

Viking Academy Trust



RAPS Teaching Guidance

Ramsgate Arts Primary School

The RAPS Teaching Guidance has been written
after consultation with staff.

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Signed:

Chair of the Trust

Teaching Guidance

The Viking Academy Trust

Empowering Children Through Education: One Childhood One Chance

Schools in the Viking Academy Trust (VAT)

Chilton Primary School

Ramsgate Arts Primary School

Upton Junior School

This '**Teaching Guidance**' is specific to Ramsgate Arts Primary School.

What is the purpose of this guidance?

This guidance is for the teaching staff of Ramsgate Arts Primary School. The aims of this guidance is to provide clarity about ethos, approaches and strategies practised at RAPS.

What is teaching?

By asking ourselves what teaching is we can begin to define what effective teaching looks like. In its simplest terms, teaching is defined as-

Imparting knowledge or skill in; giving instruction

Focusing on this simple definition as a key driver allows us to ensure that all we do contributes to this core intention.

Of course, to simplify teaching to only this key aim would be reductive. The art of teaching requires more than just imparting knowledge and highly effective teaching is complex.

At Ramsgate Arts Primary School, we know that effective teaching is not defined by one style, scripted approaches or a series of steps. We value our teachers as individuals and appreciate their teaching personalities.

Having said this, we know that there are methods and approaches in teaching that have proven to work well. Through this guidance, we will explore some key features to achieve our overall aim in teaching: to impart knowledge and skill.

What about learning?

Teaching and learning often come hand in hand. However, learning is the outcome of effective teaching. This guidance provides examples of strategies which we believe to be highly effective. To read about learning at RAPS, please refer to our Learning at Ramsgate Arts Primary School guidance.

Who is this guidance for?

This guidance has multiple audiences. Teaching staff at Ramsgate Arts Primary should apply this guidance to their practice, using it to contribute towards their teaching toolkit. Teaching assistants and support staff should be familiar with the guidance, using this when leading groups of pupils or supporting key individuals. Senior leaders and governors should understand, use and evaluate this guidance to review, monitor and improve the teaching at Ramsgate Arts Primary School. Parents and carers can explore this guidance to develop an understanding of what teaching looks like for their child or children. Other bodies might be interested in using this guidance to develop their own teaching policies at their own settings. As a sharing school, we welcome other schools explore our content and simply ask that any content which is used or inspired by this is kindly accredited.

How was this guidance created?

This guidance has been formed by the Teaching and Learning lead at Ramsgate Arts Primary School with the contributions of the teachers and the Head of School. As teachers are the people who are responsible for the teaching in their classrooms, we have included our teacher's contributions by asking our team what they believe effective teaching to include. At the time of production of this guidance (September 2020), the teaching team decided -together- what our main eight features for effective teaching are. These features were then elaborated and summarised by the Teaching and Learning Lead (Hanna Beech) before being shared with governors for their review and reflection. These features will be evaluated biannually by the Teaching and Learning lead alongside the teachers at Ramsgate Arts Primary School. This will allow us to keep up to date and ensure effective teaching at the heart of the guidance.

What are the 7Ps for effective teaching?

As a Trust, we follow the 7Ps for effective teaching. At RAPS, we interpret the 7Ps as follows:

1. **Positivity.** Our teachers approach learning and learners with positivity.
2. **Praise.** Pupils are regularly and equally recognised and praised for their efforts, progress and outcomes.
3. **Progress.** All aspects of our teaching promote progress. We consider the needs of individuals as well as groups.
4. **Pace.** The pace of our lessons is adapted to the needs of the pupils- not too fast and not too slow!
5. **Partner work.** Pupils have the opportunity to work collaboratively to enhance one another's learning experiences.
6. **Participation.** Pupils are active participants in their learning who are involved and engaged.
7. **Purpose.** All lessons have purpose and this purpose is shared with the pupils to make learning relevant, attractive, and real for them.

These 7 Ps underpin much of our teaching at RAPS. You will see that each of the 7Ps are evident and noted across our key 8 teaching features.

The key 8 features for effective teaching

The key 8 features are used as the benchmarks for effective teaching at RAPS. We have decided to use eight as we feel this makes applying the teaching guidance manageable and memorable; with long and overdetailed or prescribed policies, teaching can easily be overcomplicated and this can lead to confusion when applying practice and can create disparity in outcome.

The key 8 features focus on teaching methods or approaches, as opposed to ‘must-have’ resources or scripts for teaching.

Within each of the eight of the features, there are some simple qualifiers listed to elaborate on these. The intention of these qualifiers is to provide simple details to provide clarity and exemplars for best practice. In this guidance, the key 8 features are outlined in detail below. For ease of use, these are summarised into 8 easy-to-read posters for teachers; these can be found as appendices at the end of this guidance.

The key 8 features for teaching at Ramsgate Arts Primary are:

1. Learning environments
2. Positive classroom cultures
3. Delivery of learning
4. Assessment
5. Knowledgeable
6. Manage behaviour effectively
7. Prepared
8. Promote learning for all

Details about our 8 effective teaching features

#1. Learning environments.

A ‘learning environment’ is the physical space where learning takes place. The spaces in which learning takes place can impact the quality of learning. Most learning takes place in the classroom. With this in mind, it is important to consider how to make the best of our learning environments.

A. *Functional Spaces*

At RAPS it is important that our learning environments are functional. Learning spaces and resources should be accessible for all. Resources available should be useful to the learning and should be organised and labelled clearly using our school’s cursive font (XXCCW Joined) or well-modelled handwritten labels. PROGRESS, PARTICIPATION, PURPOSE

B. *Lighting and Fresh Air*

Research shows that natural lighting and fresh air have positive impacts on learning outcomes¹. With this in mind, where possible, we aim to keep learning environments well ventilated and allow adequate natural light into the classrooms and corridors. PROGRESS, PARTICIPATION

C. Educational

Learning environments should be rich with educational content that scaffolds, supports or ignites learning. If a learning environment is rich with educational content, pupils can use the environment to support learning.

With this in mind, RAPS classrooms should have:

- A range of relevant and useful resources or visuals in the classroom. This means creating wall and surface displays that reinforce learning, acting as a reminder of what has been taught. It may also mean including wall and surface displays to extend or to deepen the learning. PROGRESS, PARTICIPATION, PURPOSE
- Working walls for Maths and English. These are displays that adapt to suit the content being taught meaning they should be updated and developed regularly to support the learning occurring that day. Working walls include worked examples, shared work or WAGOLLS, key words and supporting images too. PROGRESS, PARTICIPATION, PURPOSE
- A complex speed sound chart. This should be used to model and support spelling and can be annotated to assist learning where necessary. In EYFS and KS1, classes should display sounds around the room. PROGRESS, PARTICIPATION, PURPOSE
- Other educational displays include: core values, a topic wall and surface display, an Art to Start display, a SPAG display, a Star Spelling or RWI board. PROGRESS, PARTICIPATION, PURPOSE
- All displays should include a range of relevant and challenging vocabulary. Creating a word-rich environment is a great way to develop pupils' vocabulary. Words can be printed in our school's chosen font or can be written in well-modelling handwriting. If laminating words, please use only mat laminating pouches to avoid glare. PROGRESS, PARTICIPATION, PURPOSE

D. Beautiful

At RAPS, we wish for our pupils to feel pride and enjoyment in their learning environment. We believe that if a child enjoys the aesthetics of their learning space, they are more likely to feel positive in the space. For this reason, we wish to create inspiring and beautiful learning environments for our pupils.

To achieve this, we must show great pride in everything we choose to place in our learning environments, carefully selecting what is on show by considering how this might be received. At RAPS, we aim to have at least one 'WOW display' in the classroom and we work as a whole school team to ensure our corridors look inspiring and engaging. Spaces outside the classrooms should be kept tidy and organised. PASSION, PROGRESS, PARTICIPATION

E. Calming

We know that learning environments should be neither under nor overstimulating. With this in mind, we aim to avoid setting up spaces that create sensory overload, opting instead for natural-looking displays and learning spaces. We most often use hessian to back display boards and where possible we aim to use natural resources too. Everything in our classrooms should be considered. When placing anything in our classrooms, we ask ourselves 'What is the purpose of this?' This simple reflection will help us to avoid clutter and overload. POSITIVE TEACHING, PROGRESS, PURPOSE

F. Celebratory

Celebrating pupils' work is a wonderful way to express value and appreciation of their achievements. We want every pupil to experience a feeling of pride when they see their work displayed in class, so work on walls, hung around the room or on surface displays in always named. We aim to have sufficient work on

¹ Clever Classrooms Summary Report of the HEAD Project (2015) available at <http://ow.ly/Jz2vV> [accessed 10th Nov. 2020]

display as great work also acts as a model for peers to observe and aspire towards. POSITIVE TEACHING, PROGRESS, PARTICIPATION

#2 Positive classroom cultures

Creating a classroom culture that is positive will enable teaching and learning to unfold with success. Educators have the ability to affect pupil wellbeing, motivation and life chances; one contributor for this is creating a positive classroom culture.

- **Fostering rapport.** At RAPS we know the value of fostering and maintaining effective relationships with our pupils and their families. We get to know pupils by showing genuine interest in them and their learning. From strong relationships, a sense of rapport can be built. With rapport, two-way respect develops which leads to trust. When children feel they are trusted they gain a sense of achievement and pride. When children trust the adults in class, they feel safe. This sense of security allows children to be open to feedback, discussion and honesty. POSITIVE TEACHING, PASSION
- **Two-way respect.** At RAPS, we welcome pupils into class each day, greeting them with a smile and encourage pupils to greet us in return. We model respect and hold high expectations for our pupils in regards to being respectful of others. We value and embrace diversity and also strive that our pupils do the same. POSITIVE TEACHING, PASSION
- **Offering genuine praise.** We aim to develop positive classroom cultures by ensuring we celebrate both progress and outcomes. We offer valuable, useful praise that focuses on the task, effort and outcome as opposed to the child themselves. Praise is deserved, direct and developmental. POSITIVE TEACHING, PROGRESS, PASSION, PURPOSE
- **Celebrating success.** We wish for all children to feel their efforts and outcomes are valued and recognised. We make a conscious effort to celebrate pupils' talents, achievements, contributions and ideas. We celebrate both personal and academic achievements of the class and individuals. POSITIVE TEACHING, PASSION
- **Managing mistakes, errors and misconceptions.** We want to foster growth mind sets and resilience in our pupils so we aim to handle mistakes, errors and misconceptions with tact and respect, using these as learning points. POSITIVE TEACHING.
- **Stable, safe and calm classrooms.** It is our duty to ensure pupils feel safe and happy at school. By offering stable and calm classroom cultures, we can help children to feel supported, cared for, safe and challenged. We act consistently and fairly, maintaining calm in the classrooms. POSITIVE TEACHING, PASSION, PROGRESS
- **Core values.** Our core values play a significant role in the ethos of each classroom. We promote, model and celebrate the use of the core values and discuss their underpinning benefits. POSITIVE TEACHING, PASSION, PROGRESS

#3 Strong subject knowledge

At RAPS, we know the significance of developing a strong subject knowledge in the subjects we are teaching. With strong subject knowledge, we know we are able to confidently and accurately teach our pupils the content of our curriculum leading to effective progress.

Our aim is that staff hold and foster strong subject knowledge.

Developing and maintaining secure subject knowledge enables us to teach pupils accurate information and strategies. With strong subject knowledge, we can address misconceptions, extend learning and offer opportunities for challenge and mastery.

At RAPS, we aim to-

- Foster a secure subject knowledge across curriculum subjects we teach and seek to develop this where necessary. PURPOSE, PROGRESS

- Maintain an understanding of developments in subject content (for example advancements in science). PURPOSE, PROGRESS
- Maintain a knowledge of the National Curriculum expectations, as well as the school curriculum content. PURPOSE, PROGRESS
- Carefully select and then teach key content that is important to developing pupils' subject knowledge. PURPOSE, PROGRESS
- Draw pupils' attention to knowledge and skills they need in order to succeed. PROGRESS, PURPOSE
- Anticipate common misconceptions and use these to develop knowledge and understanding. PROGRESS
- Promote a thirst for knowledge and learning through rich and meaningful content that is relevant to the pupils. PASSION, PROGRESS

#3 Delivery of learning

At RAPS, we know how important it is to provide pupils with excellent teaching. Excellent teaching can transform pupils' learning. We spend time discussing effective teaching strategies and we make use of professional development meetings by exploring strategies as a team. We prioritise the effective delivery of learning and evaluate our practice formally and informally to ensure the best possible outcomes. As part of delivering excellent learning, we include the following-

- **Whole class feedback.** This is provided at the start of lessons. This feedback is developmental and acts to 'feed forward' in line with Dylan Williams' suggestion² of using feedback as a task involving tool (not 'ego involving'). Whole class feedback should cause good thinking and lead to action. For more information on this, explore the Feedback Guidance via the school website.
- **Dedicated time to recap, edit, revise or extend.** Pupils should be given a short time to act upon feedback and/or rapidly recap the previous learning. For more information on this, explore the Feedback Guidance via the school website.
- **Purpose and clarification about the lesson ahead.** Teachers provide a brief explanation of the lesson objective. They provide a context and/or purpose for the lesson. They have pre-planned the success criteria for the lesson and, in most cases, this should be shared with the class. This enables pupils to feel confident in the purpose of the learning and the direction the learning will take. PURPOSE, PARTICIPATION, PROGRESS
- **Clear and concise explanations.** Our explanations should be considered before the lesson, but should move in line with the pupils' learning. There is no limit on how long we talk for; instead we focus on quality of what we say. We always and only say what is necessary. In turn, the time spent explaining concepts should be relative to the complexity of the content. We break up trickier explanations into manageable chunks and make direct links between prior and new learning. This makes pupils more likely to grasp knowledge, skills and understanding. PACE, PROGRESS, PURPOSE
- **Effective modelling.** This modelling should be considered before the lesson, but should move in line with the pupils' learning. Modelling is broken into clear and manageable chunks, allowing for pupils to deeply understand processes and content. PACE, PROGRESS, PURPOSE
- **Checking for understanding.** We spend sufficient time checking for pupils' understanding. This checking is part of our regular formative assessment and includes a range of strategies for example: whole class choral/123, TYP, targeted questioning, cold calling, one-to-one discussions, polls and quick quizzes, opportunities for pupils to ask questions and fact share etc.). These formative assessments will inform the pace and direction of the teaching. We also check for understanding through summative assessments. Read more about checking for understanding in the assessment section of this guidance. PARTICIPATION, PROGRESS, PACE
- **Provide opportunities for partner practice.** Pupils should have the opportunity to engage in partner practice. Teachers should provide clarity about what good partner talk includes (active listening, on task talk, holding partners to account) and provide regular practice for this where needed. Teachers

² <https://www.youtube.com/watch?v=n7Ox5aoZ4ww> and <https://www.youtube.com/watch?v=vdIk9ysWJXQ> [Accessed 15th Sep. 2020 at 10:50 and 10:55]

should monitor the standards and effectiveness of any partner work they facilitate. Partner practice should be given at a suitable time- teachers should check pupils' readiness for partner work before they set up with a task.

- A) **TTYP.** Partner Practice may be in the form of discussions we call 'Turn to your partner' or 'TTYP'. These TTYP discussions should be reserved for answering open, more complex questions or for discussing content, ideas and strategies. During TTYP time, whilst any teaching assistants should engage with partners to clarify or enhance learning, the role of the teacher is to step back and observe. This enables the teacher to scan the group, monitor the content of class discussions and choose who to paraphrase or question further in front of the class. This also allows the teacher to maintain good pace and control of the learning as they can easily see when the discussions are coming to a close. TTYP discussions tend to last between 10 and 40 seconds, although some more complex issues may need longer. TTYP discussions should be stopped when the teacher sees that some of the pupils have finished their discussions. Those who were still sharing will be able to collect learning from the teacher's chosen responders. Every TTYP discussion should have a clear purpose in checking learning or moving the learning forward. PARTNER WORK, PACE, PARTICIPATION
 - B) **Collaborative carpet or table tasks.** These are shared activities for pupils to attempt alongside their talk partners. These activities should be closely linked to the learning objective and should assist with achieving this. In most cases, the tasks will have been formed from the explained or modelled work of the teacher. If learning that has yet to be modelled or explained is given to the partners as a task the teacher may find that pupils do not grasp what is expected, therefore this approach should only be used as an assessment tool for the teacher. The tasks set should be an opportunity for the pupils to show the teacher what they have grasped from the explanations and modelling. In short, these tasks allow the teacher to find out 'Can you do what I've just shown you how to do?'. The role of the adults is to target support to those who will need it most and to offer challenge. Teachers should be time-aware and should scan the room frequently for engagement so that partner practice tasks can be stopped at the right times. PARTNER WORK, PACE, PARTICIPATION
 - C) **'Teacher and learner' partner tasks.** Similarly to collaborative tasks these are tasks set which should be inspired by the teacher's modelling and explanations and should contribute towards achieving the learning objective. These tasks are different, however, in that each partner is assigned a role: teacher or learner. The 'teacher' of the pair provides instruction to the learner. The learner must follow their guidance and do as their partner asks (unless they feel there is a misconception!). Once time has been given, pupils can swap roles. Allowing a pupil to take on the role of the teacher gives them the chance to express their understanding on a deep and detailed level. It also allows pupils rehearse the learning. Teachers should keep time-aware and should scan the room frequently for engagement so that partner practice tasks can be stopped at the right times. PARTNER WORK, PACE, PARTICIPATION, PROGRESS
 - D) **Distinct roles.** Partners have a number assigned to them (partner 1 or partner 2). The partners have distinct roles through the task provided. Providing the partners with specific roles during their partner practice means that each child has an action to take out. An example of this may be when completing a column addition partner task, the teacher will assign alternative steps of the method to each partner. In this way, the partner work is highly scaffolded, avoiding one partner from dominating the task; each partner becomes responsible for the task and they rely upon one another. PARTICIPATION, PARTNER WORK, PROGRESS
- **Independent task.** Once pupils have had ample opportunity to rehearse what has been taught, they should move to an independent task. This does not mean they should work in isolation; rather that the child should now seek to prove what they know, can do and understand from the learning objective. During this time, pupils develop their autonomy in learning. The adults in class offer

targeted support to individuals who may need additional modelling or explaining. Initially, providing guides and worked examples can be used to support learners; this will help them to build confidence. Teachers will also offer support to the most confident learners in the class in the form of challenging the child's thinking with questions or variation tasks. Teachers use this time to engage in meaningful dialogue with pupils, giving them feedback about what they are doing and what they should do next. Teachers should direct any additional adults to support key pupils. PROGRESS, PARTICIPATION

- **Mini plenaries.** Throughout the lesson, the teacher makes judgements about the learning of the individual, but also of the collective. If they notice that the class in general need further reinforcements, focus, direction or challenge, they will interrupt the independent task briefly to offer the support needed. This action bolsters learning by offering the pupils additional direction towards success. These mini plenaries may occur multiple times throughout the lesson (or may not appear at all!). Teachers only interrupt the learners to add further value to the learning outcomes. PROGRESS, PARTICIPATION
- **Motivation and inspiration.** Throughout their teaching, our teachers show passion and interest in the content. By expressing the content with a clear purpose and with passion, the pupils will be more motivated to learn. Our teachers motivate pupils using various strategies (see the section on Classroom Culture for some examples). Teachers act with perception when teaching; they consider their pupils' involvement. They use this perception to inform their next steps and cultivate high performance. PASSION, POSTIVE TEACHING, PROGRESS
- **Oracy.** At RAPS we believe talk is at the heart of teaching and learning. We use a range of strategies to engage in rich, authentic talk that promotes thinking and learning. We ask pupils to explore, justify and explain their thinking, as well as challenge each other to do the same. We use strategies such as: tell me more, say it again better, TOL, oral story telling, TTYP, MTYT, debate/discussion, hold your partner to account, SLANT/TTS, stem sentences and open forum. These strategies enhance high-quality talk in the classroom.

#4. Assessment

Assessment is one of the most valuable tools a teacher can utilise. Through assessment, teachers can realise their pupils' knowledge, skills and understanding. This awareness of the class, group or individual's learning plays a fundamental role in everything the teacher does.

*"Assessment is the bridge between teaching and learning. It is only through assessment of some kind that you know whether what has been taught has been learnt"*³ Dylan William

Successful assessment can be measured by the impact the assessment has on the teaching and the learning. In other words, what the teacher learns from (and does with) the assessments will qualify the success of these assessments made.

At RAPS, we want our assessments to be:

- **Relevant.** This means we assess the right things. We have a deep knowledge of our aspirations for learners and ensure that we assess to see whether individuals and groups have reached these.
- **Realistic.** We want our assessments to be realistic for both pupils and staff. In this way, assessments we make should not negatively impact pupils' wellbeing or progress. Assessments staff make should not contribute too heavily on workload or become burdensome. We value quality of assessment over quantity of assessments made.
- **Reviewed.** At RAPS, we make meaning of our assessments by analysing and reviewing what assessments tell us. This refers to both informal and formal assessments. This means staff make meaningful reflections about assessments made and use these to inform next steps for planning and teaching.

³ <https://education.gov.scot/improvement/learning-resources/dylan-wiliam-formative-assessment/#>
[Accessed 28th Sep. 2020 at 9:00am]

- **Responsive.** We are responsive to assessments. This means our planning and teaching is moulded by the results of the assessments we make. Pupils should also have a chance to respond to assessments made. In this way, assessments have purpose and move learning forward.
- **Rewarding.** We reap the rewards of excellent assessments as these assessments give us knowledge about the effectiveness of our teaching and the achievements of pupils. This makes our jobs easier. Pupils reap the rewards of our assessments as they can take pride in showing their knowledge, skills and understanding. They benefit from the experience of being assessed as this draws upon their learning, retrieving this and strengthening it further. They benefit from assessments as these allow their teachers to collect information about their learning and in this way offer them the right levels of support.

In education, we make reference to formative and summative assessment. Whilst these two types of assessment overlap, one easy way to remember the distinct difference between the two is by exploring the quote by Robert E. Stake (Professor Emeritus of Education at the University of Illinois)

“When the cook tastes the soup, that’s formative. When the guests taste the soup, that’s summative.”

Summative assessment is the assessment of learning. The key role of formative assessment is to make an assessment for learning.

When making assessments, whether summative or formative, we ask ourselves the following questions:

- What do I want to assess?
- Why do I want to assess this?
- How will I make the assessment?
- How can the outcomes of this assessment be used to improve achievement?

Highly effective assessment requires considered thought and planning. At RAPS, assessment opportunities are planned into our teaching. We carefully consider what will be assessed, why and how the outcome of assessments will be used. This preparation for assessment allows us to engage in ‘checking’ to see what pupils know, can do and understand.

Effective assessment is also dynamic. Through planned assessments of learning, teachers make judgements about further in-the-moment assessments that need to be made. Making and using these dynamic assessments means that teachers may adapt the course of the planned lesson to truly suit the needs of the group being taught, giving pupils the teaching they need to progress to their next steps.

For informal, formative assessment, we use a variety of methods. See below for some commonly used methods in classrooms at RAPS.

A) Questioning.

- What is the purpose of questioning?

Questioning is the most common form of assessments a teacher makes. Although questioning can be very useful, we know that the quality of the questions we ask is more important than the quantity of questions we ask. We ask questions with an intended purpose. The questions we ask act as a means of ‘checking’ what is known and understood. PURPOSE

- Should teachers’ questions be planned?

In order to check learning, we need to carefully plan questions that are structured to unpick knowledge and understanding. Questions that ask ‘how’ and ‘why’, as well as ‘what’ are used to assess whether pupils can demonstrate deep understanding of processes or concepts. Alongside planned questions, we will of course use questions dynamically. The use of dynamic questions allows us to form on-the-spot judgments about the effectiveness of what has been understood by the class or by an individual. One useful method of checking is to take a fair sample of responses. This means that checking the overall group understanding is best achieved by asking key individuals from each ability group. PROGRESS, PURPOSE

- Who should be asked the questions?

When we question individual pupils in class, we can either use random or targeted questions. Random questioning is when the teacher randomly selects a pupil to respond. This might include methods such as spinning a wheel, using lolly sticks to select pupils or just scanning to quickly choose someone at random. This method can be engaging for pupils, however can lack depth of outcome, acting more as a method for ‘moving through the lesson’ rather than ‘moving through the learning’. Targeted questioning is when the teacher using their knowledge of the pupils to decide who will answer a specific question. This means that teachers can present particular questions to particular individuals or groups. This method optimises the assessment opportunity as it allows for the teacher to specifically check whether individuals or groups know, can do or understand the learning. **PROGRESS, PARTICIPATION**

- How should responses be gathered?

To gather pupil responses, we aim to use a variety of methods. Using a range of methods allows for teachers to keep the pace and focus in lessons high.

Method	Summary	Benefits and potential draw backs?
Random selection	The adult asks a questions and randomly selects who will respond. This could be through using named lolly sticks, spinners, randomly selecting following rapid scan of the space.	Benefits: easy to fall back on, could increase the feeling of possibility for inclusion, can be a fun/engaging method to use. Draw backs: Can lack depth of outcome. Increases likelihood of questions being inappropriately pitched for individuals. Acts to move the lesson forward, as opposed to the learning forward. Reductive as relies on one pupil's learning being collected.
Targeted questioning/cold calling	The adult knows which question is suitable for which child and carefully directs questions towards key individuals in the class. The pupils' responses can be used to inform teacher assessment of that child's knowledge or understanding.	Benefits: Teachers can use their knowledge of pupils to direct questions that extend their learning or check their understanding. It can also help maintain engagement. This can boost teacher and pupil knowledge and pupil self-esteem. Drawbacks: Teachers can subconsciously direct questions to the same pupils frequently.
TTYP	One common use of gathering responses is 'TTYP' (turn to your partner). In this method, teachers ask a question and ask pupils to 'TTYP' to respond together. During TTYP, teachers should act as passive listeners who move around group, providing brief challenge points where necessary. Once the TTYP is over, teachers can paraphrase pupils' ideas or draw upon pairs to share relevant thoughts.	Benefits: By using TTYP, all pupils are able to answer all questions. This makes the method a must-use strategy if we are to truly promote engagement for all. Draw backs: When answering closed questions, TTYP can be a bootless errand as pupils simply turn and chirp the answer before moving onto undirected conversations. TTYP is best placed when there is a process or more open question to explore. Teachers can be tempted to become too drawn into the conversation with a pair. This reduces global awareness of the classroom learning.
Choral response/ 123 tell me	This is a suitable method for one word, closed or short answers. The teacher asks a question and says '123 tell me' or simply gestures a hand palm-up to the class to prompt them to call out the answer. The answer should be called out in unison and all pupils should respond.	Benefits: This is a great method to keep pace of the lesson moving. The method increases engagements and enables teachers to very rapidly identify the group's understanding. If individuals call out an incorrect answer, adults can then use this as an A4L opportunity. Drawbacks: Some pupils may take the opportunity to hide amongst the choral response. To remedy this, make sure the culture promotes that all pupils should respond. If they are unsure, direct support towards them.
Word wave	Word wave is best for questions that promote one-word answers with varying responses. The teacher says 'word wave' and then asks the question. They move their arm slowly in a wave motion from one side of the room to the other. As the arm passes a child, they should call their answer. At the end, the teacher can draw out from some of the key responses heard.	Benefits: all pupils respond and engage. The pool of responses is widened. Drawbacks: The method only works for limited question types. This method takes some practice for pupils to master.
Popcorn	Like word wave, popcorn is best for questions that promote one-word answers with varying responses. . The teacher says 'pop corn' and then asks the question. The pupils can then 'pop' their answer by calling it out. Answers should pop up across the	Benefits: Pupils can enjoy the spontaneity and variation of the method. Drawbacks: This is an opt in or opt out strategy. It can be time consuming and clunky if pupils are encouraged to stand as they say the word- this takes the attention away from the learning and towards the fuss of someone standing up. It can be tricky to draw out learning

	classroom. At the end, the teacher can draw out from some of the key responses heard.	from responses as the answers are collected and not explored with ease.
Hands up/arms crossed	A very traditional method of gathering responses is to use arm signals to collect answers. This is when a teacher asks a question and then asks for hands up/arm responses. The pupils respond accordingly to opt into answering a question.	Benefits: Arm signals to opt in can show teachers who is willing to have a try at answer their question. They can be tempting to use as they enable the lesson to move on at pace as those with confidence elect themselves to respond. Drawbacks: This method relies on learners electing themselves as a responder. The same pupils tend to attempt a response and teachers often elect the same pupils to answer. The method serves pupils who wish to engage and also perfectly serves those who do not wish to engage. This method puts pupils as the director of the lesson and disables teachers' control over who responds.
Show me	This method is when a teacher asks a question and asks pupils to show the answer. It could be shown on a mini whiteboard, using fingers or gestures etc.	Benefits: All pupils respond allowing high engagement and useful A4L opportunities. Drawbacks: It can be time consuming as it can require equipment to be set up, working and put away at pace. However, with practice, this can easily be taught to pupils.
Open forum (whole class/table group)	This method sees the teacher ask a question and open the responses to the group. Pupils or tables are directed to respond with no signals or gestures but through an open dialogue. This method is more suitable for key stage 2 and upper key stage 2.	Benefits: This method can be excellent to facilitate a discussion or debate to unfold. It also works well to move the lesson forward with pupils having autonomy to respond aloud when a question is asked. Draw backs: It can take lots of practice to allow pupils to feel confident in using the method. To begin, select a table of pupils to respond. This way, pupils can share their group discussion or thoughts and build on each other's contributions. Slowly build up to half of the room and then the whole class. You may find an opt-in or out scenario develops as those who are least confident do not respond and those who are most confident jump to offer responses more readily. This can be remedied with class guidelines for using open forum.
Say it again better	Say it again better is used when a teacher is dissatisfied with the delivery of a correct answer. Rather than accept the answer, they ask the pupils to 'say it again better', enhancing or modelling where needed.	Benefits: Pupils learn that their responses matter. This challenges their thinking, learning and communication and really holds them to account. Draw backs: Pupils might not have the tools to improve their answers. This can be a time consuming strategy used too frequently during a lesson.
Probing questions	Probing questions dig deeper into a pupils initial response. Teachers hear a response and provide an additional question to probe further into the answer given, extending and deepening the thinking.	Benefits: These questions really push pupils' thinking and learning. They can help the pupil articulate their understanding and can also extend the learning of others in the classroom. Draw backs: If used too frequently, this method can become drawn out. Teachers may find it challenging to quickly provide a probing question of the right nature. Initially, pupils may find it difficult to respond beyond their initial answers.
Process questions	During teacher inputs following narration of the modelling, teachers can use process questions to ensure pupils develop knowledge of the process being shown. Teacher questions for this strategy should be focused around 'how' and 'why'. This includes asking pupils to explain and justify their own methods or processes.	Benefits: This really embeds the processes we go through for specific learning. It will set pupils up for success during partner or independent work. Draw backs: This method can slow the input (but will save time later down the line). Teachers need to plan their process questions carefully linking them to the strategy or process being used.

A great method for gathering responses is to select a table of pupils to respond. This way, pupils can share their group discussion or thoughts and build on each other's contributions. Once the class are confident in the method, teachers can move to a more 'open forum' style of gathering responses whereby pupils learn to engage effectively in group. However responses are gathered, what is key is that all pupils think about the answers, all pupils know they could be chosen, and all answers are used by the teacher to further inform their teaching. PARTICIPATION, PROGRESS, PACE, PARTNER WORK

- What should the teacher do with the responses?

Once we have gathered responses, we use these to guide the direction of the teaching we provide. It is the responses to our questions that we use to accelerate or slow down the teaching we offer. Responses to questions can reveal misconceptions. Where this happens, we use this as an opportunity to clarify or reteach. Further checking through additional questions can then be used to allow teachers to identify whether misconceptions have been resolved. Teacher should not accept partial responses or simple responses: pupils should not feel they can use 'get out' responses such as 'I don't know'. Teachers should prompt pupils further, for example by asking 'What do you know about this?' or offering a further question. If a pupil gives a response that is incorrect, teachers should not simply move to the next pupil but instead unpick and check for what is understood and use responses to address misconceptions. Importantly, if some pupils cannot answer the question asked, it is the teacher who takes control by clarifying, modelling and responding to the class as opposed to searching the group for someone who does know the answer. PURPOSE, PROGRESS

- B) **Informal assessment quizzes.** From time to time, teachers will plan to use quizzes to assess pupil knowledge, skill and understanding. These questions in these quizzes could take a variety of forms (e.g. multiple choice, matching questions, open questions, closed questions etc.). There may be just one to two questions, or they quizzes may include lots of questions. These quizzes are held across a range of subjects. PROGRESS
- C) **Observations.** We frequently make informal observations of pupils to assess their learning. These observations allow us to gather information about a group's or individual's learning. PROGRESS
- D) **Exploration of recorded work.** Not to be confused with 'marking', exploration of pupils' recorded work involves teachers purposefully looking at pupils' work. This common and useful way of assessing learning enables teachers to understand what has been understood by individuals. When pupils demonstrate their understanding through recorded work, teachers can offer feedback about this learning and how to move the learning forward. For more information about feedback at RAPS, please see the Feedback Guidance found on our school website. PROGRESS
- E) **Analysing pupils' self-assessment.** At RAPS, we value what the child thinks and expresses about their own learning. We teach pupils skills to reflect and evaluate their understanding of their own learning. This metacognition (thinking about thinking) encourages pupils to explore their understanding against clear success criteria. In turn, this helps them to see what their next steps are and helps them recognise their own strengths, building self-efficacy. When considering self-assessment, we recognise the complications of asking pupils to share their understanding. Firstly, pupils may not know what they don't know! Secondly, pupils may feel they ought to know content and could in turn make false statements about their understanding. Although we value and use pupils' self-assessments, these are used with consideration of the whole picture (for example, pupil responses to questions, interaction with content and recorded or verbal outcomes). PROGRESS, PARTICIPATION

For more formal, summative assessments at RAPS we-

- A) **Know details of statutory assessments.** Leaders and teachers know the details about statutory assessments for pupils across the school. This means we are well-informed about what the government expects from schools and we can ensure we fulfil our duties as educators to provide pupils with statutory assessments. PROGRESS
- B) **Create the right environment for formal assessments.** We want our pupils to feel comfortable and confident to tackle summative assessments. With this in mind, we communicate the purpose and necessity of any tests to the children. We inform them that the results of any test are to be used in order for adults to know how to help leaders in their next steps. Any formal assessments are conducted in familiar, well-ventilated, calm and comfortable environments. This helps to stabilise pupils. At RAPS, formal assessments are made to feel informal. We do not create high-stakes testing environments because we know that this will not benefit the learners or their outcomes. In fact, in many cases, pupils are totally unaware that they are taking a test. POSITIVE TEACHING, PROGRESS

- C) **Avoid 'teaching to the test'.** At RAPS, we test what has been learnt, as opposed to learning what will be tested. We wholly believe that pupils deserve a rich and full curriculum diet, and our school ethos is one of celebration of individual's skills and talents. With this in mind, we pledge to provide pupils with the right learning in the right way- not so that they pass tests but so they have as many opportunities as possible. PROGRESS, POSITIVE TEACHING
- D) **Value formal assessments.** When done right, formal and summative assessments can be truly valuable for pupils and educators. From formal testing, pupils can demonstrate their understanding, drawing upon their long-term memory and strengthening prior learning. In addition to this, they can become familiar with and mentally prepared for tackling assessments they will face as they grow. Assessment forms part of our working lives as adults, so being able to manage and prepare for assessments is a key life skill. For educators, they can seek data about the effectiveness of their curricular and its delivery, using this to improve practice year on year. PURPOSE, PROGRESS

How often do pupils engage in formal testing?

The current (2020) statutory assessments instructed by the DfE are as follows:

Year group	Assessment	Further information
Reception	Baseline assessment	https://tinyurl.com/y4cetxsh
Year 1	Phonics Screening	https://tinyurl.com/y3xz6n6g
Year 2	SATS	https://tinyurl.com/y3xz6n6g
Year 4	Multiplication check	https://tinyurl.com/wn2yzdt
Year 6	SATS	https://tinyurl.com/wn2yzdt

Aside from statutory formal tests, years 3-5 take part in other formal assessments towards the end of the academic year to inform and support teachers' annual assessments and in order to create gap analysis that informs planning. Assessment given are sourced from the [NFER](#). Sometimes, we use assessments from White Rose Maths or other curriculum providers.

How are assessments of outcomes moderated?

At RAPS and across the VAT we engage in moderation sessions. These sessions, led by subject or assessment leads of the schools, enable teachers to explore the assessments of others and use comparative judgement.

Newly qualified teachers and trainee teachers are given support through their mentors, subject leads and year group teams when making assessments.

To support assessments of outcomes, VAT provide examples of agreed moderated work. These can be accessed on [Sharepoint](#) and are shared at key time to support teacher assessments. We also use [DFE provided exemplars](#) to inform teacher assessments.

Assessments for EYFS and the end of Key Stages 1 and 2, we engage in district moderations. This means we take samples of books to locally arranged moderation events where teachers from other schools and trained moderators can support or advise us on the assessments we are making. We also welcome and engage in full moderation when arranged by KCC (usually every 3 years). Our writing lead, Year 2/6 teachers and members of SLT often train to become writing moderators themselves, which supports us as a school but also enables us to support other settings in making their assessments accurate.

Final thoughts on assessment at RAPS

Assessments is a means for educators to check and establish what a learner knows, understands and can do. Collecting this information is the first step, acting upon this information the main step.

#6 Manage behaviour effectively

At RAPS, we know that a calm, predictable and consistent learning environment allows pupils and staff to feel clear about expectations and safe in the classroom.

At RAPS, we aim to foster excellent behaviour by-

- Holding communicable, fair and consistent ideals that express what type of behaviours are/are not expected in the classroom. POSITIVE TEACHING
- Ensuring these fair and consistent ideals are regularly communicated with both staff and pupils in the classroom. POSITIVE TEACHING, PURPOSE, PROGRESS, PARTICIPATION
- Identify the role that all adults in the classroom play in promoting and facilitating the ideals for behaviour. PARTICIPATION
- Following fair and consistent sanctions (see RAPS behaviour policy) if behaviours fail to meet the expected ideals. POSITIVE TEACHING, PURPOSE, PROGRESS
- Considering how reasonable adjustments or varied expectations may apply with regard to pupils with SEN. POSITIVE TEACHING, PURPOSE
- Using B4L strategies such as '3 good things', SLANT, count downs, non-verbal actions, time scales and call backs to maintain effective management of the class. PARTICIPATION, PROGRESS, PACE
- Proving a predictable daily routine and communicating this with the class. POSITIVE TEACHING, PURPOSE, PARTICIPATION
- Communicating any changes to routine or expectations to the pupils in good time. POSITIVE TEACHING, PURPOSE, PARTICIPATION
- Motivating pupils, first and foremost, by focusing on the invisible benefits of success on their self-efficacy, values and futures. POSITIVE TEACHING, PURPOSE, PROGRESS
- Avoiding empty moments in the classroom by being prepared and using the appropriate pace across all parts of the day. PURPOSE, PROGRESS, PACE, PARTICIPATION
- Noticing and tackling low level disruption using strategies outlined in the RAPS Behaviour Policy. POSITIVE TEACHING, PACE, PROGRESS
- Follow the RAPS features of excellent teaching, all of which should build towards promoting excellent behaviour in class.
- Communicating with SLT rapidly and regularly where support, resources or guidance is required with the behaviour of individuals, groups or cohorts of pupils.

#7. Preparedness

Preparedness is a vital skill for educators. The benefits of preparedness are two-fold.

Firstly, on an individual basis, teachers who lead their classrooms with preparedness reap the benefits themselves. When we are prepared, we can work with confidence. Feeling prepared brings a sense of achievement and purpose, which in turn raises our wellbeing and self-efficacy. Pupils who are led by prepared teachers enjoy the benefits too, feeling a sense of security in the direction and management of the learning and classroom. Prepared teachers are sure about what they are teaching, why and how. Prepared classrooms enable pupils to learn with ease and clarity.

Secondly, on a whole-school level, where individual teachers are well-prepared, this fosters a stronger overall performance for the school: the whole school runs more smoothly and efficiently.

Threads within the preparedness feature include the following:

- A) Planning of lessons and resources**
- B) Organisational skills to support teaching**
- C) Contributions beyond the classroom**

A) Planning and resources

- Planning

At RAPS, we truly appreciate the value of effective lesson planning and resourcing. With careful planning, teachers can construct well-considered, cohesive and progressive lessons that help pupils build on and from learning. Effective planning forms the foundation on which teachers can provide effective teaching. Effective teaching leads to better outcomes for pupils.

At RAPS, we aim to ensure that -

- I. Lesson are prepared with a clear learning intention and child-accessible success criteria.
- II. Lessons are sequenced effectively with relevant learning (linked to the learning intention) building through and between lessons.
- III. Lessons are planned with class context and the needs of the pupils in mind.
- IV. Lessons include planned opportunities for questioning, discussion and participation.
- V. Lesson plans include ample teacher modelling that serves to reinforce, introduce and scaffold key learning.
- VI. Lessons plans take into consideration the role of any additional support within the classroom.

What do teachers use to support planning?

To support planning, teachers at RAPS follow planning overviews. In English, we have an overview created by the English lead and SLT using the National Curriculum. This includes a progressive coverage of text types and skills. There is a programme overview provided for spelling and handwriting too. In Maths, we follow White Rose Maths/Primary Advantage Maths. This programme provides a progressive development of knowledge and skills for teachers to follow. For foundation subjects and science, staff follow RAPS unit plans that are progressive and cohesive. These offer daily lessons and learning objectives that should be taught. For computing, French, PSHE, personal development and RE teachers are provided with programmes to ensure progression and cohesion of content. More information about our curriculum can be explored on our website.

Do teachers *have* to follow the programmes of study?

All programmes of study are linked directly to the National Curriculum and built from this. Curriculum content at RAPS is intentionally structured meaning that all teachers rely on the effectiveness of the year groups post and prior to ensure correct and sufficient coverage. It is therefore expected that teachers follow programmes of study provided. At times, there is of course some flexibility required and teachers should show initiative to adapt content to meet the needs of their classes/pupils, however this should be done without compromising the quality of education and curriculum on offer. We encourage teachers to embellish programmes of study with additional enrichment lessons where possible, creating enrichment opportunities across the curriculum.

What do plans look like at RAPS?

At RAPS we do not ask staff to prepare or submit detailed written plans. We feel this is an unproductive use of time and would prefer teachers to spend more time focussing on what and how to teach, preparing excellent resources and assessing pupils to inform subsequent planning.

To support their teaching, some teachers choose to use/prepare power points, Smart Notebook pages or other presentations, whilst others prepare hand written flip notes. This is the personal choice of each teacher. It is the responsibility of the teaching and learning lead to ensure pupils across the school have access to excellent teaching so at times it may be necessary support individual staff in developing their daily plans; this could include creating written plans or presentations of some form- however this support will always be in the form of mentoring and instructional coaching.

To enable deep thought and preparedness, we ask that teachers create medium term plan overviews. These overviews are created each term (in advance) as a working document which form a delivery intention. Medium term plans should include calendar events, such as trips or bank holidays, so that teachers can realistically map out all learning that can occur across the term. These can then be carefully adapted each week as inevitable changes occur across the term. Subject leaders and SLT will monitor medium term plans to ensure full coverage and offer guidance where needed.

- Resources

At RAPS, we aim to use resources that enhance, support and improve the learning. Teachers should carefully select resources by considering their purpose in improving the learning experience and outcome for pupils.

Examples of resources we use at RAPS include: manipulatives in maths, counting sticks/100 squares, worksheets, vocab cards and word banks, images and diagrams, hands-on objects, general classroom resources (books, pencils etc.), technical devices, subject specific equipment (e.g. data loggers, time lines), secondary sources, outside space etc.

When planning lessons, all resources needed for that lesson should be considered and gathered in advance. Preparing resources that enhance, support and improve the learning is an integral part of the planning process. Carefully selecting the right resources will ensure learning outcomes are optimised.

At RAPS, we may make use of worksheets as they can be a valuable resource to enable learners to demonstrate their understanding. Any worksheets used or created should be quality assured by the class teachers prior to the lesson. Worksheets should not limit progress or outcomes for pupils. *Read more about this in #8 Learning for All.*

B) Organisational skills to support teaching

At RAPS we know that being organised is a vital skill for teachers. By being organised, teachers can ensure full preparedness, and with full preparedness comes confidence in performance. With this in mind, we aim for teachers to -

- Be punctual to class throughout each part of the day.
- Ensure plans, resources and events in class are well-prepared and communicated to all parents/carers and relevant members of the team in good time.
- Spend sufficient time and effort throughout the day in setting up planning, resources and environments to enable effective pace and flow.
- Delegate support staff effectively in assisting preparedness of the classroom (e.g. books out, pencils/pens available, displays up to date, reading records checked).
- Keep up to date with assessment, including marking.
- Maintain tidy, accessible and engaging resources and environments (see #1 Learning environments).
- Keep to time and/or use pace to ensure teaching time is maximised (see #4 Delivery).
- Ensure programmes of study are adhered to.

C) Contributions beyond the classroom

Part of being an effective teacher is making contributions beyond the classroom. This enables the school as a whole to function well. We aim for teachers to-

- Attend work and meetings with punctuality.
- Attend meetings with basic resources (for example diary, pen, notebook) and any resources requested in advance (for example laptop, completed MTP etc.).
- Check emails regularly to ensure effective communication is maintained.
- Read emails carefully to understand messages being communicated.
- Ensure any shared resources are returned in full and to the correct places.
- Contribute to the tidiness and accessibility of shared spaces around the school.
- Communicate needs, views, requests and responses to colleagues and parents/carers in good time.
- Report all safeguarding concerns immediately.
- Have awareness of and participate in school aims, events and guides.

#8. Promote learning for all

Pupils learn at different rates. Whilst some pupils will grasp knowledge and skills rapidly and readily, others will require longer to build confidence. At RAPS, we want to create learning experiences that allow every pupil to feel they can and will succeed.

To achieve this, we –

- Establish an understanding of the social, emotional and academic needs of individuals in our care. PROGRESS, POSTIVE TEACHING
- Make any reasonable adjustments to the teaching of pupils in our care to enable optimal progress. PROGRESS, POSITIVE TEACHING
- Embody a learning culture which promotes facing challenges with grit and values academic achievement. PROGRESS, POSITIVE TEACHING
- Ensure all pupils experience the feeling of challenge- whatever level they are working at. PURPOSE, PROGRESS
- Avoid practices that limit pupils' progress- such as fixed groupings, restricting worksheets or reductive teaching. PROGRESS
- Show awareness of unconscious bias that can exist around (for example surrounding gender, socio economic status or race) and be proactive to ensure these bias are not present when teaching or making assessments. POSITIVE TEACHING, PROGRESS
- Make full and effective use of assessments made by planning support strategies and interventions to ensure pupils' gaps are filled. PROGRESS
- Provide additional scaffolds, explanations, models or support to those who need it. PROGRESS
- Openly celebrate, value and encourage the interests, and successes of all pupils.

Do the key 8 features and the 7Ps apply to the arts subjects too?

Yes. Effective teaching features can be applied to all our curriculum areas.

Do teachers at Ramsgate Arts Primary *have* to follow the key 8 features for effective teaching?

It is expected that our teachers commit to using the 8 features for teaching to maximise outcomes for pupils. After all, having been complied by the teaching team themselves, this guidance constructed to reflect what we agree to be effective for our pupils, so following this guidance makes sense.

When exploring, reviewing, celebrating, and refining teaching practice, this guidance will be used.

How will teachers are be supported to apply the key 8 features as effectively as possible?

CPD sessions

Throughout the academic year, teachers will engage in CPD and master classes during PDMs and INSET days. Most often, these sessions will led by the Teaching and Learning lead. Sometimes, with in con-ordination with the Teaching and Learning lead, sessions will be led by subject leads or other members of the RAPS team. Sometimes, speakers or consultants may be invited to provide CPD which enhances and supports the implementation of the guidance.

Reviews of practice

Reviews of practice include exploration of teachers' lessons (i.e. planning content, live teaching) and pupils' outcomes (i.e. books, conferencing, data). Through reviews of practice, the Teaching and Learning lead will provide feedback to communicate strengths to continue and areas of development to focus attention to. Where there are common areas of development, these will be explored as a team through CPD sessions.

Mentoring

Early career teachers, trainees and teachers new to RAPS will always be provided with mentoring. Mentoring is carefully structured using the relevant training support documentation, yet bespoke and tailored to the individual teacher.

Coaching

At RAPS, we can offer coaching to staff who would like to access this. Most staff engage in informal instructional coaching as part of the lesson review cycles. This enables them to make rapid progress towards specific goals through guided conversations about practice.

How is the guidance evaluated, monitored and amended?

Each year, time is dedicated to revisit this guidance. Through revisiting the guidance there are three core aims-

1. **To decide if the content is being used.** Is the content being lived? Are teachers using elements of the guidance? Why/Why not? If not, is this negatively impacting practice? What are the next steps to ensure the guidance is being used to effect?
2. **To decide if there are amendments to be made or elements to be removed.** Should anything be removed? Is there new research or findings in the education world that could imply amendments/removal of content?
3. **To decide if there are additions to be made.** Is there excellent practice we should make more global across the school? Are there new research or findings in the education field that could inform additional practice?

It will be the responsibility of the Teaching and Learning lead to review the guidance annually, presenting any suggested alterations to the Head of School for discussion and next steps.

All changes to the guidance will be put forward to the staff team and communicated to school stakeholders (e.g. EHT, LAB, parents). Staff will always be consulted and guided to ensure the successful applications of any alterations to the guidance.

The most recently updated versions of this guidance will be shared on the school website.

Further reading and reflection relating to this guidance

General	Why Students Don't Like School Early Career Framework 60-Second CPD Teaching Standards
Learning environments	Clever Classrooms
Assessment	The true meaning of A4L
Managing behaviour	When adults change, everything changes Running the room The behaviour toolkit- summary
Knowledgeable	Tacit knowledge in learning how to teach Tacit knowledge: stories of expert teachers Should we teach knowledge or general skills? The National Curriculum
Prepared	The mind of the procrastinator
Promote learning for all	What do teachers think differentiation is? Boys Don't Try? What is mastery?
Delivery	Walk Thrus Rosenshine's Principles in Action Retrieval Practice

	Teach like a champion 2.0 Learning and forgetting Cognitive load theory
Positive classroom cultures	Growth mind set Wellbeing in the classroom Creating a culture