



KS1/ KS2

Teaching and learning checklist

Updated June 2022

DAILY – THE DAILY DIET IS HIGH QUALITY IN EVERY AREA

<input checked="" type="checkbox"/>	<u>Clear daily routines</u> , which build pupil independence
<input checked="" type="checkbox"/>	Pupil <u>wellbeing</u> is at the centre of every element of the class
<input checked="" type="checkbox"/>	Children are individually greeted at the start of the day
<input checked="" type="checkbox"/>	<u>Punctuality</u> in every part of the school day e.g. collecting your class, getting to assembly etc.
<input checked="" type="checkbox"/>	House points are rewarded and other rewards are used regularly
<input checked="" type="checkbox"/>	The 'South Hill Way' is referred to throughout the day
<input checked="" type="checkbox"/>	Learning objectives and <u>success criteria</u> shared in every lesson
<input checked="" type="checkbox"/>	Most lessons show clear <u>differentiation</u> through scaffolding, adult support, etc.
<input checked="" type="checkbox"/>	Effective questioning and <u>movement</u> for pupils in every lesson
<input checked="" type="checkbox"/>	The Teacher and Teaching Assistant works with a focus group 3 times a week in core subjects to extend learning and provide QFT
<input checked="" type="checkbox"/>	Mini <u>plenaries</u> in every lesson (AFL)
<input checked="" type="checkbox"/>	Differentiation and <u>challenge</u> is evident in the majority of lessons
<input checked="" type="checkbox"/>	Teachers/ Teaching Assistants assesses work next to the learning objective using a triangle to show how well the learning objective has been met
<input checked="" type="checkbox"/>	Books are marked before the start of the next lesson: <ul style="list-style-type: none"> • <i>Green pen marking is used to model or correct and can include a next step.</i> • <i>Verbal feedback (VF) is used during a lesson and shows impact by what the pupil does in response.</i>
<input checked="" type="checkbox"/>	Children's work is repeated if not to standard, with reasons explored by the teacher
<input checked="" type="checkbox"/>	Class and cloakrooms are <u>tidy</u>
<input checked="" type="checkbox"/>	Deadlines are met
<input checked="" type="checkbox"/>	Emails are checked and responded to promptly

WEEKLY

<input checked="" type="checkbox"/>	<u>PSHE</u> lesson using school PSHE scheme
<input checked="" type="checkbox"/>	PE lessons x 2 and opportunities for <u>outdoor learning</u>
<input checked="" type="checkbox"/>	'Roots and fruits' for challenging behaviour where needed
<input checked="" type="checkbox"/>	Children <u>lead the learning</u> in some areas of the lessons
<input checked="" type="checkbox"/>	Each child is listened to reading and reading logs are signed
<input checked="" type="checkbox"/>	<u>VARC</u> – Different learning styles are catered for
<input checked="" type="checkbox"/>	Homework is set on a Wednesday and collected on a Monday

HALF TERMLY

<input checked="" type="checkbox"/>	Classroom <u>working walls</u> updated regularly and corridor displays once every half term
<input checked="" type="checkbox"/>	<u>Review</u> of books to ensure individual progress and to identify next steps for pupils
<input checked="" type="checkbox"/>	School trips are agreed 6 weeks in advance
<input checked="" type="checkbox"/>	Resources are <u>agreed</u> and ordered in advance
<input checked="" type="checkbox"/>	<u>Creative curriculum approach</u> is planned for and gives a clear learning journey throughout the topic
<input checked="" type="checkbox"/>	A range of different children's work is displayed over time
<input checked="" type="checkbox"/>	<u>Planning</u> is put on school network

TERMLY

<input checked="" type="checkbox"/>	<u>Good academic achievement for all pupils</u>
<input checked="" type="checkbox"/>	<u>Formative assessments</u> completed (as per the termly planner)
<input checked="" type="checkbox"/>	Assessments data sheets are completed in core and foundation subjects and put on server (deadline dates on the termly planner)



South Hill Primary

Teaching and Learning policy - KS1/KS2

Updated June 2022

LESSONS

- Teachers set high standards and there is a consistently high **'daily diet'** of teaching and learning.
- Teachers demonstrate excellent subject knowledge and deliver lessons that are stimulating and appropriately paced and timed.
- Lessons begin with a brief summary of 'what have we done' and 'where are we heading'. There is a clear **'learning journey'** throughout each topic.
- Lessons focus on building specific **skills and knowledge** from the school's 'Weave document' and from the national curriculum.
- Success criteria** is shared, verbally or written, in every core subject lesson to ensure children know what they need to do in order to succeed.
- Lessons, over a week, appeal to a range of learning styles (Visual, Auditory, Reading/Writing Preference and Kinesthetic) to ensure all learning needs are catered for and a range of **teaching strategies** are used such as talk partners, scaffolds, word banks, manipulatives etc
- Children are engaged and actively **move** around during the lesson.
- Activities over the course of a topic are varied, and **flexible**, adapting to the needs of the children, and are well chosen to be purposeful and engaging, with appropriate challenge and support.
- Effective questioning**, which is open-ended and thought-provoking, is integral to every lesson and is used to assess pupils' understanding and progress throughout (AFL). Questions are probing, layered and bounced, with students given adequate wait time, if needed, to think and frame a considered answer.
- Mini plenaries** are used regularly to inform AFL and to address misconceptions to ensure maximum progress is attained.
- Teachers and Teaching Assistants work with **focused groups** of children at least three times a week in core subjects to ensure that children receive QFT and make good progress.
- Speaking and listening skills** are developed regularly through debate, drama, formal presentations, hot seating, paired discussions etc. Children are encouraged to be able to elaborate and explain clearly their understanding and ideas and their **reasoning skills** are built upon in all subjects.
- High standards of **English** are expected throughout the curriculum and across all subjects.

CLASSROOM

- The classroom and corridors provide a vibrant, extremely high quality and **inspiring** environment, which contributes to children wanting to learn.
- Each classroom has an English and maths working wall, a topic display, an ICT e-safety display, a class contract (with rules agreed between teacher and class), and 'The South Hill way' clearly displayed.
- Classroom **working walls** are updated regularly and corridor displays are updated once every half term. Working walls have a mixture of: key vocabulary, modelled examples, challenging questions, success criteria or information, which is used to reinforce previous and current learning, as well as to stretch and challenge pupils for future learning.
- All modelled handwriting follows the school handwriting policy. Each classroom or corridor display has good examples of **age-appropriate writing** displayed.
- Each child has class work displayed regularly and good examples, from a range of different children, are shown and analysed with the class regularly (using the **visualiser**) in order to celebrate success and **share good practice**.

WELLBEING

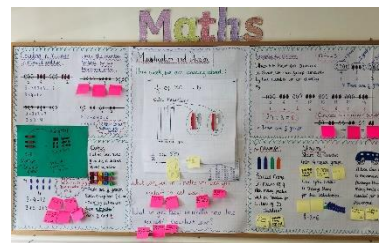
- Teachers know their children extremely well, both **academically and pastorally**. Teachers take time to encourage children and talk about their day, weekend and to generally take an interest in their lives.
- Children are spoken to **positively, professionally and respectfully** and, as a result, strong relationships are built between teacher and child based on a culture of mutual respect. This is also the case for relationships with parents, governors and colleagues.
- All children are treated **equally**. All children feel valued, cared for and want to come to school.
- Having a **growth mindset** is actively promoted and encouraged by the teacher and is therefore evidenced in the learning behaviours of their students. Children use language such as, "I can't do this yet but I'm going to keep trying." and "I'm going to try a different way."

MARKING AND FEEDBACK

- Books are **marked promptly** and before the next lesson in accordance to the school marking policy.
- The classroom has a culture where children are taught to accept both **praise and development**, and see the latter as a positive. Teachers provide regular opportunities for children to discuss, review and reflect on their learning.
- Extension materials and activities** to stretch and challenge are available to extend learning.
- Pupils' work is **assessed** by the teacher with a triangle and their initials to reflect how well the pupil has met the learning objective.
- In KS2, pupils are given opportunities to 'peer mark' to enable them to develop as learners. Pupils also use a **purple polishing pen to edit and improve their own work**.
- Green pen marking** is used regularly (by the Teacher or Teaching Assistant) in every pupil's book to model or correct and can also include setting a next step, such as a spelling pattern etc.
- Verbal feedback (VF)** is used to address misconceptions or to further learning and enable the pupil themselves to make changes and improvements to their own work. Verbal feedback is given during a lesson, where needed, and should show immediate impact by what the pupil does in response.

OUTCOMES FOR PUPILS

- Achievement and progress** is good or better for the vast majority of pupils, including SEN, pupil premium and vulnerable pupils.
- Formative assessments**, such as formal tests, moderation staff meetings and HFL/ TAF grids, are completed (as per the termly planner) and used to inform termly assessments.
- All assessments are **accurate and robust** and can be proven by the work produced in children's books or recorded elsewhere (for example in the guided reading log etc).





Reception / Year 1 Transition Period

Teaching and learning checklist

Updated June 2022

DAILY – THE DAILY DIET IS HIGH QUALITY IN EVERY AREA

<input checked="" type="checkbox"/>	Clear daily routines, which build pupil <u>independence</u>
<input checked="" type="checkbox"/>	Pupil <u>wellbeing</u> is at the centre of every element of the class
<input checked="" type="checkbox"/>	Children are individually greeted at the start of the day
<input checked="" type="checkbox"/>	<u>Punctuality</u> in every part of the school day e.g. collecting your class, getting to assembly etc
<input checked="" type="checkbox"/>	There is <u>consistent</u> management of behaviour. Rewards are given for excellent behaviour daily
<input checked="" type="checkbox"/>	The ' <u>South Hill Way</u> ' is referred to throughout the day
<input checked="" type="checkbox"/>	<u>High quality interactions</u> with each child, which are personalised and which extend their learning in the moment
<input checked="" type="checkbox"/>	<u>CIL</u> takes place every morning and afternoon; this gradually becomes for shorter periods of time as the year progresses
<input checked="" type="checkbox"/>	Daily maths and phonics lessons with clear <u>progression</u> throughout the year, to then include more formal elements of literacy. Prime and specific areas of learning are also a focus throughout the week
<input checked="" type="checkbox"/>	<u>Clear modelling</u> of vocabulary, language, grammar and tenses by all adults
<input checked="" type="checkbox"/>	Work in writing books is marked using the triangle system against EYFS objectives - A next step is differentiated and individualised for each child, which is usually based on letter formation but may extend to HFW or red words etc
<input checked="" type="checkbox"/>	Class and cloakrooms are <u>tidy</u>
<input checked="" type="checkbox"/>	Use of the <u>outdoor area</u> – daily and in all weathers
<input checked="" type="checkbox"/>	Deadlines are met
<input checked="" type="checkbox"/>	Emails are checked and responded to promptly

WEEKLY

<input checked="" type="checkbox"/>	PSHE lesson using school PSHE scheme, adapted to the needs of the class
<input checked="" type="checkbox"/>	Active home learning tasks are sent home, with parents encouraged to upload to 'Tapestry' weekly (from Autumn 2)
<input checked="" type="checkbox"/>	Wow moments in learning are recorded on Tapestry
<input checked="" type="checkbox"/>	'Roots and fruits' for challenging behaviour where needed
<input checked="" type="checkbox"/>	Planned CIL that can be accessed at all levels and which promotes <u>child led learning</u> and links to the creative curriculum
<input checked="" type="checkbox"/>	Each child is listened to reading and reading logs are signed by both the teacher and the TA
<input checked="" type="checkbox"/>	<u>VARK</u> – Different learning styles are catered for

HALF TERMLY

<input checked="" type="checkbox"/>	Classroom <u>writing walls</u> are frequently updated with children's independent work and corridor displays are changed once every half term, to always include a combination of children's work, photos and pupil voice
<input checked="" type="checkbox"/>	Review of online <u>learning journals</u> and <u>RWI</u> to ensure individual progress and to identify differentiation and next steps for pupils
<input checked="" type="checkbox"/>	School trips are agreed 6 weeks in advance
<input checked="" type="checkbox"/>	Resources are <u>agreed</u> and ordered in advance
<input checked="" type="checkbox"/>	A range of different children's work is displayed over time
<input checked="" type="checkbox"/>	<u>Planning</u> is put on school network

TERMLY

<input checked="" type="checkbox"/>	<u>Good academic achievement and progress for all pupils</u>
<input checked="" type="checkbox"/>	Whole class <u>assessment</u> of the <u>7 areas of learning</u> , which is used to inform interventions and planning



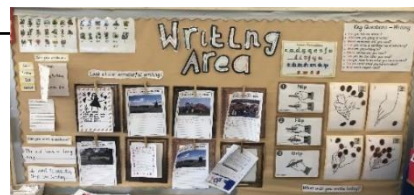
South Hill Primary

Teaching and Learning policy - FS/ Year 1

Updated June 2022

LESSONS

- Teachers set high standards and there is a consistently high 'daily diet' of teaching and learning.
- Teachers demonstrate excellent **subject knowledge** and deliver lessons that are stimulating and appropriately paced and timed.
- Lessons begin with a brief summary of 'what have we done' and 'where are we heading'. There is a clear '**learning journey**' throughout each topic.
- Lessons focus on building specific **skills and knowledge** from the **EYFS Framework**.
- Lessons, over a week, appeal to a range of learning styles (Visual, Auditory, Reading/Writing Preference and Kinesthetic) to ensure all learning needs are catered for and a range of **teaching strategies** are used such as talk partners, scaffolds, word banks, manipulatives etc
- There are **high quality interactions** with each child daily, which are personalised and which extend their learning. Wow moments in learning are recorded on Tapestry as they occur.
- '**Child initiated learning**' is the primary focus and accounts for a high proportion of the daily timetable for reception children as they start at school. This gradually reduces throughout the year as more structured sessions begin to take place. CIL can be accessed at all levels and promotes child led learning and links to the creative curriculum.
- There are daily maths and phonics lessons with clear **progression** throughout the year, to then include more formal elements of literacy. Prime and specific areas of learning are also a focus throughout the week
- **Outdoor learning** is an essential component and makes up approximately 60% of the day and takes place each day, through a combination of CIL and specific whole class outdoor sessions.
- Activities over the course of a topic are varied, and **flexible**, adapting to the needs of the children, and are well chosen to be purposeful and engaging, with appropriate challenge and support.
- **Effective questioning**, which is open-ended and thought-provoking, is integral to daily interactions and is used to assess pupils' understanding and progress throughout (AFL).
- **Mini plenaries** and verbal feedback is used regularly to inform AFL and to address misconceptions to ensure maximum progress is attained.
- **Speaking and listening skills** are developed regularly through adult and peer to peer interactions. Children are encouraged to be able to elaborate and explain clearly their understanding and ideas and their **reasoning** skills are built upon in all subjects.
- High standards of **English** are expected throughout the curriculum and across all subjects.



WELLBEING

- Teachers know their children extremely well, both **academically and pastorally**. Teachers take time to encourage children and talk about their day, weekend and to generally take an interest in their lives.
- Children are spoken to **positively, professionally and respectfully** and, as a result, strong relationships are built between teacher and child based on a culture of mutual respect. This is also the case for relationships with parents, governors and colleagues.
- All children are treated **equally**. All children feel valued, cared for and want to come to school.
- Having a **growth mindset** is actively promoted and encouraged by the teacher and is therefore evidenced in the learning behaviours of their students. Children use language such as, "I can't do this yet but I'm going to keep trying." and "I'm going to try a different way."

MARKING AND FEEDBACK

- **Writing books** are marked promptly and before the next lesson in accordance to the school marking policy.
- A **next step** is differentiated and individualised for each child, which is usually based on letter formation but may extend to spelling of HFW or tricky words etc
- Wow moments in learning are recorded as they occur and verbal feedback is given daily.
- The classroom has a culture where children are taught to accept both **praise and development**, and see the latter as a positive. Teachers provide regular opportunities for children to discuss, review and **reflect** on their learning.

OUTCOMES FOR PUPILS

- **Achievement and progress** is good or better for the vast majority of pupils.
- Whole class **assessment of the 7 areas of learning** is completed termly and this is then used to inform interventions and planning.
- **Assessment** sheets are completed for Reading, Writing and Maths (in accordance with the timetable on the school termly planner). All assessments are **accurate and robust** and can be proven by the work produced in writing books, learning journals or recorded elsewhere and practitioner knowledge

CLASSROOM

- The **classroom and corridors** provide a vibrant, extremely high quality and **inspiring** environment, which contributes to children wanting to learn.
- Each classroom has an English working wall, an ICT e-safety display, a class contract (with rules agreed between teacher and class) and 'The South Hill way' clearly displayed.
- Classroom **working walls** are updated at least every 4 weeks and corridor displays are updated once every half term. Working walls have a mixture of: key vocabulary, modelled examples, challenging questions, success criteria or information, which is used to reinforce previous and current learning, as well as to stretch and challenge pupils for future learning.
- All modelled handwriting follows the school handwriting policy. Each classroom or corridor display has good examples of **age-appropriate writing** displayed.
- Each child has class work displayed regularly and good examples, from a range of different children, are shown and analysed with the class regularly (using the visualiser) in order to celebrate success and **share good practice**.