Roskear Primary and Nursery School

Teaching, Learning and Assessment Policy

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Rationale

This document is a statement of the aims, principles, and strategies for teaching, learning and assessment at Roskear Primary and Nursery School. It is the method through which we offer a rigorous knowledge-led curriculum, and its implementation is the responsibility of the members of the school community. The aim of the document is to help the teachers in the school become the most effective practitioners they can be by using the principles established from research, cognitive science and experience. The impact of quality teaching and learning is the progress pupils make and the outcomes they achieve.

Through our teaching we aim to:

- **Achieve deep understanding, by helping pupils connect new knowledge with existing knowledge so they are fluent and unconsciously competent at applying their knowledge as skills**
- Deliver academic excellence
- Secure knowledge into long-term memory
- Develop secure schemas with connected networks of ideas
- Equip pupils with knowledge and cultural capital so that they succeed in life.
- Give all pupils access to the best that has been thought and said and engender an appreciation of human achievement.
- Provide exceptional Arts provision so that every child learns to play an instrument, create art, perform dance, and appreciate human creativity.
- Enable pupils to become confident and interested learners, actively engaged in their own learning.
- Develop pupil's self-respect and for the cultures and values of others.
- Develop our Characteristics of Learning: communication, collaboration, resilience, determination, independence, curiosity, and reflection.

Strategies for Teaching and Learning
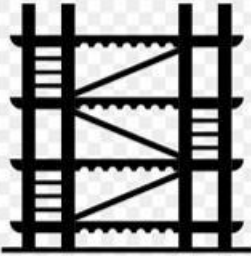
At Roskear Primary and Nursery School we advocate research- based principles of instruction that are intelligently adapted from research in cognitive science, research on master teachers and research on cognitive supports. We encourage all teachers to read and develop their knowledge and understanding of the art of teaching. Teaching at Roskear Primary School is guided by these principles with a focus on the use of Rosenshine's Principles of Learning (appendix 1).

Quality First Teaching
Our key principles are:
- We explicitly build frequent opportunities for formative assessment into all lessons
- All teachers reflect on pupil progress within and at the end of every lesson, considering next steps for learning
- Opportunities for pupils to recall, revisit and retrieve key knowledge are embedded within our curriculum sequence.
- Feedback (including marking) is used to help pupils improve their understanding. We use strategies that

minimise teacher workload but maximise pupil progress
(The basis of our teaching pedagogy is as follows:

Motivation	Engagement	Creative and Critical thinking
Regular recall, rehearsal and retrieval	Presenting new learning in small steps	Questioning
Providing models	Guided pupil practice	Checking pupils understanding
Challenge	Providing scaffolds	Independent work

Classroom Talk and Questioning

We believe that the central mechanism in effective classroom talk is good questioning. At Roskear, teachers ask a large number of questions both closed and open questions. Our aim being to make deep knowledge the goal, acknowledging that shallow knowledge always come first and that without closed questions to check it, there is no point moving onto deeper concepts (appendix 3).

Working Memory and Cognitive Load Theory

Dylan William has described cognitive load theory as 'the single most important thing for teachers to know.' Grounded in a robust evidence base, cognitive load theory provides support for explicit models of instruction. The human brain can only process a small amount of new information at once, but it can process very large amounts of stored information. Information is processed in the working memory, where small amounts are stored for a very short time,

The average person can only hold about four 'chunks' of information in their working memory at one time. The findings from this research lead to a number of implications for classroom practice which we consider and plan for:

Cut out inessential information: At Roskear we recognise that pupils do not learn effectively when their attention is directed to inessential information.

Dual coding: At Roskear we aim to simplify complex information by presenting it both orally and visually. Pupils can process complex information more easily when it is presented in both oral and pictorial forms at the same time.

Planning

At Roskear we expect many pupils to become high- performers –not just a select few. For pupils to reach the highest standards, we believe that all pupils must be taught how to do so and should learn that it is achieved through their own hard work and concentration, as well as great teaching.

When planning, teachers consider the 'Zone of Proximal Development', *What is just beyond what my pupils know and can do?* This is to allow the creation of opportunities for pupils to think while respecting cognitive limits. Activities that require cognitive work that pose a moderate to high challenge are planned for pupils to practice or apply their knowledge and understanding. Teachers ensure that they are confident in their own subject knowledge, and their understanding of class texts before planning lessons.

We believe that good planning is essential to effective Teaching and Learning and as such we plan in different stages:

A: **National Curriculum-** used to create **Long term Plan** and supported by schemes of work that are used for Maths: White Rose, RE: Cornwall Agreed Syllabus, PSHE: Jigsaw, PE: Real PE, MFL: Language Angels. Our long-term planning of the curriculum is both ambitious, sequential and well targeted to meet the bespoke learning needs of our pupil at Roskear, providing them with a cultural capital rich curriculum.

B. **Medium Term** plans which show objectives for every subject for the year. These have been broken down into 'small steps'. Sticky knowledge, referred to as 'golden nuggets' of learning outlines the key knowledge that pupils are expected to know.

C. **Short term** plans are the final part of the cycle. Teachers plan weekly to provide specific learning objectives, success criteria and outcomes for each session. Assessment opportunities are planned for and provide the formative evidence for future planning.

D. **Experiences, trips and visits** are planned throughout the year. Experiences outside the classroom provide an array of benefits to pupils' education. We believe that these experiences have the most impact when pupils are well-prepared with the knowledge necessary to understand and appreciate the experience before the trip, and when time is given to reflecting on the experience through a follow-up lesson, activity, after the trip.

When planning work for pupils with special educational needs, we use information and targets set out in the child's Assess, Plan, Do and Review (APDR) and Educational Health Care Plan (EHCP). Please see SEND policy.

Teachers in each year group meet prior to the start of a new term to plan the content and delivery of the curriculum for their classes.

Evaluation and Assessment

At Roskear we believe that the most effective assessment is carried out for and with pupils rather than 'done' to pupils. Good assessment and evaluation improves the quality of teaching and learning and as such is integral to the whole process. In conjunction with this policy please also read the Feedback and Marking policy. The school values assessment as an on-going process and uses Assessment for Learning Strategies, including:

- Learning objectives and success criteria explained to pupils.

- Staff to encourage pupils to self- assess and peer assess their work against the success criteria
- Edit and improve lessons in English
- Questioning to check for understanding
- Use of the plenary, is for the pupil to revisit the main teaching points and reflect on what has been learned.

The Learning Environment

At Roskear we strive for an environment which is orderly, stimulating (but not over stimulating), and conducive to learning. We believe that the main purpose of displays within the classroom is to scaffold the learning process and enable cognitive release. Within the corridor it is to celebrate pupils' learning.

Displays in classrooms reflect subjects currently being taught. Displays and resources are used to positively impact on learning; through consolidation/reminder of previous learning and introducing new information and knowledge. Displayed learning is edited, improved, and developed in order to reflect high standards of writing expected at Roskear. This work should labelled with the child's name and a brief explanation of the learning. It should be changed every half-term.

In classrooms, there should always be a *'Working Wall,'* which is updated each week/day (as needed) with current work in maths and English. A flip chart is used for modelled writing and examples of calculations for pupils to refer to. These are placed on display for pupils to access thus enabling greater independence for pupils.

Pupils know how the resources are organised in their class. They are encouraged to access and use practical resources related to their current curriculum, including artefacts from the school science and historical artefacts collection. We believe such artefacts create both a sense of curiosity and wonder and provide concrete examples for pupils to draw on. Pupil are encouraged to access and use maths equipment when they need it and know where to find it.

Seating

At Roskear we believe that different types of learning activities require different types of interaction, behaviour and attention and therefore the different layout of tables Individual work in exercise books is best undertaken in a 'rows' type arrangement (KS2). Almost all pupil's attention to their individual work increases when they sit in pairs of configurations in which no one sits opposite them, as compared with group seating.

Appendix 1

1. **Begin a lesson with a short review of previous learning (Reactivation)**
This might be a review of vocabulary, events, or a previously learned concept or additional practice to learn facts and skills where overlearning is required to develop automatic recall. Effective teachers review knowledge that is essential for the lesson. Some teachers use multiple-choice quizzes, timed tests, or review knowledge organizers

2. **Present new material in small steps with pupils practice after each step: assist pupils as they practice this material.** Our working memory can only hold a few bits of information at once- too much information swamps the working memory. The most effective teachers present only small amounts of **new material** at one time, and they teach it in such a way that each point is mastered before the next is introduced. They check pupil's understanding on each point and reteach when necessary. In a study, the most effective teachers spent about 23 minutes of a 40 min lesson in teaching, demonstrating, questioning, and worked examples. In contrast, the least effective spent only 11 minutes presenting new material. The most effective teachers use this extra time to provide additional explanations, check for understanding and provide sufficient instruction so pupils can work independently without difficulty. The less effective teachers in the study gave much shorter explanations, and then passed out activities and were observed going from pupil to pupil having to explain the material again.

3. **Ask a <u>large</u> number of questions and check the responses of all pupils: Questions help pupils practice new information and connect new material to their prior learning.** Questions provide necessary practice and allows teacher to determine how well material has been learned and whether there is a need for additional instruction. This can also help to uncover misconceptions. Effective teachers ask pupils to explain the process they used to find the answer. Teachers might ask:
   - Tell the answer to a neighbour
   - Summarize the main ideas in one or two sentences
   - Write the answer on a whiteboard and hold it up
   - Explain how you worked out the answer
   - Raise your hand if you agree/disagree

4. **Provide models: Providing pupils with models and worked examples can help them learn and solve problems faster.** Teacher modelling and thinking aloud while demonstrating how to solve a problem are examples of cognitive support. A worked example is a step-by-step demonstration of how to solve a problem or perform a task. The presentation of worked examples begins with the teacher modelling and explaining the steps that can be taken to solve a specific problem. The teacher also identifies and explains the underlying principles for the steps.

5. **Guide pupil practice: successful teachers spend more time guiding pupils' practice of new material.** After presentation of new material, the most successful teachers guide pupil practice. This might consist of the teacher working the first problem on the whiteboard, serving as a model for pupils. It could include a visualizer being used to demonstrate or a pupil working out as problem on the board. This provides additional models, more time for checking for understanding, asking questions, and correcting errors and more time having pupils work put their problems with the teacher guidance. Pupils are then better prepared for independent work. Some pupils might receive further guided practice as part of the masterclass or guided group.

6. **Check for pupil understanding: Check for pupil understanding at each point can help pupils learn the material with fewer errors**. Effective teachers frequently check to see if all pupils are learning new

material. They check for understanding by asking questions, by asking pupils to summarize the presentation up to that point, or to repeat directions or procedures. This helps pupils to make connections with other learning in their long-term memory and to alert the teacher to when parts of the material need to be re-taught. A less effective teacher might simply ask 'Are there any questions?' Other ways to check for understanding are to ask pupils to think aloud while completing tasks or to explain or justify their position to others. This can helps limit misconceptions. The wrong way to check for understanding is to ask only a few questions, call on volunteers to hear their (usually correct) answers, and then assume that all of the class either understands or has now learned from hearing the 'volunteers' responses. Another error (particularly with older pupil) is to assume that it is not necessary to check for understanding, and that simply repeating the points will be sufficient.

7. **Obtain a high success rate: It is important for pupils to achieve a high success rate during classroom instruction.** Research suggests that the optimal success rate to be about 80%- as judged by oral responses during guided practice and individual work. It shows that pupils are learning the material and that they are being challenged.

8. **Provide scaffolds: The teacher provides pupils with temporary supports and scaffolds to assist them.** Scaffolds are a form of guided practice. They include modelling the steps by the teacher or tools, such as words banks or checklists to guide or evaluate their work, or a model of the completed task against which the pupils can compare their work. Others may be in the form of prompt-such as question stems to help pupils ask questions while they read or the opportunity to ask the teacher to think aloud when solving a problem. Teachers should carefully consider who needs what type of scaffold, rather than regularly provide the same scaffold to all.

9. **Require and monitor independent practice: Pupils need extensive practice for skills and knowledge to become automatic and embedded in long-term memory.** Independent practice is necessary because a good deal of practice (overlearning) is needed to become fluent and automatic in the recall of knowledge or a skill. Independent practice should include the same material as the guided practice and pupils should be fully prepared. Research shows that pupils were more engaged when their teachers circulated the room and monitored the individual work- the optimal time for these contacts was 30 seconds or less. Cooperative learning can increase achievement if it provides extra instruction through someone else (the other pupils) explaining the material to the pupil.

10. **Engage pupils in weekly and monthly review: Pupil need to be involved in extensive practice to develop well-connected automatic knowledge.** Pupils need extensive and broad reading and extensive practice in order to develop well-connected networks of ideas (schema) in their long-term memory. When one's knowledge on a particular topic is large and well-connected, it is easier to learn new information and prior knowledge is more readily available for use. For this reason, we employ daily, weekly and monthly reviews in all subjects and as part of our homework, opportunities to retrieve at the start of lessons and Knowledge organizers (WINKS) for revision.

    Retrieval Practice- At Roskear, teaching is designed to help learners to remember in the long term the content they have been taught and integrate into larger concepts. We use retrieval practice methods as described above routinely. We aim for pupils to remember all that is on the knowledge organisers and in the curriculum- without need to refer to learning aids, knowledge organizers or other resources. Pupils should learn strategies for revision, including self –quizzing and elaboration- see https://www.learning scientists.org/elaboration

    Rosenshine's principles of instruction is NOT a checklist that needs to be included in every lesson, but more as a framework that encourages a teacher's professional development.

Appendix 2

Automaticity	Like fluency, refers to knowing how to recall a fact or perform a task at a competent level without it requiring conscious effort
Blocked learning	Studying one topic thoroughly before moving on (this method is less effective than interleaving)
Broad and rich curriculum	Describes a syllabus with clear and deliberate consideration about what is on the syllabus, how it is taught and why this benefits pupils-for all subjects- not just maths and English –with first –hand experiences.
Cognitive load theory	Refers to the effort being used in the working memory
Cognitive science	Is the study of the mind and its processes
Cognitive support	Describes the help provided to help pupils have sufficient cognition (cognitive release) to concentrate and engage with new learning. This might be providing prompts, such as questions stems to aid comprehension, or teacher thinking aloud, while modelling, or worked examples from maths problems that provide a step-by-step demonstration. These can be a form of scaffolding.
Cultural capital	A concept by the sociologist Pierre Bourdieu to describe the assets of a person that promote social mobility. Examples of this are education, intellect, manner of speech, knowledge of classical art, music, cuisine and sense of dress e.g. an adult on a business lunch in a French restaurant who cannot understand the menu might be marked out as lacking cultural capital.
Cultural literacy	A term coined by E.D. Hirsch which refers to the ability to understand and participate fluently in a given culture. A culturally literate person knows a given culture's signs and symbols; including its language, entertainment, idioms, idiosyncrasies etc. A culturally literate person can talk to and understand others of that culture with fluency, understanding allusion, references to past events, jokes and places.
Differentiation	Describes the range of methods teachers use to accommodate a diverse range of learners
Dual coding :	The process of combining verbal and visual materials such as infographics, timelines, mind maps, diagrams
Episodic memory	Memory of 'experiences' rather than learning
Expertise reversal effect	Refers to the reversal of instructional techniques on learners with different prior knowledge. Higher knowledge learners may benefit from less guidance and more open-ended tasks.
Fluency	It is the ease with which a person can perform a task which in turn relies on the ease with which a person can retrieve information quickly from memory. It is also called retrieval fluency.
Formative assessment	Is a range of formal and informal procedures conducted by teachers during the learning process to modify teaching and learning to improve pupil attainment. As well as being used to re-shape and re-calibrate the curriculum. It typically involves feedback for both pupil and teacher that focus on the details of content and performance.
Information	Facts (unconnected)
Instruction: Direct instruction	Refers to instruction practices that are led by teachers.

Instruction: Guided practice	Is the part of the lesson where the teacher spends time helping pupils to rehearse new material by asking questions and having pupils elaborate, rephrase and summarize. The teacher will supervise pupils as they rehearse and practice new steps in a skill.
Interleaving	Process of combining subjects and topics in order to improve learning.
Knowledge and skills	Knowledge is connected facts. It is facts and information acquired through experience or education. A skill is the ability to perform a task with determined results. Skills are the 'know-how' in applying the 'known'
Learning	A change in long-term memory
Learning dispositions	Refers to the way learners engage in the learning process such as: communication, collaboration, determination, independence, reflection, resilience and resourcefulness.
Long term memory	Learned information and knowledge
Mastery	Is a strategy proposed by Bloom that maintains that pupils must achieve a level of mastery in knowledge before moving forward to learn subsequent information.
Meta-cognition	*Metacognition* is, put simply, thinking about one's thinking. More precisely, it refers to the processes used to plan, monitor, and assess one's understanding and performance. *Metacognition* includes a critical awareness of a) one's thinking and learning and b) oneself as a thinker and learner.
Modelling	Is a teaching strategy where the teacher demonstrates the new concept or approach to learning and pupils learn by observing.
Overlearning	As described by Ebbinghaus is the continued practice or study of material beyond the point of initial learning. The term is used to refer to the theory that this form of learning leads to **automaticity**.
Procedural	Follow a set process (not necessarily understood)
Retrieval practice	Is a learning strategy where we focus on getting information out without referring to notes. This might involve practice tests, creating flashcards or writing or drawing everything known on a topic (from memory)
Scaffolding	A method by which a pupil learning is supported (temporarily) so that pupils can access, practice, and perform and have understanding.
Schema	Describes a mental structure we use to organize and simplify knowledge of the world around us. They can be related to other schemas. We have schemas about almost everything. **Schema activation** refers to an array of activities designed to activate relevant prior knowledge.
Short term memory	Not yet learned
Spaced repetition	Is a learning technique that incorporates increasing intervals of time between subsequent review of previously learned material to exploit the psychological spaced effect.
Summative assessment	Is used to evaluate learning at the end of an instruction period by comparing it against some standard or benchmark
Worked examples	Are a step-by-step demonstration of how to perform a task or solve a problem. A worked example is often presented with the teacher modelling and explaining the steps that can be taken to solve a specific problem. The teacher also explains the underlying principles for these steps. Pupils might have access to this or other worked examples as a form of cognitive support or scaffold while practicing. It is effective practice to remove steps of worked examples as learners become more proficient
Working memory	Is a cognitive system with a limited capacity that is responsible for temporarily holding information available for processing.

Appendix 3

Accepting mediocrity. This includes accepting poor verbal answers, bad presentation, or half-hearted pieces of writing without challenge. It also means routinely accepting work form pupils that, whilst 'arguably' complete, is far below the standard they are capable of. Sometime mediocrity is the product of not challenging a weak response; sometimes it's a product of celebrating completion at the expense of quality. Routine re-drafting is a good way to set the bar higher for everyone. Pupils have high standards of presentation when teachers set clear expectations and follow up when pupils do not meet expectations.

Rushing practice. Pupils need a lot of practice with feedback alongside, doing the same thing over and over again, getting slightly harder. It's a common error to focus too much on the telling but not giving enough time for practising the doing. Lessons need adequate time for both.

Interrupting practice. Pupils need quiet and extended time to think. If pupils are focused on a task, teachers must avoid the temptation to interrupt with new information or tips. During practice, allow them to concentrate.

Guess what's in my head. Ask yourself: Given what you have told a pupil before, could a child answer or are they relying on knowledge that would have had to access form someone else? If pupils have simply forgotten, try 'warm-calling' where pupils turn to their partner to help before answering. [9]

Lacking assertiveness (presence). An important pitfall to avoid is not being assertive enough; not owning the space or not addressing low level behaviour issues. Standing still and straight, making eye contact, reaching everyone with your voice and gaze. Be patient but firm and insistent. At any time, you can re-set, re-explain or re-establish the level of focus and attention you require. [10]

Overuse of group work: Group work includes pupils working in pairs helping each other through the independent task. Pupils require independent practice best done in silence. It frees pupils, allowing them to focus, gives them time outthink properly and will give a reliable indication of what they can achieve by themselves. Allowing pupils to help each other throughout the lesson or during independent practice creates unnecessary talk and distractions. If you want pupils to help each other, set a time for co-operative learning during guided practice before independent practice.

Appendix 4.

Cognitive Overload

Cut out inessential information. Pupils do not learn effectively when their attention is directed to inessential information. This could be the content of the instruction or multimedia presentations. In this type of lesson, it is very common to use verbal explanations and written text at the same time. For example, the teacher might show their pupils a quote on a slide, and read the quote aloud at the same time. But presenting the same information in two forms is redundant- pupils' working memories can be overloaded when they are required to both listen and to read at the same time. The best strategy to avoid overloading pupils' working memories is for the teacher to either read the text out aloud (without presenting it on a slide), or allow the pupils to read it themselves- not both. It is still okay for the teacher to read the text aloud and present a relevant image or diagram on the slide at the same time. While both providing the same information in both written and spoken forms can overload working memory, there are some strategies that can reduce the chance of this occurring: The material can be presented in small chunks. For example, the teacher could break the text into smaller sections of text across several slides.

Dual coding. Simplify complex information by presenting it both orally and visually. Pupils can process complex information more easily when it is presented in both oral and pictorial forms at the same time. This strategy increases the capacity of pupils' working memories, creating more mental space for learning. Accompany diagrams with narrated, not written explanations. Research has shown that pupils learn new words more effectively through visuals with verbal information rather than just verbal.

Appendix 5

At Roskear we use a variety of strategies:

Cold Calling: (Based on Lemov)

Principle: All pupils should be involved in engaging with the teacher-pupil dialogue with time to think, and not be allowed to hide, dominate, or be overlooked.

Practice: No hands up. Teachers ask questions and then select pupils to respond based on their knowledge of the class, avoiding the pitfalls of hands- up or calling out. This is an inclusive process that involves all pupils. It's not a one-off strategy; it should be routine and the default mode for most questions. One occasions teachers may use named lollipop sticks to unsure there is no unconscious-biased questions being asked. This refers to a when a teachers' judgement, on pupil selection, may be impaired without them realising.

No Opt-out: (Based on Lemov, TLAC[4],[5])

Principle: Pupils should feel safe in answering when unsure but, if they don't know or get things wrong, they should be given the opportunity to gain confidence by consolidating correct or secure answers. Pupils should not be allowed to opt out by saying 'I don't know' – there is an expectation that it's not OK not try.

Practice: If a pupil or several pupils get an answer completely or partially wrong, move to other pupils to provide the correct answer. But then go back to all those pupils who made errors or couldn't answer giving them the chance to now say the right answer.

Checking for Understanding

Principle: As explained in Rosenshine's 3rd principle, teachers should not assume that knowledge aired and shared has been absorbed. It's necessary to check for understanding from pupils to determine whether they understand what you meant.

Practice: In order for the teacher to judge how successful their teaching has been, after any exposition or question exchange ask a number of pupils to relay back what they have understood.

Probing

Principle: In order to explore a pupils' schema in any depth, you need to ask them several questions; asking several pupils one question each provides shallow responses compared to when each pupil has is provide provided multiple questions.

Practice: Aim to try 3-5 questions before moving on, probing for understanding, checking for misconceptions, adding extra challenge, providing scaffolding to engineer success.

Say it again, better

Principles: It's normal for first responses to be half-formed as pupils think aloud and formulate ideas. A second opportunity to respond allows then to refine their answer, adding depth, accuracy and sophistication (tier 2/3 vocabulary). It's important not to allow them to assume mediocre answers are good enough.

Practice: When pupils offer a short, half-formed or partially incorrect answer, say, 'Thanks, that's interesting… now saying it again better. Try again making sure you include x and link it to y. Modelling this for pupils is vital.

Think, Pair, Share (TTYTP):

Principle: In pairs, all pupils have space to think, to air their initial thoughts, to confess their lack of knowledge and to prepare to give good answers, to rehearse. They are all involved and subsequent discussion then have lots of material to explore.

Practice: Give the class a specific time-cued task, provide a reminder at half time to allow both partners time to talk, and then, on time, bring them back together with a signal. Then engage in probing, cold-calling questions asking them to report back this can be either their own views or their partners' view.

Volley balling discussions (Walkthrus)

Principle: For pupils to be actively engage with divergent, critical thinking and discussion

Practice: After 'a cold- calling' question and probing with a short dialogue, follow up with more 'checking' dialogues , select another pupil and repeat the process. They should answer the same question or a developed version, using their previous thinking combined and gleaned from the previous teacher- student exchange. Again probe and support and then select a third person to give yet another explanation.

Whole Class Response

Principle: Sometimes it is useful or even essential to get a response from every single pupil at the same time. This provides quick feedback to you as the teacher about the success of the relevant teaching, identifies the individuals who need further support and can help direct subsequent questions as you respond to the feedback you gain.
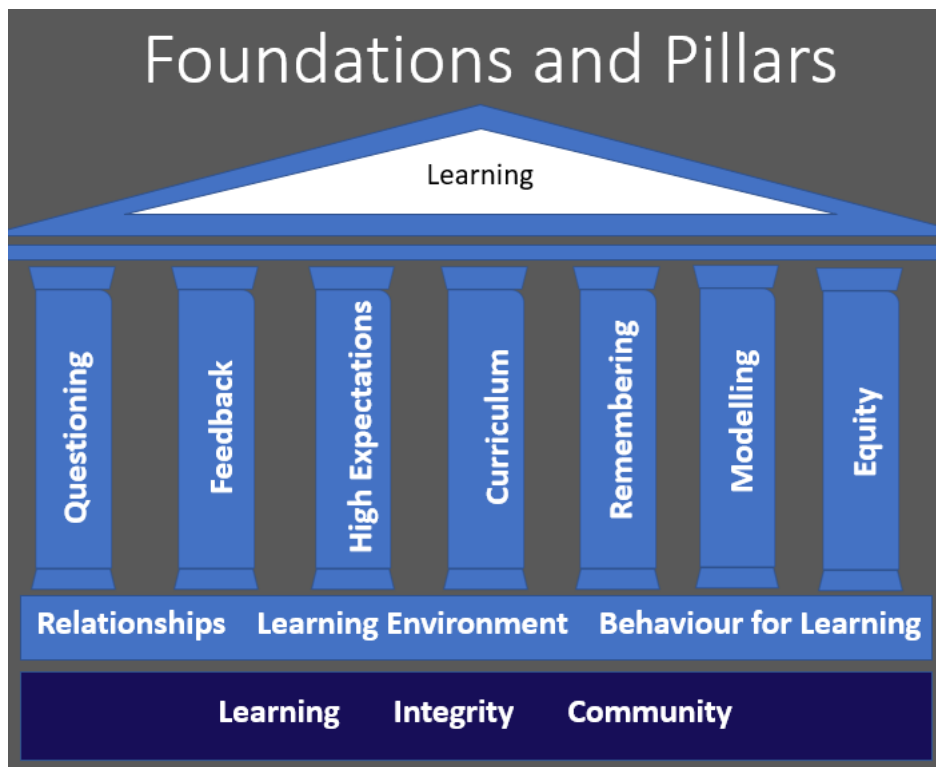
Practice: Mini- whiteboards are quick and allow for responses to multiple choice questions as well as practice sentences, calculations and diagrams. It is vital to engage with the responses and adjust your teaching accordingly, consolidating, re-explaining or moving on as appropriate.

Appendix 6

Crofty Learning and Teaching Principles

In Crofty there is no standard Teaching and Learning Policy, headteachers work with their staff and community to develop policies which are based on sound evidence-based principles and best practice. There are however several key principles which are shared by all schools – these have formed the basis of this co-constructed document.

These shared principles underpin the Peer Review process across our schools and are the benchmark of successful practice, building on the Trust shared values of Learning, Integrity and Community.

Foundations

Relationships

When teachers:	Children will:
Adopt a holistic approach	Feel valued and safe
Teach the child not the subject	Be confident to speak out and voice their opinions
Make the classroom a safe space to take risks	Have high self esteem
Model positive relationships	Be resilient
Are consistent	Enjoy challenge
Are nurturing, emotionally warm and kind.	Be invested in their learning
	Enjoy challenge
	Build positive relationships

In Crofty Schools you will see a calm, purposeful and happy community where attendance is high (staff and pupils). Members of the community feel valued and confident to raise questions and challenge positively.

Behaviour for Learning

When teachers	Children will
Understand the characteristics of learning/ 4R's	Display high levels of engagement
Model meta cognition	Take appropriate risks
Engaging parents in their child's learning	Celebrate and discuss their learning at home
Are passionate about life long learning	Know what to do when they don't know

In Crofty Schools you will see children who are proud of their learning. Learners who are able to talk positively about the mistakes they have made on their learning journey, understanding that is part if the process. Learning to learn will be explicitly discussed and celebrated.

Learning Environment

When teachers	Children will
Create a culture which is calm and purposeful Establish the principle of equity and understanding Value every individual Ensure appropriate resources are readily available to all Develop learning prompts which are visually available Encourage independence	Feel safe and that they belong Be confident to take risks and have a go Know where to look for help Become more independent

In Crofty Schools you will see children feel safe and valued as individuals within their school community. They will be confident and independent in the use of the resources available to them and not over reliant on adult support.

Pillars

Questioning

When teachers	Children will
Use questioning to accurately and effectively assess a child's understanding Adapt teaching in response to feedback from children Use a variety of questioning techniques with skill and purpose Demonstrate a genuine curiosity in children	Fully participate in learning Make progress and feel successful Understand and apply learning with increasing independence Ask questions, be curious

In Crofty Schools you will see adults who use their knowledge of what children know, understand and can do to shape learning and secure progress for children. You will see children who ask as well as answer questions, who think hard, reason and apply their learning.

Feedback

When teachers	Children will
Give insightful and timely feedback (to children or peers) Give opportunities for learners to respond to feedback Create opportunities for peer assessment or self-reflection Link learning to success criteria	Know how to improve Apply learning to new situations Seek feedback Reflect

In Crofty Schools you will see children and adults responding positively to feedback and acting on it. Learners will be able to talk about how feedback has helped them to improve and are able to reflect for themselves to identify next steps.

High Expectations

When teachers	Children will
Consciously expose children to high quality language and resources Expect everyone to listen, focus, be attentive and show positive attitudes Model metacognition Model what ambitious looks like Model attitudes, learning behaviours, values and seeking to self improve.	Use high quality language Positively engage, fully participate, demonstrate high levels of effort and gain the most from learning Understand themselves as learners, and be proactive, adaptable, reflective learners Strive to produce the best and make progress Demonstrate the Trust values, learning behaviours and value learning and education.

In Crofty Schools you will see highly engaged, motivated and active participants in learning. Adults and children will be positive, challenge themselves and feel proud of their achievements.

Curriculum

When teachers	Children will
Plan their lessons in line with the school Curriculum intent	Recall, retain and build on knowledge Achieve the learning intentions

Sequence learning to build on existing knowledge and support children to make links	Achieve academic milestones
Identify the small steps of learning needed to build towards the end point	Make links within subjects and across their learning
Share the end point explicitly with children	
Plan lessons with a clear learning outcome	
Have a secure subject knowledge and expertise	

In Crofty Schools you will see children who can talk confidently about what they have learnt and the links they have made. Their work will demonstrate application of understanding. Children will be excited and confident about what they have learnt.

Remembering

When teachers	Children will
Reactivate prior learning	Remember what they have learnt
Make explicit links	Recognise links and make new ones
Expand ideas	Transfer skills and knowledge
Tell stories	Be confident and curious
Understand the sequence of learning	
Build opportunities and expectation of recall	
Use high quality questions	

In Crofty Schools you will see confident and knowledgeable learners who have a good understanding of what they have been taught. They are able to apply their learning to make new links and reasoned guesses in new contexts.

Modelling

When teachers	Children will
Provide scaffolds for learners	Be confident to try
Use misconceptions positively	Make progress quickly
Take risks	Be eager to learn
Think aloud	Reflect and improve
Collaborate	
Are well prepared	
Reflect and evaluate	

In Crofty Schools you will see dynamic classrooms where energy is learning focussed, and all children feel supported to do their best.

Equity

When teachers	Children will
Are inclusive	Engage positively with their learning
Understand and tailor learning to address individual needs	Achieve
Challenge and support children to do their best	Feel successful
	Develop independence

In Crofty Schools you will see all children actively participating in lessons as a result of the scaffolding and tailored support provided to secure success.