



St Mary's Church of England Primary School

Teaching and Learning Statement (Non-Negotiables)

- ✓ We make sure learning is new – either in content, application or context.
- ✓ We analyse cohort and individual summative assessments and then use this information to inform medium term curriculum provision and plans.
- ✓ We have a skills based approach to curriculum design; capitalising upon meaningful cross-curricular links and first hand experiences to deepen learning and provide context. We rigorously plan and look for opportunities to teach children key skills across all areas.
- ✓ We use formative assessment to inform our weekly and daily planning so that work is pitched well to the needs and ability of the children – sometimes we are explicit to the children about how we have done this.
- ✓ We share Learning Objectives and Success Criteria – children understand the purpose of the lesson, how they can achieve success and 'what a good one looks like'.
- ✓ We have high expectations of all children. Differentiated tasks and/or success criteria challenge all groups and individuals. Teachers and Teaching Assistants enable and support effective learning for all.
- ✓ We plan lessons to cater for different learning styles, using creative resources, stimulating contexts and to follow children's interests so that the vast majority are engaged and work with enthusiasm.
- ✓ We facilitate children to work independently or co-operatively and support them to be resilient. Sometimes, we offer them choice about how they tackle an objective.
- ✓ We listen to, observe and question children throughout lessons to check their learning.
- ✓ We stay flexible and adapt lessons in response to our Assessment for Learning – we don't stick rigidly to the original plan if it does not meet the needs of learners.
- ✓ We use flexible lesson structures and flexible grouping to maximise learning time.
- ✓ We involve the children in reviewing their learning and their progress in the plenary, and sometimes in other parts of the lesson.
- ✓ We ask different levels and different types of questions and use strategies which engage as many children as possible in answering them.
- ✓ We give detailed feedback, oral and/or written, to the children so that they know clearly how they have done in the lesson and what they need to do next to move forward.
- ✓ We ensure that children have time to respond to marking (purple pencil).
- ✓ We frequently review, adapt and improve our own teaching practice; fostering a supportive and collaborative culture that inspires and challenges all colleagues to be the best practitioner that they can be.