

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.

All 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!

Comments in the children's book are used to **move pupils forward** in their learning. All pupils **are expected** to respond 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 learning. At the **start of a new topic** of theme, pupils are encouraged to **generate their own questions** which inform the teachers' planning. Thus, the children make an extend links in their learning across **subject** 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 the next steps.

Learning is affected by the emotional and physical environment They are able to recognise their own achievements. Children's work is visibly appreciated through displays. A 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.