

Riverside Primary School

Where everyone matters and every day counts



Teaching for Learning Policy

Agreed September 2023

Review September 2026

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Introduction

At Riverside Primary School, we want our pupils to have big ambitions and high expectations of themselves. Therefore, our curriculum and its delivery has been designed to ensure that all of our pupils are given the opportunities to excel regardless of their starting points or background.

Our school values underpin all our work with our children and they are: STAR

- Strive: For our children to believe that through hard work and determination they can achieve the goals that they set themselves to become the best they can.
- Tolerance: To ensure our children are respectful to others and treat everybody equally. We will offer experiences for our children which encourage them to be considerate, thoughtful and that will make them aware of and celebrate the diverse society we live in.
- Achieve: For all of our children to make good progress from their starting points both personally and academically. We will provide experiences which broaden our children's horizons and show our children the wide range of possibilities available for their future
- Resilience: For our children to be able to work through challenges with a positive mindset; to think creatively and to problem-solve

Metacognition

At Riverside, our approach to teaching and learning is underpinned by our shared understanding of how children learn and view themselves as learners. We believe that a shared understanding of metacognition is essential to effective curriculum delivery thus have agreed the following definition: metacognition is about the ways learners monitor and purposefully direct their learning.¹ With this in mind, we have developed this policy to promote metacognitive strategies, by which we mean the strategies children will use to monitor and control their cognition thus creating engaged, motivated and self-regulated learners.

This approach further compliments the Riverside curriculum where the emphasis is on linking learning thematically, giving context and authenticity to the children's learning, allowing children to focus on gaining mastery thus freeing up the cognitive load before moving onto new content.

Definition of Learning

As a school we have determined that our definition of learning is a change to the long-term memory. This means that the way we craft our lessons and progressively introduce knowledge involves repetitive teaching and revisiting of the key concepts. For learning to stick in the long-term memory we teach knowledge in meaningful contexts and in a connected way. The children are given many opportunities to practise, embed and retrieve the knowledge so that it moves and sticks in their long-term memory.

¹ EEF

Teachers' Standards

In their delivery of high quality teaching for learning, teachers demonstrate the Teachers' Standards at all times as a minimum requirement for practice and conduct (Appendix A) The teaching for learning policy seeks to add further 'flesh to the bones' about the different areas of teaching for learning and reiterate some elements which are bespoke to our school and its context

Other Policies

This policy should be read in conjunction with our [Curriculum Statement](#), [subject policies](#) (which can be located on our website), [Equality Scheme](#), [SEND Policy](#) and [Behaviour Policy](#).

Parents and the wider community

We value parents and carers as partners in their children's education. We aim to communicate clearly, listen carefully and consult regularly with all parents.

We aim to foster positive relationships within the community for the benefit of all.

From time to time, we will consult parents and caregivers about our teaching for learning policy and use their feedback to further enhance our provision.

We may invite parents, carers and members of the wider community to support in our delivery of our curriculum and enhance our enrichment programme.

Equal Opportunities:

Every child is entitled to a full and varied curriculum irrespective of their gender, race or culture, age or disability. This is achieved through planning and provision to ensure curriculum continuity and progression both within and across year groups and individual classes. Planning also ensures that all children, including those with disabilities, are able to take part in day to day activities. [Please also see the school's Equality Scheme].

Children with SEND

SEND means children who have a special education need or disability, meaning that the curriculum and teaching strategies may need adaptation to meet the needs of the learner. Teachers, HLTAs and LSAs are aware if they have a child with SEND in their class and consider the needs of SEND learners in their planning and teaching.

Children with English as an Additional Language

EAL means English as an Additional Language - when a pupil speaks a home language other than English.

Teachers are aware if they have an EAL child in their class and consider the needs of bilingual learners in their planning and teaching.

Essentials for effective teaching and learning

At Riverside Primary School, we have several essentials which underpin our approach to teaching and learning and must be utilised in all lessons.

Use of written and spoken Standard English	<ul style="list-style-type: none"> All adults in school act as models for spoken and written Standard English.
Planning	<ul style="list-style-type: none"> All lessons are planned on the correct planning format Lessons are planned from the long and medium term curriculum maps and follow a progressive sequence, carefully building knowledge and skills towards an end point.
Differentiation	<ul style="list-style-type: none"> Work is clearly differentiated and well matched to meet the needs of learners All lessons/subjects are differentiated at least three ways Differentiation may look different dependent upon the needs of the learner and content of the lesson
Modelling	<ul style="list-style-type: none"> High quality modelling and clear explanations are an essential component of teaching and expected in all lessons
Learning Objectives and Success Criteria/Steps for Success	<ul style="list-style-type: none"> Lessons are highly focussed with sharp child-friendly objectives which take into account pupils' starting points Success criteria/steps for success are clearly planned before each lesson and shared with learners as part of the lesson. Learning objectives and success criteria/steps for success are revisited with the children at key points in the lesson so that children can assess their progress against them.
Role of Additional Adults	<ul style="list-style-type: none"> Planning is shared with additional adults in good time prior to the lesson Additional adults familiarise themselves with the resources and learning objectives, taking into careful consideration their role in ensuring learners make good progress Additional adults spend the very large majority of their time actively and directly supporting children. Where this is not the case, they are making contributions to the indirect support of children's learning and achievement
Improving standards in basic skills	<ul style="list-style-type: none"> Opportunities are planned to maximise opportunities for basic skills to be applied across the curriculum in reading, writing and mathematics. Teachers support children in accurately spelling the common exception words and spelling strategies relevant

	to their age and stage from the statutory programme of study.
Vocabulary	<ul style="list-style-type: none"> Teachers will plan for and maximise opportunities for the use of key vocabulary and subject-specific vocabulary in all lessons.
All work is marked	<ul style="list-style-type: none"> All work is marked in line with the effective feedback policy and given back to the child for reflection prior to the next session in the learning sequence. The outcomes of marking is used to inform future planning for both groups of and individual children.
Learners achievement is assessed	<ul style="list-style-type: none"> Assessment is used to improve learning opportunities for pupils. Teachers complete half-termly and termly assessments with children in line with the assessment schedule; the outcomes of these are used to inform future planning. Teachers review individual pupil targets for Maths and English at least half-termly.
Learning Environment	<ul style="list-style-type: none"> Teachers are responsible for a positive learning environment, including the maintenance of effective working walls which relate directly to children's learning and may impact positively on their progress. Where appropriate, use is made of the wider school site, its facilities and/or IT equipment to deepen learning and motivate student

Features of high quality teaching:

Our teaching draws upon agreed metacognitive strategies which enable our children to learn more and remember more. There are a range of strategies which we may use to support in our delivery which we select based upon the needs of our learners, their relative starting points and the focus of the learning.

The following sections of the policy provide further depth and explanation of the expectations around the different areas of effective teaching for learning at Riverside Primary School.

Planning

- Teachers are responsible for planning thoroughly, ensuring they have secure subject knowledge which will enable them to teach confidently and at good pace.
- Teachers understand how each lesson contributes to the overall sequence of lessons, ensuring that short term planning builds sequentially, developing an effective schema upon which children develop their knowledge and skills.
- Lessons are planned with a clear, child friendly objective and success criteria/steps to success/outcomes that are shared with pupils.
- Plans should contain brief notes on key questions, teaching points and activities. They remain primarily for the teacher to use to support delivery but should also be clear to any other practitioners such as supply teachers.

- Plans will identify key vocabulary, relevant resources.
- For some subjects, there are specific requirements for what should be included in the plan and subsequently taught in the lesson. Teachers should be familiar with bespoke practice and consult the subject leader and relevant policies where necessary to ensure that requirements are fulfilled.
- There will be clear reference to the needs of groups and individuals and/or groups.
- Children with special educational needs are appropriately planned for.
- Children with ECHPs must be identified on planning with an appropriate level of differentiation in order to meet their bespoke needs.
- Teachers will review plans after each lesson to inform future planning/lesson delivery.
- Teachers are responsible for sharing planning with any other additional adults in good time prior to the lesson so that they understand how to appropriately support the learning in the lesson
- Additional adults are indicated on the plan so that they know what is expected from them and who they are supporting at all points in the lesson.
- Learning support assistants should ensure that they have engaged with the planning in good time prior to the start of the lesson so that they understand how they will support the learning of the children.

The Learning Environment

- Teachers are responsible for ensuring a tidy, purposeful and clearly resourced learning environment for their children. See Appendix A.
- English and Mathematics working walls are kept up to date and are updated in line with school expectations. See Appendix B
- Equipment for mathematics is clearly labelled and accessible to learners. Further equipment can be borrowed from the Maths cupboard in the UKS2 cupboard.
- A visual timetable is on display and regularly referred to.
- Each class has a clear Exciting Writing Display which is regularly updated in line with the English policy.
- Each class has a clear spelling display (KS2) or Floppy's Phonics Display (KS1) in line with the English/Phonics policy.
- Each class has a behaviour chart in line with the behaviour policy. In KS1, this is the sun, cloud and rain cloud. In KS2 this is the traffic light system.
- The code of conduct is on display in each classroom.
- Each classroom has a display to support emotional regulation. In Key Stage 1, this will relate to the Colour Monsters; in key stage two, this will be based on Zones of Regulation.
- Each classroom is kept tidy:
 - Trays are clearly labelled so that children can access resources with ease.
 - Desktop resources are appropriate to the age and stage of the children and are kept tidy and in good order. Children with SEN and ECHPs may have appropriately differentiated desktop resources to support their learning.
 - Reading areas are comfortable, promote a love of reading and are kept tidy.
 - In KS2 books are labelled and organised according to the Accelerated Reader Scheme.

Differentiation

Teachers are responsible for ensuring work is clearly and appropriately differentiated to meet the needs of learners, enabling them to make good or better progress. Teachers use up to date assessment information in their planning to meet individual and group needs.

Children who may require targeted support to either support or challenge their learning are identified either prior to or during the lesson using effective assessment for learning strategies and are guided by either the teacher or LSA at key points during the lesson. Other children may work independently during this time.

Differentiation is clearly indicated on planning. So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- Pace;
- Questioning
- content;
- task;
- relevance;
- resources;
- extension;
- autonomy;
- outcome;
- teacher/adult support.

Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage with and improve their learning. Therefore, at Riverside Primary School, we promote child independence, allowing children to select their challenge of choice, using assessment strategies, including self-assessment to support children in selecting the correct level of work for their level in each lesson. Children are encouraged to take ownership of their learning and can move between levels of differentiation fluidly during lessons to ensure that the work is always acutely tuned to meet their needs.

During the lesson, the role of the learning assistant should be maximised to ensure that they are working alongside identified pupils.

Learning support assistants remain active participants in the lesson and may support the teacher in the wider range of delivery, including team delivery, split starters, working with individuals/small groups to ensure that the wide range of learning needs are appropriately catered for.

In LKS2, children are set for Maths. In UKS2 children are set for Maths and English. These sets remain flexible so that children can move according to their attainment. The work is further differentiated within these sets to meet the needs of learners.

Planning reflects the needs of children with SEND or EAL and work is set to support their learning.

Differentiated tasks will be detailed in weekly planning. Learning objectives will be specified for all differentiated teaching and reference will be made in weekly plans to individual Learning Plans where appropriate.

Lesson Delivery

- Teachers refer back to previous learning, checking what pupils know already and connecting what they are teaching to prior learning.
- During the lesson teachers refer back to the objective and the success criteria to ensure pupils can see how they are doing.
- Paired peer discussion is an important technique that ensures pupils practise using key language, reinforce key ideas and share their thinking.
- Teachers have excellent subject knowledge meaning that they are flexible and able to reshape a lesson in the light of unforeseen circumstances
- Lessons are often chunked down, so that momentum is not lost and concentration is maximised. Mini-plenaries and revisited objectives are planned into this sort of structure.
- Activities are carefully designed to meet the needs of the learners in achieving the learning objectives
- Basic skills (such as spellings and handwriting) which are relevant to the age and stage of the learner are embedded and consistently reinforced during all lessons where appropriate.
- There are clear expectations regarding behaviour for learning which is rewarded using the school's behaviour systems and exemplified by the adults.
- There are clear expectations for presentation of work: dating, titling of work, appropriate underlining, calculation etc. See Appendix D
- Many opportunities are provided for speaking and listening activities which include but are not exclusive to: Conscience Alley, Freeze-Frame, Hot-Seating, Mantle of the expert, Teacher in Role, Tell me what you see, Thought tracking
- Regular homework is planned for and followed up, contributing to lessons and providing underpinning consolidation of basic skills in line with the Homework Policy.
- Lesson presentation will vary as teachers will use a range of methods and range of resources to meet the needs of the learners in delivery of content. However lessons are presented, routines established so that pupils know what is expected and respond positively.

Deepening Learning

- Through careful observation, questioning and prior assessments, teachers will understand if learners are at a basic, advancing or deep understanding regarding the knowledge and skills in the lesson and adapt their teaching approach accordingly.
- Where children are at a basic understanding, the tasks will involve children naming, describing, following instructions or methods and recalling knowledge and skills.

- Where children are at an advancing level of understanding, the lesson will involve children applying skills to solve problems, explain their methods and interpret information.
- Where children are at a deep level of understanding, the lesson will involve children solving non-routine problems, appraising, investigating and evaluating.
- High quality examples will be used and discussed to encourage high standards throughout all levels. Visualisers are an excellent teaching resource for this.
- Tasks will be challenging at all levels but broken down into small achievable steps, based on students' prior attainment. Time limits are set for tasks within which work should be completed.
- Teachers will model mistakes at all levels – poor examples, as well as good ones as a way of clarifying expectations and learning.
- At all times teachers will try to develop a culture of success within which pupils feel secure and can take risks.

Modelling

Teacher's explicitly model a new concept or approach, drawing upon a range of strategies that are closely matched to the learning objectives/key learning of the lesson. These in turn are closely linked to the learning needs of the pupils in the class. Models are carefully planned with common misconceptions identified prior to the lesson to enable teachers to effectively address them. We follow the premise of 'I do', 'We do,' 'You do' to guide pupil practice, obtain a high success rate and then allow pupils to apply independently. Throughout the process, teachers provide clear explanations of the task in hand with concise subject related vocabulary. Clear links are made to the success criteria throughout each stage.

Scaffolds are provided, appropriately differentiated where needed, to meet the needs of the learners. Pupils who are able to demonstrate an advancing or deeper understanding will require less scaffolding; in contrast pupils who demonstrate a basic understanding will be provided with a greater scaffold to support their learning.

- I do - Teachers show what a high quality piece of work looks like and use the thinking out loud approach to support students' cognition. They build a trusting climate and celebrate risk taking. Teachers provide children with a high quality example to work towards and an understanding of how to achieve it.
- We do - teachers and pupils complete the exercise together. The teacher constantly assesses the children's understanding through targeted questioning, and uses this as an opportunity to address common misconceptions.
- You do - pupils apply the learning independently. The teacher constantly assesses the children's understanding and uses this as an opportunity to address common misconceptions.

Questioning techniques

- Questions are often open-ended allowing teachers to assess what pupils really know and requiring pupils to explain their thinking (why? how? etc.), contributing to their language development. In a good lesson there is a balance of open and closed questions.
- Children should be encouraged to answer in full sentences as often as possible and Standard English will be promoted.
- Questions will often allow processing time so that pupils are not rushed into poor responses and have time to construct appropriate answers.
- Teachers will use a growth mindset approach to ensure that all learners are enabled to answer them. This may include targeted questions at individuals using techniques like “Lolly Sticks” and “No hands up” or similar to ensure a few children do not dominate lessons and the teacher is able to draw out and assess a real range of pupils. Teachers may also use systems like talking partners which allow children to confer in groups before answering through a nominated pupil. This promotes co-operative working.
- Teachers will often provide further prompts after pupils answer questions to elicit extended answers and deepen their thinking.

Plenary Sessions/Mini Plenaries

- Each lesson will include a plenary which may come at the end of the lesson or at key points during the lesson. A plenary session may
 - Provide in the moment intervention, drawing upon a range of skills including teacher modelling
 - return to the lesson objectives, success criteria and targets
 - recap the key learning and evaluate understanding
 - Provide the children with the opportunity to evaluate their progress
 - help the teacher and pupils assess the extent of the learning
 - prepare the pupils for the next step in the lesson or next lesson and extend thinking further.
- Effective questioning will probe and extend pupils’ thinking. The plenary is not low level reiteration. Teachers plan key questions that will cement learning, aid assessment, and provide enrichment.
- Varied techniques are used in plenaries to promote engagement.

Assessment for Learning

- Teachers share learning objectives in language children can understand.
- Tasks such as “starting points” in mathematics are used as in the moment assessments to adapt the lesson according to the needs of the pupils
- Success Criteria/steps to success/outcomes that clearly relate to the learning objectives and help children to understand when they have been successful in their learning will be shared and evident to the children and returned to throughout the lesson.
- Pupils will be involved in both peer and self assessment using success criteria as foci.
- Oral and written feedback is given which helps pupils see the next steps in their learning and how to take them. See marking policy. Feedback and marking are

integral to teaching and learning. Work is marked regularly and feedback is given in terms of whether learning objectives have been met and how work might be improved. Pupils are given regular opportunities to respond to feedback.

- Pupils are regularly encouraged to explain their thinking.
- Time is given over to reflection about what has been learned and what may not be understood.

Assessment of Learning

- Effective feedback and accurate assessments allow teachers to plan for future learning opportunities.
- Teachers are responsible for ensuring that all work is reviewed in line with the effective feedback policy.
- Teachers are responsible for ensuring that assessments are completed and recorded on school systems in line with our assessment timetable.
- Learning support assistants are responsible for supporting assessment, including assistant with written feedback in accordance with the Effective Feedback Policy.
- Learning support assistants feedback to the class teacher about the progress and achievement of pupils who they have supported in each lesson.
- Teachers set individual targets for children in English and Mathematics, relevant to the programme of study being followed; in English targets are linked to the children's previous work completed. In mathematics, they are set in response to the children's classwork and end of unit/term assessments. These are kept in the children's books and reviewed regularly, using evidence from pupil's independent work, to see if they have been met.
- Both formative and summative assessment procedures are used. Peer assessment and self assessment strategies are also used. [See Assessment Policy]
- Teachers assess informally within lessons, through marking of pupils' work and dialogue with pupils. All work is marked according to the school Marking Policy.
- Outcomes of termly, half-termly and summative assessments are recorded and tracked so that children's progress can be regularly reviewed. These subsequently feed into future support for pupils.
- In younger age groups observation and note taking is a vital assessment method. Assessment should not always be in written form. For example, photographs are a useful way of recording the milestones in young children's learning and recorded in Tapestry.

Resources including ICT:

- Resources are planned for before each lesson and are ready to be used to maximise learning.
- Resources support the effective delivery of the learning objectives and are carefully chosen for and matched to the pupils' needs.
- Resources to support learners with SEND are carefully selected, prepared and provided; no learning time is lost for these learners due to lack of resources.
- The school is well resourced, including an ICT suite, laptop banks, iPads, a swimming pool, extensive grounds, two libraries and a music room. Children are encouraged to

respect and look after resources. Subject leaders take responsibility for ordering and maintaining suitable resources for each subject.

- Adults use ICT to support learning and teaching. The school has a designated ICT suite, and each class has a lesson in the suite once a week. iPads and laptop banks are available to support classroom learning and to support children with SEN through the use of specific programs. ICT is used appropriately to support learning in other subjects, for example by using the visualisers to demonstrate children's work.
- It is expected that teachers will utilise the wide-range of facilities the school has to offer on a regular basis in order to enhance the learning experience of the children and enable good or better progress.

Additional Information

The role of Phase Leaders and Subject Leaders

Subject Leaders are responsible for supporting teachers in the effective planning, teaching and assessment of their subjects as part of their subject leadership role. They are responsible for the overarching curriculum and progression of their subject throughout the school.

Phase Leaders are responsible for supporting teachers in their teams in planning high quality lessons.

The role of Learning Support Staff

- Support staff are an integral part of the Riverside team. They contribute to both the planning and assessment of children's progress, as well as the support of children in groups and as individuals.
- Class LSAs work with individuals and groups in lessons and towards SEND targets.
- Agreed programme of interventions are taught by appropriately trained adults which are reviewed termly.
- While some children are withdrawn from lessons in order to provide specialised teaching and specific interventions, most pupils who need support are supported within the classroom.
- Different subjects may have a bespoke approach to supporting learners and these adaptations can be located in the subject policy. Teachers and LSAs should take responsibility to fully understand how each subject should be adapted to meet the needs of all learners, plan and deliver this appropriately. They should consult the subject policies and/or subject leader for support where needed.

Home-School Links

- Every effort is made to keep parents/carers informed about their child's learning. Curriculum information is sent home regularly so that families are aware of the theme and subject areas their children will be covering.
- Pupil progress is discussed with Parent/Carers during the October and February Parent/Carer-Teacher meetings when they meet the teacher to discuss their child's progress.

- During the Summer term, parents/carers are offered an opportunity to discuss their child's annual report.

Celebrating and modelling success:

- Children's work is shared within lessons. The focus on intrinsic reward motivates children further to succeed and understand the value of their endeavours.
- Children can be awarded Team Points for their efforts in lessons which go towards a weekly total for their school team.
- Children can strive to be awarded the STAR of the week for demonstrating the STAR values in their work and lessons.
- School employees are also encouraged to celebrate their successes, and may be awarded certificates etc. during assemblies. Achievements outside school are also recognised in the Friday 'Celebration Assembly'.

Monitoring and Evaluation of this policy:

- This policy will be reviewed at least every three years. The effective implementation of this policy will be reviewed through regular learning walks, book looks and pupil perceptions by the senior leadership team.

**PREAMBLE**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix B - Classroom Environment Checklist

RPS Classroom Environment Checks													
Date:					Carried out by:								
Class	Eng WW	Read Area	Exc Writ	Sp or Ph o	Ma ths WW	Ma ths eq uip	Beha viour Chart	TP Chart	Co de of Co nd	Zo ne s of reg	Tid y?	Commen ts	Actions
Zebra													
Leopa rd													
Lion													
Bear													
Otter													
Red Building- Hall/Corridors/Communal areas:													
Health and Safety:													
RPS Classroom Environment Checks													
Date:					Carried out by:								
Class	Eng WW	Read Area	Exc Writ	Sp or Ph o	Ma ths WW	Ma ths eq uip	Beha viour Chart	TP Chart	Co de of Co nd	Zo ne s of reg	Tid y?	Commen ts	Actions
Giraff e													
Tiger													
Panda													
Monk ey													
Kanga roo													
Koala													
Blue Building- Hall/Corridors/Communal areas:													
Health and Safety:													

Appendix C - Working Wall Checklist (Maths / English)

Maths Working Wall

All classrooms, including EYFS have a designated area for mathematics equipment and resources, this also includes a Working Wall.

Working walls

- Working walls are to support pupils' learning and understanding in Maths
- Children are more likely to use and remember the working wall if they have been involved in generating some of the materials in the lessons (either as a whole class, group or individual)
- Working walls will be linked to planning, assessment, the teaching focus, targets etc. so will continuously evolve
- Working walls may not be neat / tidy / exact / pristine, as long as they are clear to the children and can be used
- Material on the working wall can be taken off the wall to be used in the lesson

An effective Maths Working Wall should:

- Show progression over time, being added to by both teacher and children.
- Link current work to previous skills taught to embed learning
- Identify and support particular learning needs of the class
- Include teacher and children's examples of 'What a good one looks like'
- Display Steps to Success, written with the children
- Be used for self and peer evaluation
- Show methods and steps visually

Maths Working Walls should include:

- Key Vocabulary
- Models and images
- Examples of children being successful.
- Steps to Success
- A successful example of what it would look like.
- Challenge
- Area to develop

English Working Wall Headings

- Text Type
- Alan Peat Sentences
- Success Criteria
- Example texts (annotated by the children)
- Modelled examples
- Spellings (display the weekly spellings and the pattern/rule)

Vocabulary Wall

This will be a display which grows throughout the year. Each reading and writing unit you complete, you and the children will add the relevant vocabulary (including the definitions).