rock Stars daily (Y1Y6).	Home learning menu uploaded to Seesaw first Friday of each term – Children to submit at least one option by the final Monday of each term.	Knowledge organisers uploaded to Seesaw first Friday of each term – Children can use these to make a quiz or support homework.

7.1 Rationale

As a school, we believe strongly that setting homework is an opportunity to reinforce and practise skills, building confidence and strengthening learning opportunities for all learners. This policy sets out a framework within which teaching staff can work and gives guidance on planning, teaching and assessment.

7.2 When will Homework be set?

Reading: Daily reading expectation with reading recorded on reading bookmarks.

Maths: Doodle Maths set weekly for KS1. KS2 children to access Times Table Rock Stars as regularly as possible.

Theme: A home learning menu uploaded to Seesaw first Friday of each term – Children to submit at least one option by the final Monday of each term.

7.3 Clarification on Reading at home:

In St John’s we encourage Parents/ Carers to listen to their child read at least 4 x a week for at least 10 minutes each time. Reading to your child is also advised at this age to model expression and correct use of punctuation etc. If parents don’t have time to read with their child daily we advise that they should read aloud near to them. Parents should record their child’s reading in reading diaries.

Parents should try and sit with them some days for a short while to check their reading and understanding. We also advise continuing to read to children and discussing books all through the school years. Reading at pace, with understanding and fluency is vital for secondary school readiness and for life.

7.4 Doodle Maths and Times Table Rock Stars

Teachers set one ‘extra’ on Doodle Maths each week as well as expecting daily times tables practice on Times Table Rock Stars for Year 2 upwards. Teachers expect children to have a go on their own, as it will be work they have been doing at school. Parents should check they try their best and can offer advice. When they submit their finished work, the teacher receives a notification and can see their scores to monitor over time.

8.0 Drop In Policy

8.1 Rationale

Drop ins are purposeful and supportive “walk-throughs” of classrooms, with a whole school focus linked to a teaching standard. A drop in creates a school-wide picture made up of many small snapshots. It’s a supportive strategy for providing our staff with feedback about pupil learning and teacher practice.

8.2 Purpose

- To monitor or audit practice throughout the school. Providing a ‘snapshot’ view
- To share good practice and promote consistency.
- To check for progression e.g., drop ins focus on how phonics/ basic skills are taught throughout the school.
- To celebrate successes, provide next steps and to stimulate professional discussion.

8.3 Focus of drop ins

- The Senior Leadership Team will decide on a focus prior to each term’s drop in e.g., looking at lesson starters, establishing a calm climate, pupil engagement, group work, observing initiatives such as questioning.
- The purpose and the focus will be shared with the whole staff team including support staff in the week before each new term.

8.4 Drop in Structure

- Drop ins will take place in each classroom, usually once a week and never more than twice.
- Each classroom will be visited by staff, who will sometimes be accompanied by a governor. They will spend 5 minutes in each class.
- The observers will visit lessons individually or in pairs.

8.5 Feedback

- Feedback from drop ins will be recorded on an individual feedback form and shared with the teacher using TEAMS.
- Areas to celebrate and next steps will be linked to the focus.

- Next steps will be achievable in one week. If two drop ins take place in a week, SLT will ensure that the combination of any actions are still achievable.
- Any actions will be reviewed and signed off where possible in drop ins the following week.
- It is good practice for teachers to engage in self-reflection of their teaching. The member of staff undertaking the drop in that day will be available to discuss any areas where either the teacher has decided they would like more guidance; or where the teacher wishes to discuss a next step
- Where actions have not been completed after 1 week, a professional discussion will take place to look at how to achieve it.
- If a teacher would like support in any area of their teaching or with a child in their class, they can ask any member of SLT for an additional drop in to observe this area.
- A summary of the whole school strengths will be shared with all teachers and TA's.

8.6 Guidance for observers

There are certain ways to behave on a drop in:

- Observers will smile as they enter the room and say 'thank you' as they leave.
- If the children are working independently or in groups, observers can either mingle, look at books and ask questions or simply be a 'fly on the wall'.

8.7 Outcomes of the Drop in

- Identification of good practice and a plan on how to extend that across the school.
- A change or tweaking of policy, practice or routine.
- Further information required to gain a more detailed picture.

Remember our aim is to enhance children's learning through providing a stimulating learning environment. A rich learning environment can enhance learning by:

- Stimulating children's creativity, curiosity and thoughts.
- Building self-esteem, self-worth and confidence.
- Informing, motivating, influencing and exciting the children about themes.

8.8 Checklist

Here is a basic classroom checklist that can be used when assessing the learning environment that you create.

- The room is clean, tidy and organised.
- Drawers and resources are clearly labelled.
- Materials/resources are in good working condition and appropriately stored.
- Display boards reflect the Learning Environment Policy (Section 4.0 within this policy).
- Side tables and table tops are used for interest tables and to consolidate or to stimulate or further learning, not to pile books and papers on.
- The space in the room is utilised to encourage maximum learning potential.
- The focal point of the room (where the board is) is kept clean, simple and aesthetic.
- Music purposefully used at appropriate times.
- Water is readily available to learners.
- Resources are accessible and encourage independence, table trays containing a range of stationary etc.
- The areas outside of the classrooms are the responsibility of the class teachers and the children. i.e. coats / bags are stored in a way that is safe.

Appendix A: Long-Term Memory Model

Learning may be defined as a change to long term memory.

1. Procedural memory where procedures such as placing events in order and other skills are stored. Procedures, once fluent, become automatic and are referred to as non-declarative.
2. Semantic memory where facts and their meaning is stored.
3. Episodic memory where the activities to learn the processes and facts are remembered and act as memory cues. Both semantic and episodic memory involve conscious thought and are therefore referred to as declarative.

Appendix B: The Futura Learning Partnership Teaching and Learning Typicality

All teaching members of staff will accumulate a 'Teaching and Learning Typicality'. This Typicality is based on the guidance below.

Senior Leader (UPS, TLRs and SLT)

- Typically, should demonstrate most of the exemplary level.

Experienced Teacher (M3 to M6)

- Typically, should demonstrate they meet most of the expectations and some at exemplary level.

Early Career Teacher (ECT)

- Typically, should demonstrate they meet all the expected standards or if not are making good progress towards them.

Focus	Exemplary Standard	Expected Standard
Retrieval – Reteach	<p>Teacher breaks down knowledge or skills into manageable and logically sequenced chunks. Every opportunity is taken to develop literacy, numeracy and oracy skills.</p> <p>The teacher has detailed knowledge of their students' abilities, personalities, and needs. This knowledge is used in a variety of ways, from seating plans and groupings, the way questions and instructions are targeted, and the way activities and resources are designed, to ensure all students are challenged and supported.</p>	<p>Teacher breaks down knowledge or skill into manageable and logically sequenced chunks. Literacy, numeracy and oracy are taught effectively. New or subject specific language is explained, and students are generally secure in its use.</p> <p>The teacher is aware of the key student groups in terms of ability and need. This awareness is evident in the planning of the lesson and in the way aspects of the lesson are personalised to suit the needs of individuals or groups.</p>
Presenting New Material	<p>The teacher has expert subject knowledge, and the lesson is built around knowledge. Activities and knowledge are sequenced carefully to develop students' understanding and proficiency in line with the Futura Curriculum.</p>	<p>Teacher has good subject knowledge, and the lesson is built around knowledge. Activities and knowledge are sequenced carefully to develop students' understanding and proficiency in line with the Futura Curriculum.</p>
Hinge point	<p>Teachers systematically and effectively check pupils' understanding, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.</p>	<p>Teachers are aware of this key point in the lesson at which they need to check understanding. They use effective and appropriate strategies to do so and are generally aware of when students need support or extra challenge.</p>

Independent practice	The teacher demands a great deal of students. Students are supported to meet these demands by the design of the independent practice, the pitch of the resources and the questioning and prompting of the teacher. Only the best work and responses are good enough, and all students know it.	What the teacher expects of the students is challenging but achievable for almost all. The lesson is pitched at an appropriate level and the teacher does not accept or fail to challenge vague, sloppy or incorrect work or responses. Students are expected to focus and work hard.
Final Check	Written marking is regular, precise and demanding of the students. It is clear that students have to think, respond to and improve work because of the teacher's marking. Verbal feedback is often personal and always specific, goal-oriented and clear. Feedback, whether written or verbal, is part of a clear process of improvement in which more onus is on the student than the teacher.	Marking is regular and helpful. Students understand the teacher's comments and targets and there is evidence that this understanding is helping them improve future work. They complete corrections and respond to written questions. Verbal feedback is regular and has a positive impact on student performance.

Other	Students are resilient and confident, polite and attentive. They are eager to contribute, are not afraid of being wrong and are being supported in developing independence. No student behaviour is allowed to disrupt the learning of others.	Pupils concentrate well and persevere. They follow instructions and any inappropriate behaviour is challenged swiftly and appropriately by the teacher.
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