



While implementing our curriculum all of our teachers strive to: (evidence to be found in:)

<p><u>* have high expectations of themselves and others.</u> Teachers value themselves and each other. They are continuously striving to improve in their craft and share good practice. They set these same high expectations for their pupils, believe in them and encourage them, thus enabling each pupil to reach their full potential. The school mantra: “There is no glass ceiling!” is genuinely believed in and acted upon by everyone. (progress measures, results)</p>	<p><u>* have strong organisational skills.</u> Their resources are prepared ahead of time, well managed during lessons and particularly fit for purpose. They make productive use of instructional time by maintaining good pace and ensuring that every second of their lessons counts. The organisation of the classroom, other adults and resources allows the pupils to become independent and self-reliant learners. (planning, lesson observations, ‘drop-ins’, children’s books, results)</p>	<p><u>*plan and deliver clearly sequenced lessons that build towards cumulative knowledge, understanding and skills.</u> Teachers consider the steps that will lead to the desired learning outcome very carefully. They plan a sequence of lessons that take these steps into account and refer to this sequence in lessons so that it becomes evident to the pupils, too, how the steps link and help them achieve the intended learning goal. (planning, lesson observations, ‘drop-ins’, children’s books, results)</p>	<p><u>* share learning objectives with their pupils.</u> Teachers ensure that the concepts and ideas presented in lessons are understood by all children. They check that children understand the main ideas of the lesson and intervene when understanding is not clear or complete, even if this requires a change part way through the lesson or activity. Pupils are therefore very clear about what they are expected to achieve. (planning, lesson observations, ‘drop-ins’, children’s books, results)</p>
<p><u>* use a range of strategies and varied activities</u> to drive learning so that the tasks chosen are always best suited to the intended learning outcome. The use of concrete apparatus is a regular part of mathematics teaching, for example, as it allows for the children to develop a contextual understanding of the number system and calculations before moving on to more symbolic representations. (planning, lesson observations, ‘drop-ins’, children’s books)</p>	<p><u>* value ‘first-hand’ experiences in learning.</u> Teachers strive to enliven the learning taking place by introducing visits, visitors, (replicas of) artefacts and artwork, video / audio clips, photos, (copies of) eyewitness documents, etc... The purpose of this is not only to enthuse and excite the children in their learning, but also to create meaningful examples which will develop the pupils’ understanding of abstract concepts and help build their ‘cultural capital’. (photo / video evidence of visits / visitors, children’s books, pupil interviews)</p>	<p><u>* make links to other subject areas explicit.</u> Teachers endeavour to link different curriculum areas into thematic units of work and make these links explicit to their students. They promote basic skills as a tool for working increasingly effectively in more specific subject areas. (planning, lesson observations, ‘drop-ins’, children’s books, pupil interviews)</p>	<p><u>* promote collaborative and dialogic teaching and learning.</u> Teachers place strong emphasis on effective questioning that develops children’s thinking skills. The pupils are also encouraged to ask their own challenging questions. Teachers are fully aware of the benefits that collaborative learning between peers can bring into the classroom and find different ways of ensuring that this can take place. (lesson observations, ‘drop-ins’, pupils’ communication skills (how articulate they are), photo / video evidence, peer assessment, pupil interviews)</p>
<p><u>* make all teaching and learning highly personalised</u> with appropriate support and challenge. This practice is constantly under review by continuous assessment for learning. (review of prior knowledge, planning, provision mapping and timetable, progress measures, results)</p>	<p><u>* embed the learning.</u> Teachers use plenaries and formative assessment effectively to check on the understanding of key concepts and provide opportunities for further practice when needed or extend work and concepts covered in the lesson to introduce next steps. (planning, lesson observations, ‘drop-ins’, pupils’ books, end of topic assessments, end of year ‘sticky knowledge’ tests)</p>	<p><u>* promote positive classroom climate and relationships.</u> Teachers base all their interactions with other staff as well as parents and pupils on common respect. They endeavour to create a positive and empathetic environment, making sure that pupils know that teachers care about them and their learning (lesson observations, ‘drop-ins’, pupil, parent and staff questionnaires)</p>	<p><u>* have strong behaviour management skills</u> that are rarely needed because the lessons and tasks are designed so that pupils are enthusiastic about and engaged in their learning and have a strong motivation to do well. Disruptions, when they happen, are dealt with quickly, usually with a quiet warning or the use of humour. (incident logs, exclusions)</p>
<p><u>* set home learning that links to recent learning in class</u> and allows for the pupils to either consolidate knowledge and skills learnt at school or challenges them to build on and extend on something learnt at school. Home learning is seen as an important way of informing parents / carers of what has been learnt at school and engaging them with their child’s learning. (home learning books)</p>			