Belong.. Believe.. Achieve..

Islwyn High School

Learning & Teaching Policy

Reviewed by: Mr G Fowler – Assistant Headteacher

Ratified by Governors: 30th June 2021

Date to be reviewed: 30th March 2022

Signed: **Mr J Hicks**
Headteacher

Mr G Bryce
Chair of Governors

Glossary of terms			
ALN	Additional Learning Needs	**ITP**	[The] Improving Teacher Programme
ALNCo	Additional Learning Needs Coordinator	**PL**	Professional Learning
DCF	Digital Competence Framework	**LAC**	Looked After Children
DIRT	Direct Improvement and Reflection Time	**LNF**	Literacy and Numeracy Framework
DNA	Do Now Activity	**MAT**	More Able and Talented
EAL	English as an Additional Language	**OTAP**	Outstanding Teaching Assistant Programme
EBI	Even Better If…	**OTP**	[The] Outstanding Teaching Programme
eFSM	Pupils Eligible for Free School Meals	**SDP**	School Development Plan (previously titled **SIP**)
HoD	Head of Department	**WWW**	What Went Well

Learning and Teaching Strategy and Priorities, 2020-21 *(please also see appendix)*

Islwyn High School: Strategy for Learning and Teaching 2020-2021
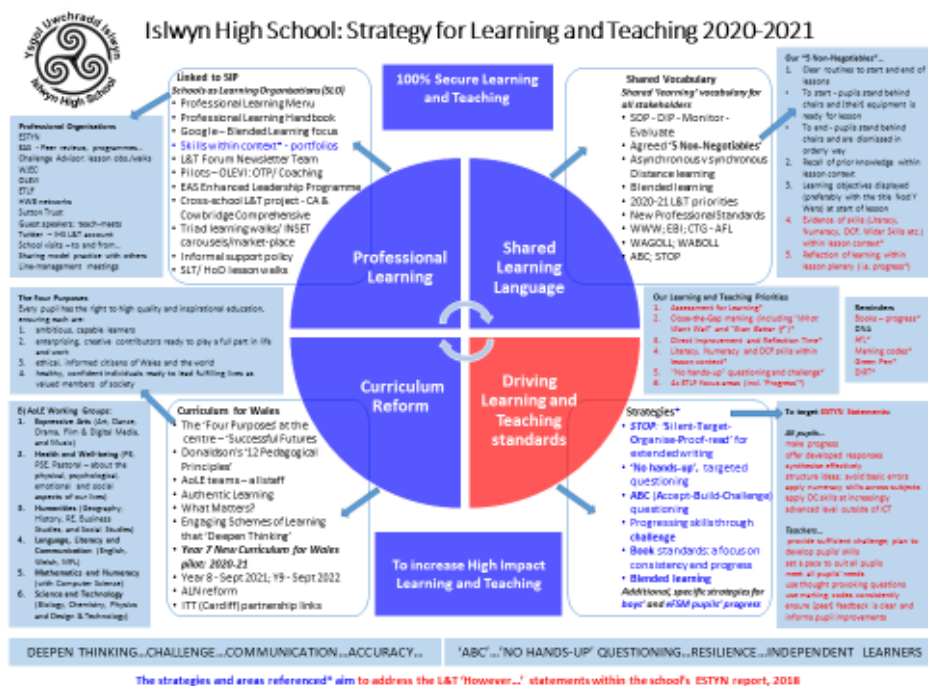
Priorities, as linked to ESTYN 'However' Statements, 2018:

IA1

To ensure pupils:

- make progress
- offer full, developed, verbal responses to teacher questions
- have developed reading skills, to be able to synthesise ideas effectively and make progress
- structure their ideas well enough and avoid basic errors in spelling, grammar and punctuation
- apply their numeracy skills well enough in subjects other than Mathematics
- use their digital skills (outside of ICT) at an increasingly advanced level

IA3

To ensure Teachers:

- provide learning experiences that are sufficiently challenging…and planned well enough for the progressive development of pupils' skills
- set a pace of learning to suit all pupils
- [lessons] meet the needs of all pupils
- use thought-provoking questions to prompt deep thinking *(e.g. Accept – Build – Challenge)*
- are consistent in the use of marking codes
- ensure [peer] feedback is clear and a pupils know what to do to improve

Rationale

Islwyn High School is *"run on the principle of coupling innovative teaching with traditional standards of behaviour and commitment to achievement. We will develop a range of learning and personal skills in our pupils which will enable them to think independently and enjoy learning. We will use the best of modern technology to underpin learning and will create a truly learning-centred ethos which strives to nurture all pupils' talents, whatever they may be.*

We will be at the heart of the local community and at the centre of Caerphilly's education system, helping meet the distinct needs of learners with the support of all our stakeholders, especially parents".

1. **Principles** *(Principles outlined are reflected in the school's 'Blended Learning Policy, 2020')*

- Every pupil has the right to high quality and inspirational education, ensuring all are:
  - ambitious, capable learners
  - enterprising, creative contributors ready to play a full part in life and work
  - ethical, informed citizens of Wales and the world
  - healthy, confident individuals ready to lead fulfilling lives as valued members of society (***Successful Futures***, Professor G. Donaldson)
- Opportunities to develop and raise learning and teaching standards underpin staff PL
- Varied learning and teaching strategies allow every pupil to access the curriculum and achieve to his/her highest potential
- Staff collaboration enables the sharing of good practice and a consistency of approach
- Challenge, support and celebration of pupils' achievements leads to continued success
- All staff are committed to innovative learning and teaching

2. Aims

- To strive to raise learning and teaching standards by challenging, supporting and equipping pupils to become resilient, independent and reflective learners
- To ensure that the quality of learning and teaching is **consistently Good to Excellent**
- To develop pupils' resilience and self-reflection through a whole-staff focus upon:

  - **Assessment for Learning**
  - **Close-the-Gap marking ("*What Went Well*" and "*Even Better If*")**
  - **Enhancing pupils' Literacy, Numeracy and DCF skills within subject context**
  - **Direct Improvement and Reflection Time**
  - **"No hands-up" questioning and challenge** *(e.g. Accept – Build – Challenge)*
  - **Blended Learning**
  - **General pedagogy**

- To ensure that all classroom professionals utilise a variety of learning and teaching strategies and resources to challenge and support all pupils
- To ensure high quality staff PL focuses on developing, sharing and progressing good practice
- To support opportunities for staff cross-curricular collaboration through INSET, Professional Learning Communities, peer/triad lesson walks and the ***Learning and Teaching Forum***
- *To ensure 'Good to Excellent' standards are evidenced in lesson walks and work scrutiny*

3. Five Non-Negotiables

As agreed by Heads of Department, the delivery of lessons should involve the **following Five Non-Negotiables**; these are to be displayed in every classroom:

1. **Clear routines to start and end** of lessons *(incl. amendments specific to pandemic context)*
   - **To start** - pupils stand behind chairs and [their] equipment is ready for lesson*****
   - **To end** – pupils stand behind chairs and are dismissed in an orderly way
2. **Recall of prior knowledge** within lesson context
3. **Learning objectives displayed** (preferably with the title **Nod Y Wers**) at start of lesson

4. **Evidence of skills** (Literacy, Numeracy, DCF, Thinking Skills etc.) within lesson context
5. **Reflection of learning** within lesson plenary

*Bell-Work = an immediate "Starter" should engage pupils on entry to classroom

4. **Planning and Preparation** (see, also, the school's *Blended Learning Policy, 2020*)

The school will ensure a balanced and relevant curriculum (both Legacy and New Curriculum) that meets statutory requirements and is tailored to the needs of all pupils with enrichment and extra-curricular activities in-built. There is an expectation that skills are a clear focus across all departments.

The New Curriculum for Wales will be trialled (initially in Year 7) from September 2020. This is a purpose-led curriculum covering all Areas of Learning Experience. The new Curriculum will be taught across all KS3 classes from September 2022. *Schemes of Learning* will follow the principles of progression and descriptions for learning outlined in **Curriculum for Wales** guidance.

Schemes of Learning must be flexible, working documents that account for the full range of learners' needs and abilities. They should identify routes for progression and include links to the LNF and DCF whenever appropriate to the learning context.

Teachers should:

- ensure lessons are planned in advance, resourced well and differentiated to account for learners' individual needs
- plan for challenge and progress at all levels (including the progress of skills)
- differentiate by task and outcome
- have high expectations of all learners
- foster and promote a "can-do" approach, so developing independent and resilient learners
- pay careful consideration to, and provide for the needs of, specific groups
- include challenge and deeper-thinking opportunities for all pupils - strategies may relate to principles accessed by individual staff on OLEVI's 'DR ICE' *OTP/ITP[1] training events*
- use the results of assessment and analysis to inform planning, challenge and opportunities for progress
- work collaboratively prior to and within lessons to make best use of Teaching Assistant support in classrooms
- **make ongoing use of AFL and utilise the marking policy (including the school's Literacy and Numeracy marking codes) to develop opportunities for pupil progress**
- **make explicit use of WWW (*What Went Well*), EBI (*Even Better If*) and DIRT (*Direct Improvement and Reflection Time*), enabling pupils to progress their own learning and make improvements in "Green Pen"**

Context of Learning, 2020 (Coronavirus Pandemic)

> *"The balance between learning in schools and settings and time spent learning elsewhere may well change at particular points in response to the pandemic. This challenge requires schools to adapt their curriculum planning to be flexible and responsive to changing circumstances. Therefore, this guidance (document referenced below) provides a high level set of expectations for schools and settings in developing approaches to learning and seeks to close the gap between our learners while raising expectations for all. As schools and settings develop approaches to provide learning in school and outside school, they are able to draw on blended learning guidance."[2]*

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[1] OTP - *The Outstanding Teaching Programme (OLEVI)*; ITP - *The Improving Teacher Programme (OLEVI)*

[2] Welsh Government, *Guidance on Learning in School Settings from the Autumn Term, 2020*

Learning priorities established in Welsh Government guidance are:

- *Health and well-being – learning should support learners' mental, emotional, physical and social wellbeing (incl. outdoor learning); this is a "prerequisite for learning"[3]*
- *Purpose –all learning should have clear purpose and be focused around what is important for learners now and in the longer-term*
- *Literacy, Numeracy and Digital Competence – learners should have opportunity to develop and apply these skills across the curriculum; opportunities should be authentic and embedded within broader learning rather than taught in isolation*
- *Broad and balanced learning experiences for pupils - developing knowledge and skills - should span the curriculum*
- *Progression and assessment – Welsh Government "encourage the use of assessments to help learners move to the next steps in their learning"[4]*
- *Partnership with parents, carers and learners*

5. **A Successful "Climate for Learning" is evident through:**
   - engaging, varied activities that ensure full pupil participation
   - focused and targeted teacher questioning **(not reliant upon "hands-up")** and encouragement of challenge between pupils to progress deeper thinking
   - resilient and independent learners
   - pupils who work collaboratively
   - pupils who lead the learning
   - effective and purposeful use teacher praise
   - a respectful and safe environment
   - slick transitions between lessons
   - maintained order and control
   - challenging of any off-task behaviour – intolerance of distraction
   - no delays in learning classroom – "**Bell Work**"; an immediate "**Starter**"
   - pupils welcomed and dismissed in a formal manner

6. **Good Progress will be seen when:**

   - pupils are learning – not just doing
   - pupils can talk about their learning and progress
   - pupils know the level at which they are working
   - pupils are progressing in terms of skills in addition to knowledge and understanding
   - pupils find work challenging
   - pupils are resilient in their learning
   - learning and progress are reviewed

7. **Assessment <u>For</u> Learning**

   According to the ***Education Endowment Foundation*** (Sutton Trust, Durham University)[5]:

   1. ***"Feedback studies tend to show very high effects on learning" (9+ months)***

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[3] Welsh Government, *Guidance on Learning in School Settings from the Autumn Term, 2020, p. 4*

[4] Welsh Government, *Guidance on Learning in School Settings from the Autumn Term, 2020, p.4*

[5] Professor S. Higgins, D. Kokotsaki and Professor Robert Coe, CEM Centre, Durham Univ., July 2012

2. **"Evaluation of AFL indicates an impact of half of a GCSE grade per student per subject is achievable"**
3. *"Wider research suggests the feedback should be about complex or challenging tasks or goals as this is likely to emphasise the importance of effort and perseverance as well as be more valued by the pupils"*

Book marking should evidence best practice, as exemplified in Islwyn High School's "Exercise Books: WAGOLL"[6]. Teachers should ensure that:

- AFL enables learners to become "critical readers" of their own work - to measure progress and identify areas for improvement (WWW/EBI)
- progress is monitored through regular assessment, in-line with the school's guidelines for "Marking in Books" *(Appendix)*
- assessment links to skills, in addition to content
- purposeful use is made of the school's literacy and numeracy marking codes *(Appendix)* – *areas for improvement should be identified by the student (aided by the marking code), with edits and improvements for progress made in "Green Pen"*
- learners have specific time (DIRT) to reflect upon feedback (WWW/EBI) and improve their own work
- feedback, when provided in a **blended/distance learning context** (e.g. via Google Classroom, through synchronous learning or through applications such as MOTE), aids pupil progress

8. **Cross-Curricular and Extended Learning Opportunities**

- These are designed to enrich the curriculum and provide high-quality, safe and challenging learning opportunities which may be accessed by all pupils
- Experiences should support the school's focus upon pupils' skills, developing the resilient attitude required for lifelong learning
- Clubs, trips, additional tuition, sports fixtures, drama/ music productions, concerts, competitions (e.g. public speaking) and intervention schemes (e.g. Skills' programme in Y7)

9. **Targeted Intervention and Support**

Intervention and support is delivered on a lesson-by-lesson and targeted basis. This involves:

- clear differentiation - by task, support, resource and outcome
- effective deployment of Teaching Assistants (in constant communication with class teacher)
- interventions targeting progress in Literacy, Numeracy and Wider Skills (e.g. **SOUND Training – "Lexonik"**)
- **KS3 registration period intervention schemes (Literacy, Numeracy, DCF and Wider Skills)***
- **KS4 registration intervention scheme – "Weekly Registration Reading Challenges"***
- specific ALN support and intervention programmes *(overseen by ALNCO)*
- targeted pupil intervention by the *Basic Skills Team*
- the monitoring, challenging and mentoring of groups of learners (e.g. eFSM, MAT etc.) and individuals (including **SOUND Training** for eFSM learners)
- staff awareness and provision of support for specific groups (ALN, MAT, EAL, eFSM, LAC, Armed Forces and Travellers)
- specified KS4 revision classes, across a range of subject areas

****suspended for first half-term, 2020**

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[6] *IA1: Standards, Islwyn High School Exercise Books: WAGOLL*, 2020

10. Differentiation

This can take place in the following ways:

- providing alternative tasks/ scaffolding
- purposeful grouping of students
- assigned roles for individuals (leader, peer, adviser, expert)
- Teaching Assistant support – directed and in consultation with teacher
- varied degree of challenge in teacher questioning and expectation (**ABC questioning**)
- tier of qualification entry
- extension activities/ resources to stretch and challenge all pupils, including MAT
- specific intervention programmes/ support

11. Monitoring and Evaluation – Quality Assurance

(Please read in conjunction with the **school's Middle Leaders' Toolkit, 2018**)

The effective monitoring and evaluation of learning and teaching is the responsibility of **all** teachers, Middle and Senior Leaders.

This is ongoing and driven through **four mechanisms:**

1. Work scrutiny   (Dept. - Line-Management meetings – SLT/HoD/Skills)
2. Learning walks/observations   (Dept. - Line-Management meetings – SLT/HoD/Skills/Peer)
3. Pupil voice   (Dept. - Line-Management meetings – Department Reviews)
4. Line management meetings   (HoD with Line-Manager – Line-Managers to SLT)

In addition, whole-school monitoring and evaluation also takes place through:

- Data-Analysis (including snap-shots)
- Performance Management (including <u>one</u> Learning and Teaching target)
- Department/Team Self-Evaluation (DER/DIP informs SER/SIP)
- Parental Engagement (Parents' Evening questionnaires)
- Pupil Voice (including School Council feedback)

Monitoring and evaluation informs:

- (SDP/SIP) School Development Planning
- (DIP) Department/Team Improvement Planning
- Performance Management targets
- CPD/ INSET
- Intervention programmes/ strategies for individual pupils and/or groups of pupils
- Target Setting for individual pupils (Global Target Grades)

12. Learning and Teaching Monitoring Schedule (please also refer to School Calendar)

Schedule	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson Walks		SLT-led (ESTYN priority)	SLT/Line-Manager (Perf. M.)		SLT-led (L&T priority)	

Work Scrutiny		Y10 and 11	Y7	Y8	Y9	
Standards Reviews	HoDs with Headteacher/ Line-Manager	Line-Management meetings to monitor progress – Schedule in Middle-Leader Toolkit				
In addition: **voluntary**, open-door, peer lesson walks to be scheduled for the summer term						

a) **Lesson Observations/Walks**

- Three per year (e.g. 3x 30 minute lesson walks)
- Non- graded
- Feedback to be delivered within three working days
- See support policy for lessons deemed/described as adequate or unsatisfactory
- Lesson written feedback will follow the standards outlined in school documentation

b) **Work Scrutiny**

- See *Appendix 6* for outline of skills expectations (Literacy, Numeracy and DCF) and *Appendix 3* for overview of marking expectations
- Please read in conjunction with the school's policy on exercise books (and WAGOLL)

c) **Lesson Walks**

- The framework will be outlined in the school's *Self-Evaluation documentation* and according to the *Middle Leaders' Toolkit*

d) **Standards Reviews**
- These take place at the start of the academic year
- HoD, Headteacher and Line-Manager review standards and priorities (DER/DIP to be agreed)
- Please see separate policy documentation for a full outline of this process

13. **Support for Staff Following Lesson Observation Feedback**

(Please refer to the specific school policy of this title, 2018)

- *The appendix contains* the school's informal support programme following lesson observations

14. **Sharing Good and Excellent Practice**

This is crucial to ensure key learning and teaching strategies and focus areas (e.g. skills) are communicated and disseminated school-wide. The school acknowledges the importance of pooling the wealth of staff experience and action research across the school.

Scheduled meetings and CPD INSET will take place across the academic year, focused upon sharing of good practice.

Effective practice may be shared in a number of ways, including:

- voluntary, open-door lesson walks – "*Open Classroom Week*"
- formal/ informal lesson observations (including use of *IRIS Connect*)
- cross-curricular work scrutiny

- *market-place*, "*Bring and Buy*" events - INSET led by teachers, for teachers
- *Learning and Teaching Forum* meetings
- professional dialogue
- Literacy, Numeracy and DCF Leaders' groups
- staff CPD INSET, dedicated to *Learning and Teaching* and outlining/enabling:
  - the *Learning and Teaching* focus for the year
  - agreed strategies/ non-negotiables
  - updates on skills (LNF/DCF), including whole-school resources and audits – led by Head of Digital Literacy, Literacy and Numeracy
  - good and excellent practice models
- speaker-led INSET
- Middle Leader training (e.g. lesson observation standardisation)
- Middle Leader interviews with SLT
- access to training *- ITP, OTP* and *OTAP[7]*
- teacher voice feedback
- professional research and *Learning and Teaching* communities (*e.g. Twitter, HWB*)
- the school's Learning and Teaching Newsletter

15. Learning and Teaching Forum (Middle Leaders) and Whole-Staff Meetings

- *Learning and Teaching* strategy is driven through SLT, Heads of Department and Middle Leaders' Meetings
- *Learning and Teaching* updates are a central component of staff meetings and daily staff briefing

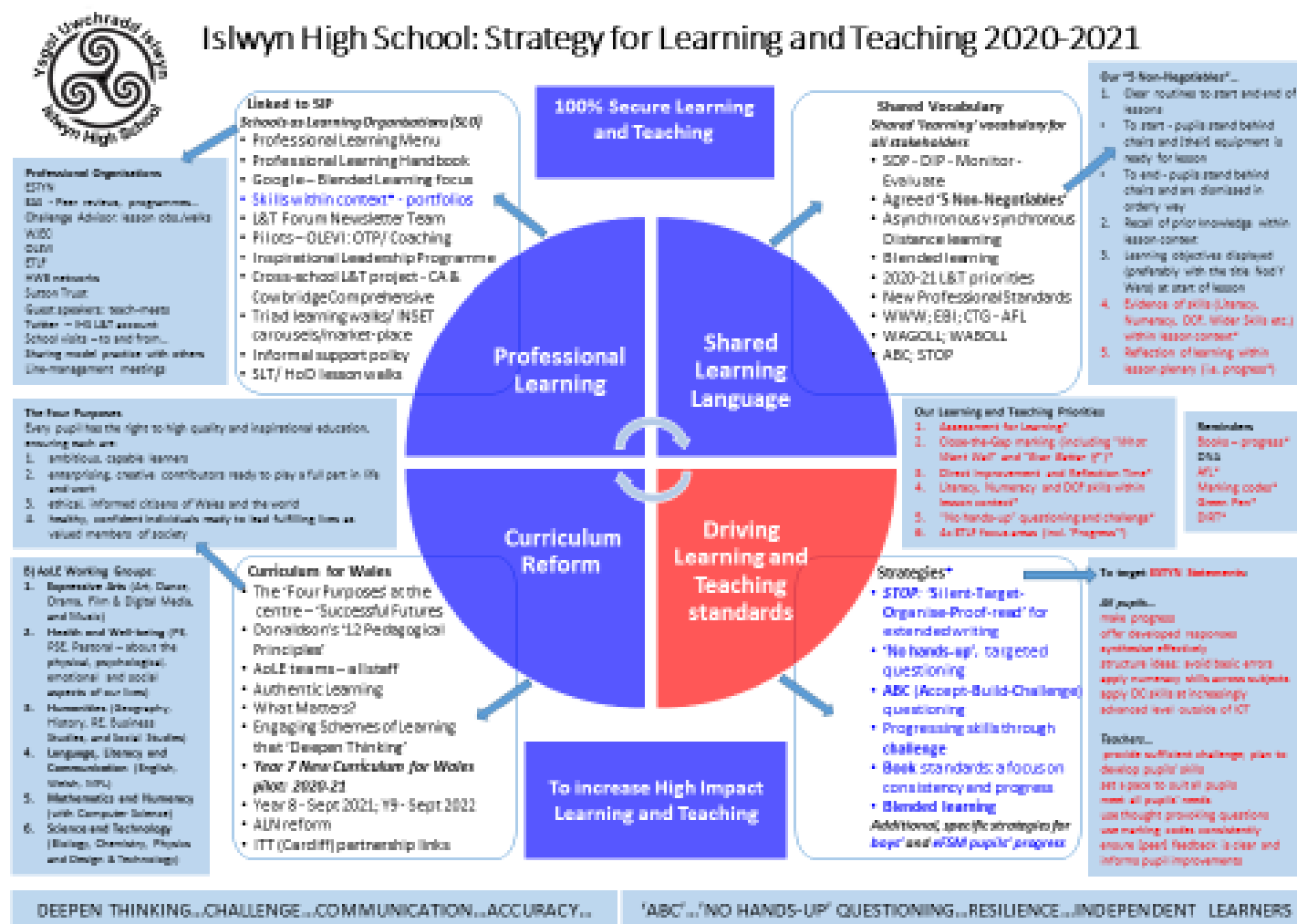## 16. Learning and Teaching Handbook

- This document outlines the *Learning and Teaching* PL opportunities throughout the academic year and relevant sections should be completed by members of staff following attendance at/ delivery of relevant in-house INSET, *Learning and Teaching* meetings and additional CPD events
- All staff will have a copy of this handbook, with sections to infill as the year progresses
- *Learning and Teaching*-related documents and policies are included, alongside key whole-school strategy resources and skills information.

17. Learning and Teaching Newsletter

- Newsletters will be published regularly throughout each term and be available to all staff
- Editions are written 'by the staff, for the staff'
- Updates on recent research, tips for the classroom and examples of good and excellent practice will form the main content

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[7] OTAP - *The Outstanding Teacher Assistant Programme*

Appendix

Islwyn High School: Strategy for Learning and Teaching 2020-2021

DR ICE Summary (from OTP/ITP training)

	What does it stand for?	What does this mean?	Example in practice
D	**DEEPENING THINKING**	Tasks and activities used in lessons should deepen the thinking and learning of all pupils	Sorting/ prioritising cards; problem solving; source squares; *"Think-Pair-Share"*; higher order questioning
R	**ROLE-MODELLING LEARNING**	Lessons should include strategies to role-model techniques and processes, either by the teacher or pupil/s It is not just "What is the correct answer?" but "How did I achieve the correct answer?" that creates the most powerful lesson	Teacher-led exemplification of a task; writing frames; sentence starters; partial solutions; improving someone else's work
I	**IMPACT ON PUPILS' LEARNING**	Including strategies that allow you to check whether the tasks you are choosing for your lesson are having a positive impact on the learning of pupils in your classroom	Listening to the quality of pupils' conversations; improved quality of redrafted work; application of skills in a new context; improved marks/ levels/ grades
C	**CHALLENGE**	Ensuring that techniques and strategies employed in your lesson incorporate a personalised level of challenge appropriate for every pupil	Extension/ challenge tasks that encourage pupils to evaluate and deepen their learning; MAT pupils teaching peers (expert/ envoy activities); using techniques to ensure no pupils are able to "opt-out"; deliberate fail (stretching activities that are likely to end in "failure" but develop pupils' resilience and encourage them to take risks) – *"The Learning Pit"*
E	**ENGAGEMENT**	Ensuring that every pupil is engaged in his/ her learning	Engaging starter activities with no barriers to entry (e.g. lack of equipment); lesson hooks (e.g. film clips, music, engaging images, word challenges on key vocabulary etc.); minimising transition time to avoid loss of focus; effective use of technology; effective feedback strategies that engage the learner

Marking in Books (please also see *IHS Exercise Books: WAGOLL 2020*)

Heads of Literacy, Numeracy and DCF will look for the following in **exercise book content and marking**:

	LNF/DCF content and marking…	What it looks like…	When…
1	**Literacy and Numeracy Marking Codes**	● *Teachers guide pupils' self-correction/improvement* of work (using underlined sections and coded symbols), rather than directly identifying and correcting errors for students ● Teachers use *professional judgement* (based on ability of child/class or the agreed literacy success criteria for a specific task) ● The *full range* of each code is used to challenge and progress pupils' skills	● Regularly and according to teachers' professional judgement ● *To exploit opportunities to develop pupils' literacy and numeracy skills*
2	**WWW EBI** **Teacher written feedback**	● Teacher WWW and EBI comments enable learners to act upon feedback, improve their literacy/numeracy/DCF skills and make progress over time (i.e. *Close the Gap* marking) ● **Teachers' use of questions to prompt pupils' responses/improvement** ● **Pupils are appropriately challenged (i.e. on accuracy of skills)**	● Focused pieces of work with detailed self/peer-assessment marking as agreed by the department (twice a term) ● Extended writing/reading pieces
3	**GREEN Pen and D.I.R.T.**	● Pupils' *use Green Pen* when identifying and improving literacy/numeracy (reacting to teachers' marking code and comments/questions) ● WWW and EBI self and/or peer assessment (in Green Pen) ● **D**irect **I**mprovement and **R**eflection **T**ime is signposted/evident in books	● During designated D.I.R.T. ● Following verbal and / or written feedback from teacher ● As a lesson starter
4	**Planning, Drafting and Editing of work**	● Can be evidenced through *Green Pen* work – students taking responsibility for improving draft work before a best outcome for final assessment ● Following use of literacy/numeracy placemats, toolkits, posters etc. ● Where appropriate, a range of *extended writing tasks/* **styles of writing** in exercise book content (depending upon subjects and Schemes of Work)	● On more extended pieces ● On agreed department tasks / assessments
5	**A range of Numeracy and DCF activities**	● **Numeracy/DCF** tasks which allow pupils to explain their thinking and elaborate on answers (i.e. perhaps show "*workings-out*"…)	● To "exploit opportunities to develop pupils' Numeracy and DCF skills" ● Can be part of agreed department tasks / assessments

Literacy and Numeracy Marking Codes

LITERACY MARKING CODE

Your teacher will use the following code to mark your work. Identify the error and correct it using the correct page from the Writing Toolkit.

Code	Error	Page Number
C	Capital letter	7
PAR	Paragraphing	14-15
P	Punctuation	6
SS	Sentence structure	10-11
H	Homophone	3-4
A	Apostrophe	8-9
SP	Spelling	Write your correction three times under your teacher's correct spelling at the bottom of your work.
W	Wrong word	Check you have used the correct word or term.
T	Tense	Change the tense to make sure it's consistent.

NUMERACY MARKING CODE

Your teacher will use the following code to mark your numeracy work.

| Code	Meaning
N☺	Effective numeracy skills used
NU	Remember your units
NR	Use a ruler
NW	Show your workings
N☹	See your teacher for help

Using the Literacy Marking Code

Pupil uses green pen to reflect on teacher suggestions (D.I.R.T.)

Using the marking code and underlining areas of text, the teacher still places the onus on the pupil to locate where the actual error is and to spend time improving their accuracy and expression

Use of questions to prompt the pupil's reflection on work, in this case, whether the use of a contraction affects the formality of tone
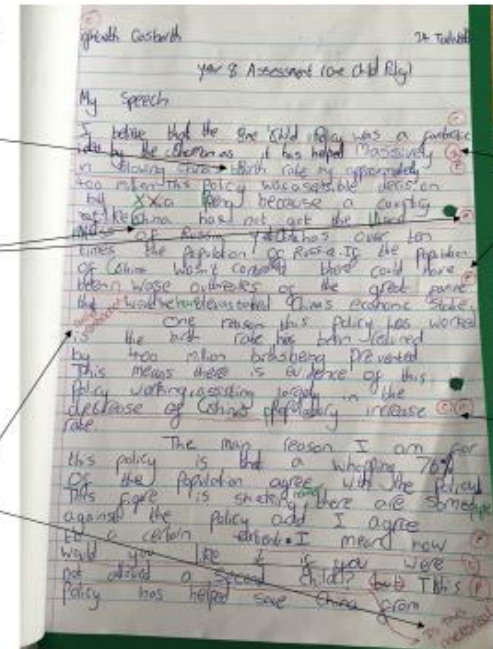
Code used to outline where capital letters, punctuation of sentence and spelling have been used inaccurately

Code used for punctuation inaccuracy (apostrophe)

D.I.R.T.
Direct
Improvement and
Reflection
Time

ESTYN Context

- The following is taken from a recent ESTYN Inspection Report (2017). It puts clear emphasis on all schools to help pupils progress their own literacy skills through a proactive and independent approach to improving their own learning.

"There is a minority of pupils whose writing lacks sufficient control and structure. They continue to make too many basic errors in their writing and do not take enough responsibility for improving the content and accuracy of that writing before they hand it to the teacher.

[Pupils] benefit from written comments that are diagnostic and let them know what to do to improve. In these cases, teachers also routinely pose helpful questions to which many pupils respond positively. However, in many cases written feedback is too superficial and is not effective in helping pupils to improve their work."

Outline of Good Practice in Skills

Please read in conjunction with the school's EGAU grids for each of Literacy, Numeracy and DCF, as published for Heads of Department in November 2017 and as included in the *Learning and Teaching Handbook 2018-19.*

The information following is taken from Islwyn High School's EGAU Grids for **Literacy, Numeracy and DCF** standards across the school (p.2-3), particularly sections relating to provision.

LITERACY - Good looks like:	NUMERACY - Good looks like:	DCF - Good looks like:
Teaching has/shares/demonstrates…	*Teaching has/shares/demonstrates…*	*Teaching has/shares/demonstrates…*
● **high** use of language ● **appropriate** opportunities for discussion ● **regular** probing through open-ended questions ● [expects] **good** verbal responses from pupils ● **purposeful** incorporation of reading strategies (SOUND) ● comprehension and information retrieval skills **applied effectively** to different, relevant contexts ● provides **outstanding** opportunities for higher order reading skills ● *[is]* **highly effective** in developing pupils' writing skills ● **good standard** support in pupils' planning, drafting and editing skills ● *[is]* **highly effective** in teaching spelling skills (SOUND) ● **strong** support to organise writing into paragraphs (The Writing Toolkit)	● **high** expectations of learners, with good pace ● **appropriate** challenge in num. tasks ● **regular** oral/mental work to improve computation/recall of number facts ● *[expects]* **good** standards of accuracy/precision ● **purposeful** use of mathematical terminology ● concepts/skills **applied effectively** to different, relevant contexts ● mathematical information to improve reasoning/problem-solving ● pupils **talking well** about patterns, interpreting and drawing conclusions from data ● [asks] pupils to explain their thinking and elaborate on answers, making learning connections ● [encourages] **effective** paired and group work ● **purposeful** use of ICT to support numeracy skills' development ● **purposeful** self/peer assessment	● **high** expectations of learners, with good pace ● **appropriate** **challenge** in digital tasks ● **regular** communicating/presentation/developing/internet safety ● *[expects]* **good** standards of accuracy/precision ● **purposeful** use of digital competence terminology ● concepts/skills **applied effectively** to different, relevant contexts ● digital competence information to improve reasoning/problem-solving ● *[requires]* pupils to explain their thinking and elaborate on answers, making learning connections ● [encourages] **effective** paired and group work ● **purposeful** self/peer assessment

• **skilfully** challenges pupils to write for different audiences and purposes **(Marking Code, Placemats, Green Pen and The Writing Toolkit)** • provides **beneficial** feedback to help pupils improve their work		
Good looks like:	**Good looks like:**	**Good looks like:**
*Staff/Departments **will be consistent and effective** in…* • embedding literacy into learning experiences • linking Schemes of Work to the development of literacy skills • in reinforcing skills taught in English **(The Writing Toolkit)** • adapting work for those below or above expected literacy levels • developing thinking, planning, creative and problem-solving skills • exploiting opportunities to develop pupils' literacy skills • **supporting the school's literacy strategy (i.e. bespoke resources/strategies of placemats/ toolkits/ poster…)** • **ensuring learners** are **aware of learning objectives** for progress in relation to literacy skills	*Staff/Departments **will be consistent and effective** in…* • embedding numeracy into learning experiences • linking Schemes of Work to the development of numeracy skills • in reinforcing skills taught in Mathematics **(toolkit use)** • adapting work for those below or above expected numeracy levels • developing thinking, planning, creative and problem-solving skills • exploiting opportunities to develop pupils' numeracy skills • **supporting the school's numeracy strategy (i.e. bespoke resources/strategies of placemats/ toolkits/ poster…)** • **ensuring learners** are **aware of learning objectives** for progress in relation to numeracy skills	*Staff/Departments **will be consistent and effective** in…* • embedding digital competence into learning experiences • linking Schemes of Work to the development of digital competence skills • developing thinking, planning, creative and problem-solving skills • exploiting opportunities to develop pupils' communicating/presentation/developing/internet safety • **supporting the school's digital competence strategy** • **ensuring learners** are **aware of learning objectives** for progress in relation to digital competence skills

Informal Support Following Lesson Observation Feedback

Please refer back to the school's policy.