

Appendix 1 Teaching and Learning Essentials

A) Planning must include:-

- Clear learning objective separate for mental starter and for main lesson and success criteria (steps to learning).
- Identify differentiated groups of children with levels.
- Differentiated activities with targets as appropriate.
- Pupil Premium children named as well as the support strategies for them.
- SEN children identified as well as the support strategies in place for them.
- Deployment of the TAs and the expectations of them.
- New Vocabulary
- Clear Informative evaluations for next steps (feed forward).
- Key questions highlighted if appropriate
- Use and purpose of IT identified
- Plenaries are compulsory.
- Planning must be shared with TAs.

B) Teaching

- Open ending questioning to support understanding and assessment.
- Children should be given opportunities to ask questions
- A range of activities to engage children is pitched appropriate with challenge
- Opportunities for children to demonstrate and share their strategies /ideas.
- A clear demarked introduction/main lesson/at least on e plenary
- Referring to target/ learning aids.
- Purposeful use of TAs to gain as much progress as possible (as on planning).

C) Presentation and Resources

- Independent access to resources to be returned by children (working areas/floor tidied by children)

Presentation of work – Year 2 onwards.

- Date, title underlined (short date for science and numeracy)
- Ruler used for all lines.
- All lines drawn with a pencil and ruler.
- One square per digit
- Title /objective depending on ability and understanding.
- Crossing out with a single line /use of a rubber
- Sharp pencils.
- No pens in numeracy books
- Clear handwriting – encourage the use of pens by year 6.