

## Quality First Teaching

In order to provide **Good and Outstanding** teaching for all of our pupils, in each and every lesson there will be:

### Clear Learning Objectives

**Success Criteria** will be shared or will be developed with the pupils. It is vital that all pupils understand what their learning must look like in order for them to be successful.

The **Success Criteria** will be **referred to throughout the lesson** in order for the class teacher to **re-shape the lesson** and to **intervene with specific groups**, if required.

Pupils will know **why they are learning** a specific skill and **how this new skill will be used in future lessons**. Children are **challenged to reason and explain** responses to **deepen** learning.

Important and subject specific **vocabulary** is **shared** and referred to.

Independent tasks are **differentiated** in order to meet the needs of **all children** in the class. All children are **valued as individuals**.

In the **Plenary**, the pupils' work is measured **against the Success Criteria**.

Plenaries may be used at any time throughout the lesson.

**Continuous verbal feedback and comments** in the children's books are used to **move pupils forward** in their learning. All pupils **are expected** to respond to and **act upon the teacher's comments** and questions.

**Higher Level Questioning approaches** are used to develop children's thinking and understanding. We plan and use **SOLO** taxonomy to stimulate the children's thinking skills at an appropriate level and provide evidence of progress.

**Self and peer assessment** is an **integral part** of each child's **learning journey**.

## Key Principles in Learning

**Learning is a process** where children **ask questions** and **demonstrate curiosity**. They are **keen to experiment** and are **not afraid** to make mistakes.

**Learning is governed by the learner**. At the start of a **new topic** or theme, pupils are encouraged to **generate their own questions** which **inform the teachers' planning**. Thus, the children make and extend **links** in their learning **across subjects** and **deepen** their learning.

**Learning is reflective**. Children develop the ability to **reflect** on and **evaluate** their own learning through **Solo Taxonomy**, self, peer and teacher **assessment**. Children's views play an **integral** part in **target setting**.

**Learning involves taking risks**. Children see mistakes as **opportunities** for learning.

**Confidence, self-worth and encouragement are central to learning**. Children feel **successful** in their achievements and their work is **valued** by every member of the school community. Children **respond positively** to marking and feedback and understand **next steps**.

**Learning is affected by the emotional and physical environment**. Children are able to **recognise** their own **achievements**. Their work is visibly **appreciated** through **displays**. A safe, relevant and **stimulating** whole school **environment** promotes **curiosity and interest**.

**Learning is a lifelong process**. Children continuously develop an **awareness of themselves as learners**. Adults demonstrate they are **lifelong learners**.