



### Outstanding teaching and learning at Whiteshill is good teaching every day.

#### Teachers:

- Engage children throughout through clear expectation, behaviour management and the encouragement of positive learning attitudes.
- Know the learning thread, both within the lesson and as part of the larger learning journey, and communicate this clearly to the children so they know what they are learning and understand what they need to do to be successful.
- Have strong subject knowledge.
- Have high expectations and ambition for **all** children in the class, offering challenge to ensure no child has a glass ceiling applied to their learning.
- Model learning with high expectations, addressing misconceptions and clearly demonstrating the success criteria and year group expectations.
- Explain clearly using a range of concrete, pictorial and abstract methods over time.
- Give children opportunity to practise and master skills until they can't get it wrong and then move them on to ensure progress.
- Ask a range of questions to scaffold learning, both verbal and written.
- Improve and adapt their teaching through a cycle of self-reflection with support from leaders.
- Pitch work well to meet children's needs and in line with year group expectations.
- Ensure time in lessons is used effectively from the start so little learning time is lost.
- Are supported by an informed TA with a clear role in each lesson.
- Encourage independence, ensuring children have the tools they need to succeed on their own or as part of a group.
- Encourage resilience through celebrating mistakes, encouraging contributions from all and ensuring all children feel safe and happy.
- Have an ethos of high expectation for behaviour and respect for all, any poor behaviour is dealt with quickly so it doesn't have a negative impact on learning

#### Learners:

- Are independent because they know what they need to do to succeed and have all the tools they need before they start.
- Make choices about their learning e.g. how to approach a problem, how to present their learning, what equipment to use.
- Are involved in their own and their peers' feedback and marking, making improvements and setting targets for next time.
- Have positive learning attitudes which mean they are always engaged in their learning.
- Are resilient because they are used to challenge and they understand that making mistakes is integral to learning.
- Can learn well on their own and alongside others.
- Have high expectations of their own presentation and standard of English at all times.
- Use talk to share ideas, reason through concepts and learn from each other.
- Make good progress over time.
- Feel respected and safe so that they are willing to take risks, ask questions and try new things.

### **Feedback and marking:**

- Is always completed either during the lesson or before the next piece of learning so that it constantly informs planning
- Is both verbal and written
- Is given by all members of staff in the classroom but can also be completed by the children and their peers.
- Always has an impact on learning through children improving and editing what they have already done, correcting a mistake, learning something new or making progress in the next piece of work.
- Is given in some form to **all** children **every** time they learn.
- Is noted in books for children to remember or respond to and for monitoring purposes (see feedback and marking policy).
- Is an integral and planned part of the teaching cycle.
- Should always be linked to the learning objective, success criteria or year group expectations.

### **Books:**

- Show challenge and support through a differing diet for each child.
- Are neat and well cared for by the children
- Are working documents which show mistakes, editing and improvement
- Show a clear learning journey so that the objective and success criteria can be identified.
- Include regular opportunities for extended writing (each half term child-initiated pieces in EYFS, 3 or 4 pieces for years 1 – 4 and at least 5 pieces for years 5-6)
- Demonstrate clear progress over time for each child
- Demonstrate response to and the impact of feedback and marking
- Show high expectations for standards of English in all subjects especially handwriting and spelling.

### **Planning:**

- Is a personal choice – there is no school format.
- Is always based on previous learning and changes in response to the children's learning.
- Has a clear learning thread which includes learning objectives and success criteria.
- Offers high expectations, challenge and support for all - ensuring a differing diet for each child.
- Starts from the maths and English learning journeys (see maths and English policies) or the new curriculum long term plans
- Includes opportunities for feedback and marking which leads to improvement and progress.
- Is communicated to the TAs and ensures they are impacting on children's learning and progress.
- Helps the teacher pre-prepare questions and address possible misconceptions.
- Is always linked to the working walls for English and maths.

### **The learning environment:**

- Includes an English and maths working wall (see English and maths policies)
- Is neat, spacious and well looked after by the staff and children
- Encourages positive learning attitudes
- Demonstrates pride in the children and their learning.
- Resources are easily accessible by children to encourage independence, in line with expectations and well organised.