

Using questioning effectively

Target differentiated learning at different individual learners.

Ask different question types to ensure higher order thinking.

Adapt teaching strategies within the lesson based on pupil responses.

Ensure that strategies and classroom organisation enable all learners to contribute to lesson.

Using Quality Assessment for Learning is evident before, during and after lessons.

Establish what pupil already know prior to the lesson.

Adapt learning throughout the lesson based on ongoing feedback from pupils

Use a range of self- assessment strategies to support learning.

Gain assessment information throughout lesson to adapt future planning.

Notes:



VALLEY INVICTA
PRIMARY SCHOOL AT
LEYBOURNE CHASE

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VALLEY INVICTA
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Great Teaching at Valley Invicta Primary School at Leybourne Chase.

At Valley Invicta at Leybourne Chase we are committed to improving the quality of our pupil's education and attainment. We recognise that truly effective teaching and learning are the key factors in raising pupil attainment.

As such, we have created this 'Guide to Great Teaching at Valley Invicta at Leybourne Chase Primary School' with input from all parties. In it, this guide sets out the high expectations required of all practitioners linked to the school and is designed to be used for support evaluation and reflection of an individuals practice.

Learning at Valley Invicta at Leybourne Chase is underpinned by our Core Values of:

‘Chase your dreams, Inspire Others and Achieve All.’

Our staff are passionate, positive and inspirational people who work together to make the education of all pupils their first concern. Our practitioners engage all learners by facilitating real, exciting and creative learning experiences. It is our intention to make all learning experiences purposeful and to challenge and engage all learners, enabling them to reach their potential.

The children at Valley Invicta at Leybourne Chase are confident and purposeful life- long learners. Our teaching strategies facilitate pupils’ to be active learners who are able to work independently and collaboratively in a modern British society. Opportunities are given to children to constructively critique their own teaching and learning experiences.

Therefore practitioners must...

Plan quality lessons that challenge all.

Use knowledge of prior attainment to pitch lessons at the highest performing pupils and differentiate down accordingly.

Understand the specific learning points for a sequence of lessons that will enable all learners to succeed.

Have a good understanding of the progression of skills in each unit of work.

Plan activities that link one learned skill to the next stage.

Adapt planning to repeat or consolidate learning when needed.

Make lessons interesting and relevant.

Establish Clear Learning Objectives and specific success criteria in all lessons

Identify what children should learn in the lesson and how thus fits within the learning sequence.

Learning objectives are to be presented as ‘WALT’ statements. (We are learning to....)

Success Criteria should be planned in advance (even if the children then have input in the lesson)

WALT and Success criteria should be shared at the beginning of each lesson and be visible and referred to throughout (on the interactive whiteboard and on WALT stickers)

Throughout the lesson and particularly at the end, WALT’s should be referred back to and reflected on by both the adults and the children.

Promoting Progression in all Lesson.

Notice when learners are struggling and adapt teaching style as appropriate.

Once children are confident and their learning is secure, introduce a new challenge (have further challenges ready for children to move on to!)

Give learners time to practise and consolidate new learning.

Provide different levels of challenge to groups and individuals when needed.

Use different approaches/activities to suit the learning styles of all.

Demonstrating appropriate subject knowledge in the areas that you are teaching.

Make sure your subject knowledge is thorough and well researched, using challenges that deepen and inspire learning.

Use clear and accurate subject-specific vocabulary regularly and ensure this is displayed

Using other adults to maximise learning.

Make sure all adults in the classroom understand the learning objectives, success criteria and teaching strategies used in each lesson.

Ensure all adults in the classroom know when to step in and use alternate strategies and resources when necessary.

Make sure other adults have the appropriate subject knowledge.

Make sure other adults know and understand the learning needs of the children they are working with.

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Make sure all adults follow your high expectations for learning, behaviour and focus.

Ensure other adults specifically focus on the outcomes for assigned learners.

Adopting a good pace to enable excellent progress

Set clear expectations for timings and what should be achieved (may be different for different pupils).

Vary the pace of lessons- they should move along at an appropriate pace. Make sufficient time for children to undertake and understand activities (an average lesson should **at least** 70% children independently working rather than listening to input). Use anchor tasks to initiate child led learning where appropriate. Ensure other adults specifically focus on the outcomes for assigned learners.

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