

BROOM COTTAGES PRIMARY AND NURSERY SCHOOL



Teaching and learning policy

Approved by:	Governing body	Date: 21 st January 2026
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Contents

1. Aims	3
2. Our values and ethos.....	3
3. Roles and responsibilities	4
4. Planning	6
5. Teaching and learning strategies	8
6. Learning environment.....	16
7. Differentiation/adaptive teaching	18
8. Home learning	18
9. Marking and feedback	18
10. Assessment, recording and reporting.....	19
11. Monitoring and evaluation	19
12. Review	20
13. Links with other policies	20
14. Appendices	21

1. Aims

We recognise that any attempts to further raise standards at Broom Cottages Primary and Nursery School must be focused upon the quality of teaching and learning in the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis. Across our school the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of achievement for all pupils. The aim of this document is to help the teachers in the school become the most effective practitioners they can be by using principles established from evidence based best practice research, cognitive science and experience.

By adopting a whole school approach to teaching and learning across our school, we aim:

- ✓ To ensure consistency of teaching and learning in each classroom and enable teachers to teach as effectively as possible
- ✓ To create effective learning environments to support and facilitate pupils learning
- ✓ To give children the skills they require to become effective lifelong learners
- ✓ To learn from each other, through the establishment of an enquiry based approach to teaching and learning and a culture where opportunities for sharing good practice are in place
- ✓ Achieve deep understanding, by helping children connect new knowledge with existing knowledge so they are fluent and unconsciously competent at applying their knowledge as skills
- ✓ Deliver academic excellence and secure knowledge into long-term memory through developing secure schemas with connected networks of ideas
- ✓ Enable children to become confident and interested learners, actively engaged in their own learning
- ✓ Develop children's self-respect and respect for the cultures and values of others
- ✓ Develop our core values: ambition, collaboration, curiosity, kindness and resilience

2. Our values and ethos

At Broom Cottages Primary and Nursery School, our vision is to provide high quality education, recognising individual talents and ensuring opportunities are provided for all children to reach their full potential by working together, learning together and growing together.

Our aim is to develop creative and independent learners with high aspirations for the future.

Pupils learn best at our school when they:

- ✓ Have their basic physical needs met
- ✓ Feel secure, safe and valued
- ✓ Feel a sense of belonging to the group
- ✓ Are engaged and motivated
- ✓ Can see the relevance of what they are doing
- ✓ Know what outcome is intended
- ✓ Can link what they are doing to other experiences
- ✓ Understand the task
- ✓ Have the physical space and the tools needed
- ✓ Have access to the necessary materials
- ✓ Are not disrupted or distracted by others
- ✓ Can work with others or on their own, depending on the task
- ✓ Are guided, taught or helped in appropriate ways at appropriate times
- ✓ Can practise what they are learning
- ✓ Can apply the learning in both familiar and new contexts

- ✓ Can persevere when learning is hard
- ✓ Can manage their emotions if things are not going well
- ✓ Recognise that all learners make mistakes and mistakes can help us learn

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our school will:

- ✓ Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- ✓ Actively engage parents/carers in their child's learning via termly newsletters, weekly messages on ClassDojo and the school website as well as clearly communicating the value and purpose of home learning.
- ✓ Update parents/carers on pupils' progress through termly open evenings and produce an annual written report on their child's progress
- ✓ Meet the expectations set out in the Code of Conduct, the safeguarding policy, the positive relationships/behaviour policy and the marking and feedback policy.

3.2 Support staff

Support staff will:

- ✓ Know pupils well and differentiate support to meet their individual learning needs
- ✓ Support teaching and learning with flexibility and resourcefulness
- ✓ Use agreed assessment for learning strategies
- ✓ Use effective marking and feedback as required
- ✓ Engage in providing inspiring lessons and learning opportunities
- ✓ Feedback observations of pupils to teachers
- ✓ Ask questions to make sure they've understood expectations for learning
- ✓ Identify and use resources to support learning
- ✓ Have high expectations and celebrate achievement
- ✓ Demonstrate and model themselves as learners
- ✓ Meet the expectations set out in the Code of Conduct, the safeguarding policy, the positive relationships/positive relationships/behaviour policy and the marking and feedback policy.

3.3 Senior leaders

Senior leaders will:

- ✓ Have a clear and ambitious vision for providing high-quality, inclusive education to all
- ✓ Celebrate achievement and have high expectations for everyone
- ✓ Hold staff and pupils to account for their teaching and learning
- ✓ Plan and evaluate strategies to secure high-quality teaching and learning across the school
- ✓ Manage resources to support high-quality teaching and learning
- ✓ Provide support and guidance to other staff through coaching and mentoring

- ✓ Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- ✓ Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- ✓ Address underachievement and intervene promptly
- ✓ Meet the expectations set out in the Code of Conduct, the safeguarding policy, the positive relationships/behaviour policy and the marking and feedback policy.

3.4 Pupils

Pupils will be **READY, RESPECTFUL and SAFE** and in doing so, will:

- ✓ Take responsibility for their own learning, and support the learning of others
- ✓ Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- ✓ Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- ✓ Be curious, ambitious, engaged and confident learners
- ✓ Know their targets and how to improve
- ✓ Put maximum effort and focus into their work
- ✓ Complete home learning activities as required
- ✓ Meet the expectations set out in the positive relationships/behaviour policy.

3.5 Parents and carers

Parents and carers of pupils at our school will:

- ✓ Value learning
- ✓ Encourage their child as a learner
- ✓ Make sure their child is ready and able to learn every day
- ✓ Support good attendance
- ✓ Participate in discussions about their child's progress and attainment
- ✓ Communicate with the school to share information promptly
- ✓ Provide resources as required to support learning
- ✓ Encourage their child to take responsibility for their own learning
- ✓ Support and give importance to home learning

3.6 Governors

Governors at our school will:

- ✓ Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- ✓ Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- ✓ Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- ✓ Make sure other school policies promote high-quality teaching and that these are being implemented

4. Planning

Part 1 of the Teachers' Standards states '**teachers must plan and teach well structured lessons**' and '**adapt teaching to the strengths and needs of all pupils.**'

Our vision is to provide high quality education, recognising individual talents and ensuring opportunities are provided for all children to reach their full potential by working together, learning together and growing together. Lessons will be planned well to ensure good short, medium and long-term progress.

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Rosenshine's principles of instruction are core to planned lessons at Broom Cottages Primary and Nursery School. Carefully planned lessons will ensure that pupils will experience a broad, balanced and ambitious curriculum.

Where appropriate, well researched and evidenced schemes of learning are used to aid in the planning of lessons in the following subjects:

Mathematics – White Rose Maths & Maths Whizz

Science – Cornerstones

History – Cornerstones

Geography – Cornerstones

Art & Design – Cornerstones

Design & Technology – Cornerstones

PE – Get Set 4 PE

RE – Durham Plans

Music – Charanga

Planned Lessons

Planned lessons are added to weekly timetables on Cornerstones on a weekly basis.

08:30	Soft start & registration. 08:30 - 09:00	Soft start & registration. 08:30 - 09:00	Soft start & registration. 08:30 - 09:00	Soft start & registration. 08:30 - 09:00	Soft start & registration. 08:30 - 09:00
09:00	Assembly 09:00 - 09:30	Swimming	Assembly 09:00 - 09:30	Music	RE 09:00 - 09:45
09:30	Maths Step 5: Number line to 10,000,000	09:00 - 09:45	Maths Step 6: Compare and order any integers	Maths Step 7: Round any integer	Maths - Arithmetic paper 1 09:45 - 10:30
10:00	Morpugo. 09:30 - 10:30	Morpugo. 09:45 - 10:30	Morpugo. 09:45 - 10:30	Break 10:30 - 10:45	Break 10:30 - 10:45
10:30	Break 10:30 - 10:45	Break 10:30 - 10:45	Break 10:30 - 10:45	English	English 10:45 - 11:45
11:00					
11:30	10:45 - 11:45	10:45 - 11:45	10:45 - 11:45	10:45 - 11:45	10:45 - 11:45
12:00	Reading & phonics 11:45 - 12:25	Reading & phonics 11:45 - 12:25	Reading & phonics 11:45 - 12:25	Reading & phonics 11:45 - 12:25	Reading & phonics 11:45 - 12:25
12:30	Lunch	Lunch	Lunch	Lunch 12:25 - 12:30	Lunch 12:25 - 13:15
13:00	12:25 - 13:15	12:25 - 13:15	12:25 - 13:15	PPA	Computing 13:20 - 14:25
13:30	Science RHE Lesson 3: Heart rate investigation 13:20 - 14:30	History Lesson 2: Abolition of slavery Morpugo. 13:20 - 13:00	Art Colour and Style, Lesson 2: Generating ideas Morpugo. 13:20 - 14:20	PSHE-What is bullying? 14:20 - 15:00	Assembly 14:30 - 15:00
14:00					
14:30	French - Days of the week. 14:30 - 15:00				Story 15:00 - 15:10
15:00	Story	Story	Story		

See our Early Years Foundation Stage (EYFS) policy for more details on our school's teaching and learning in the early years.

5. Teaching and learning strategies

School leaders and Governors have agreed an approach to teaching and learning which encompasses Rosenshine's Principles of Instruction.

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2
teachinghow2s.com

01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



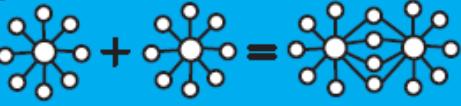
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

WORKING TOGETHER, LEARNING TOGETHER, GROWING TOGETHER

8

At Broom Cottages Primary and Nursery School, we have spent time researching the Rosenshine principles and reflected on how these support our planning so that all learners are supported and reach their potential. Teachers are clear that their role is to teach in a precise way which makes it possible for all children to engage successfully with tasks at the expected level of challenge. At Broom Cottages Primary and Nursery School, we strive to have the following elements in all of our lessons:

1. A daily review of previous learning (from the current unit and previous PoS) using retrieval practice strategies.
2. New material presented in small steps, with teachers ensuring that each step is mastered before moving on.
3. Teachers asking a variety of open questions, and using a range of questioning techniques, to establish children's understanding.
4. Teachers model clearly, using equipment, visual and/or other aids to show children how to solve problems.
5. Time for children to do guided practice.
6. Teachers check all children's understanding in a variety of ways.
7. Children have a high rate of success, with enough mistakes to show that they are being challenged.
8. Scaffolds are provided for all.
9. Children are given opportunities to practice independently.
10. There are regular reviews of learning.
11. High expectations of oracy.

These classroom practices are captured through our principles of practice, which can be found in the appendix. They underpin all elements of our classroom practice to ensure consistency in teaching and learning approaches across the school.

A detailed guide to our lesson structure at Broom Cottages Primary and Nursery School

All lessons in our school should follow a basic structure made up of four key phases:

- Phase One: set the scene, place learning in a wider context, review and retrieve prior learning; review previous lesson; share intended learning outcomes.
- Phase Two: explaining and introducing new learning in small chunks and providing rehearsal time for pupils.
- Phase Three: Time for pupils to complete guided or independent practice.
- Phase Four: Review learning and plan next steps.

Precise interpretation of the four-phase structure will inevitably be very different in different situations. Age, ability, timing of the lesson, subject area and the particular focus for the lesson will all have a significant impact. Teachers may well scroll through the phase more than once during the lesson. The phases are not always sequential. Review, for example, is not confined to the end of the lessons.

PHASE ONE – REVIEW AND RETRIEVE PRIOR LEARNING

01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

Rosenshine's evidence shows that lessons should include some recall of previous learning – not just of recently learned information, but also of information that was learned much earlier. This helps to build and strengthen the schema of knowledge in the child's mind, enabling new information to be understood, stick more easily and for longer. For knowledge to be used and applied in the long-term memory, knowledge needs to be retrieved. It is vital that children are asked to search their memory for prior learning and then apply this knowledge in their learning.

At Broom Cottages Primary and Nursery School, we will ensure we plan for lots of low stakes retrieval practice. This does not have to be all and only quizzes. Other strategies encouraged are: Cops and Robbers, Retrieval tennis, Retrieval rockets, Retrieval relays or use retrieval challenge grids structured talk happening. [See Appendix 2](#)

PHASE TWO – EXPLAINING AND INTRODUCING NEW CONTENT AND PROVIDING OPPORTUNITIES TO REHEARSE

02 NEW MATERIAL IN SMALL STEPS



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03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

Providing Pupils with new Information or Skills This is the teaching phase. Although it is our intention for pupils to understand the information as they encounter it, the emphasis within this phase is upon providing new content in small chunks. The quality of the input at this stage will clearly have a large bearing upon the extent to which the children understand information that they are given. We aim to achieve this through teaching skills in sequential parts with regular opportunities for children to rehearse and discuss their learning (Core 10 – Sequencing). At Broom Cottages Primary and Nursery School we use a range of techniques to try to ensure that the input is of high quality on a daily basis.

High-leverage teaching techniques:

Pre-teach some key vocabulary (Core 10 – Vocabulary)

We recognise that children need to be secure in their understanding of key vocabulary in lessons **before** we expose them to the vocabulary in texts.

We provided opportunities through teaching for children to practise saying the words, in different contexts, **before** we expose them to the vocabulary in wider reading. Through **fast-paced** questioning, we check that all pupils are really secure in these words so that they will recognise the word quickly and interpret the sentences within texts more easily.

Pupils need to hear you say the words.(Core 10 – Oracy)

We recognise that it's important to pronounce new words clearly and carefully, ensuring all pupils are listening. We ensure that through teaching, we say them in different contexts – not just with definitions but in varied sentences which model their flexible and interesting use.

If a tricky word has many syllables, we sound each syllable out in their choral response, until they get faster with saying it accurately and until they enjoy saying it accurately.

Pupils need to hear themselves say the words (choral response). (Core 10 – Oracy and vocabulary)

When pre-teaching some selected vocabulary before pupils encounter it in text, we understand the importance of providing opportunities for all pupils to say it together, several times, in differing contexts. This is fun, powerfully inclusive, and keeps the lesson pacey.

We aim to get **all pupils** to say it together, **several times**, in differing contexts.

Periods of input are short (Core 10 – Sequencing)

We recognise that children have limited concentration spans particularly those in the younger year groups. Periods of input are, therefore, kept short and punctuated by rehearsal activities and partner talk. Research shows that significantly more learning takes place when new information is shared in shorter bursts of **10 minutes** rather than extended periods of time.

Questioning (including checking for understanding) (Core 10 – Cold calling)

Effective Questioning and Classroom Talk is essential to develop learning & higher order thinking, promoting imagination, speculation, creative thinking & to pitch a suitable challenge level. This is where the quality of questioning is paramount. Questions can highlight misconceptions and challenge children to think deeper. The greatest value of questioning is that they force children to practise retrieval; this strengthens and deepens memory hence the importance of high quality questioning. Although we encourage questions to be planned, we also encourage questioning to be responsive to what is happening in the lesson.

At Broom Cottages Primary and Nursery School, we ensure talk time is given to children to allow them to talk to other children and adults. We use talk partners to promote talk in all classrooms. Wait times are given to allow children to pause and review to enable the children to process the information. We have invested time in staff training to support effective questioning in the classroom as well as a graduated approach to high quality questioning and we encourage higher order questions to encourage deeper investigation of concepts.

Some effective questioning techniques that are used daily at Broom Cottages Primary and Nursery School can be seen in [Appendix 3](#). Examples of questions can be seen in [Appendix 4](#).

Monitoring levels of understanding (Core 10 – Keeping on task)

We recognise the importance of ensuring that levels of understanding of taught concepts are secure before learning is moved on in lessons. To achieve this, teachers ask carefully crafted questions, using a range of techniques as seen in [appendix 3](#), and carefully monitor pupils responses to questions and tasks. Teachers give careful consideration towards the deployment of adults in the room and how this supports the ongoing assessment process.

Once misconceptions and gaps in learning have been identified within or after lessons, we aim to maximise the impact of additional adults in the school.

- TAs are utilised to support the marking process to enable pupils to complete pinpoints
- They deliver pre teaching and corrective teaching tasks with pivotal pupils as directed by class teachers.
- TAs are deployed to work with specific pupils during lessons, both within and outside the classroom to consolidate and extend children's learning.

Provide Models and Scaffolds (Core 10 – Explicit modelling)

Rosenshine found that successful teachers spent longer guiding children's practice through explanations and modelling than less effective teachers. After children have been exposed to high quality explanations and models, they can begin to be involved in the knowledge recall or procedural process. This is where children begin to take ownership over parts of the task with the support of the teacher as a scaffold or guide.

At Broom Cottages Primary and Nursery School, we understand the importance of providing all children with scaffolds despite their level of ability to help guide their responses or help them recall information. This could be in the form of a help-sheet, sentence starters, word mats, writing frames or physical resources. We have high expectations and with these scaffolds and expect all children to take part in the learning.

The input phase is punctuated through clear modelling of whatever it is that we want the children to be able to do. Opportunities for modelling key learning points are carefully considered in every lesson and clearly outlined within lesson planning. Through ensuring periods of input are followed by rehearsal activities, teachers ensure that children are given opportunities to apply and deepen their understanding before the lesson moves on. For example, a teacher might be modelling how to use embedded clauses within sentences. She might ask the children to work with a partner to construct a sentence together on a whiteboard before continuing with further instruction.

PHASE THREE – TIME FOR PUPILS TO COMPLETE GUIDED OR INDEPENDENT PRACTICE

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

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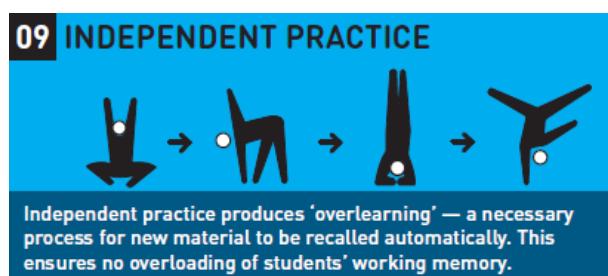
Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

Guided Practice

More effective teaching occurs when you give more time for guided practice. This is directly linked to children spending more time asking questions, more time checking for understanding and using more worked examples. The idea is that if learners are going to be successful in becoming confident and independent within a certain knowledge area, the teacher needs to make sure they are forming strong schema early on. Therefore, at Broom Cottages Primary and Nursery School, we ensure learners spend additional time rephrasing, elaborating and summarizing new material in order to store material in the long term memory. All children need to practice, however, practice must be guided so that the chance of forming misconceptions is minimised. If children have any misconceptions, then these misconceptions are unpicked and retaught where appropriate.

At Broom Cottages Primary and Nursery School, guided practice is where learning activities involve thorough explanations, high frequency, short answer questions or simple tasks where the teacher and learners are engaged interactively, with plenty of modelling, corrective or affirming feedback and aspects of re-teaching where gaps remain. An example of this would be the 'we do' part of a lesson. For example, in mathematics, calculations similar to those the children will solve during independent practice time will be rehearsed and answered together. (E.g. same process, but different numbers).

Within lessons and over a series of lessons within a teaching unit, children are given time to practice using new knowledge and skills. Rosenshine (2012) recognises independent practice as a vital part of learning because it provides pupils with the much-required opportunity to complete a procedure or activity over and over. He identifies 'overlearning' as necessary for pupils to become fluent or automatic in a skill. When children become automatic in a process or skill, they free up their working memory which can be used to apply their learning to new contexts. This is when pupils can consolidate their learning.



Independent Practice

At Broom Cottages Primary and Nursery School, we consider the following when planning effective independent practice.

- Planning the right practice activity (during independent practice, pupils should work on the same material covered during guided practice to give them an opportunity to consolidate their learning).
- Providing further guides and scaffolds
- Using collaborative practice to best effect
- Gradually removing scaffolding

The more children practise the material, the stronger the retrieval strength becomes. Without enough independent practice, children will find it more challenging to recall information or procedures at a later stage as the retrieval strength of the new material won't be as strong. An example of this would be the 'you do' part of a lesson. For example, in mathematics, children will apply the knowledge and skills taught and rehearsed by solving a series of calculations with an appropriate degree of independence. Careful monitoring, formative assessment and intervention at the point of need is key here.

PHASE FOUR – REVIEW LEARNING AND PLAN NEXT STEPS

The emphasis in this phase is reviewing what has been learned and reflecting on how and why it has been learned. Review is key to memory, and we understand that it is important not just to confine it to the end of the lesson. At Broom Cottages Primary and Nursery School, we recognise that good teaching requires teachers to constantly refer back to the learning objective throughout the lesson and reinforce prior learning. This is a very important aspect of the lesson and the learning process, in general, as large amounts of information can be forgotten quickly by children.

We recognise that when teachers summarise what has been learned, the effect on children's memories can be restricted. However, when the children are involved in identifying what they have learned in the lesson, their memories will be significantly boosted. In Science, History and Geography, we have introduced knowledge organisers that are used throughout units of work to retrieve previous learning on a regular basis. [An example can be seen in Appendix 5.](#)

In summary, reviews should be carried out within lessons, but also on a weekly and monthly basis.



All lessons across Broom Cottages Primary and Nursery School should include the following key elements to ensure the effective delivery of the Teaching and Learning model

All lessons are built upon planning which has clear learning outcomes

- Planned units of work centre around identified learning outcomes which are recovered regularly throughout the year
- Intended learning outcomes create the right level of challenge and are built upon prior learning
- All learning outcomes are written up and shared orally in child friendly language

All lessons have well planned success criteria (Core 10 – Keeping on task)

- All children are clear about how they will achieve the intended learning outcome through clear modelling and discussions of strategies
- Toolkits are displayed (in literacy lessons) for the children to follow, or drawn up with the children, during the lesson where appropriate
- Teachers ensure that the success criteria outlined within toolkits are revisited regularly throughout the lesson
- Teachers may refer to individual children's work during lessons to illustrate examples of good practice and successful use of success criteria

All lessons are clearly designed to meet the needs of different groups of learners

All groups of learners are challenged appropriately in lessons, including the needs of pupils with SEND. More information can be found in the SEND policy. This is achieved through the use of scaffolded questioning, and planned tasks which support different depths of learning. Intended learning outcomes are the same for all children. This is to ensure that all our pupils are able to access the same learning. It is the responsibility of the class teacher to scaffold tasks through the use of questioning, resources and levels of support. This is the responsibility of the class teacher to scaffold learning to enable learning through questioning, levels of support and resources etc.

All lessons are underpinned by providing opportunities to develop and strengthen children's oracy. (Core 10 – Oracy and vocabulary)

- Through the use of Talk Partners, pupils are provided with regular opportunities to think and share ideas together to develop their learning
- Children are expected to answer in full sentences when responding to questions.
- Children are encouraged to draw upon key vocabulary in every lesson. All pupils receive regular and clear feedback which enhances their learning
- The school's policy for providing feedback and responding to children's work is embedded in everyday practice and is used to support and inform teaching and learning
- All pupils are clear about what they need to do in order to improve their work
- Marking is sharply focused against the intended learning outcome and identifies next step prompts
- Pupils are given regular time to respond to marking prompts and this is built into lesson planning and facilitated through adult support.
- Live marking – The use of live marking in lessons ensures that misconceptions or observations and assessments are quickly addressed either on the same day or the next morning via post teaching interventions.

Learning is enhanced through the use of consistent behaviour and classroom management approaches

Positive behaviour management systems are designed to minimise the time spent on behaviour management and maximise the time spent on learning. All our staff must consistently apply the same approaches which are clearly outlined in the positive behaviour policy. These approaches are underpinned by our core rules of **Ready, Respectful and Safe**.

All pupils are actively engaged in their learning (Core 10 – Keeping on task)

- Pupils are actively engaged during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are not sitting passively for long periods.
- Mini whiteboards are used for short bursts of activity, to develop and check for understanding and to ensure children are active and engaged during the lesson.

6. Learning environment

Part 1 of the Teachers' Standards states '**teachers must manage behaviour effectively to ensure a good and safe learning environment.**'

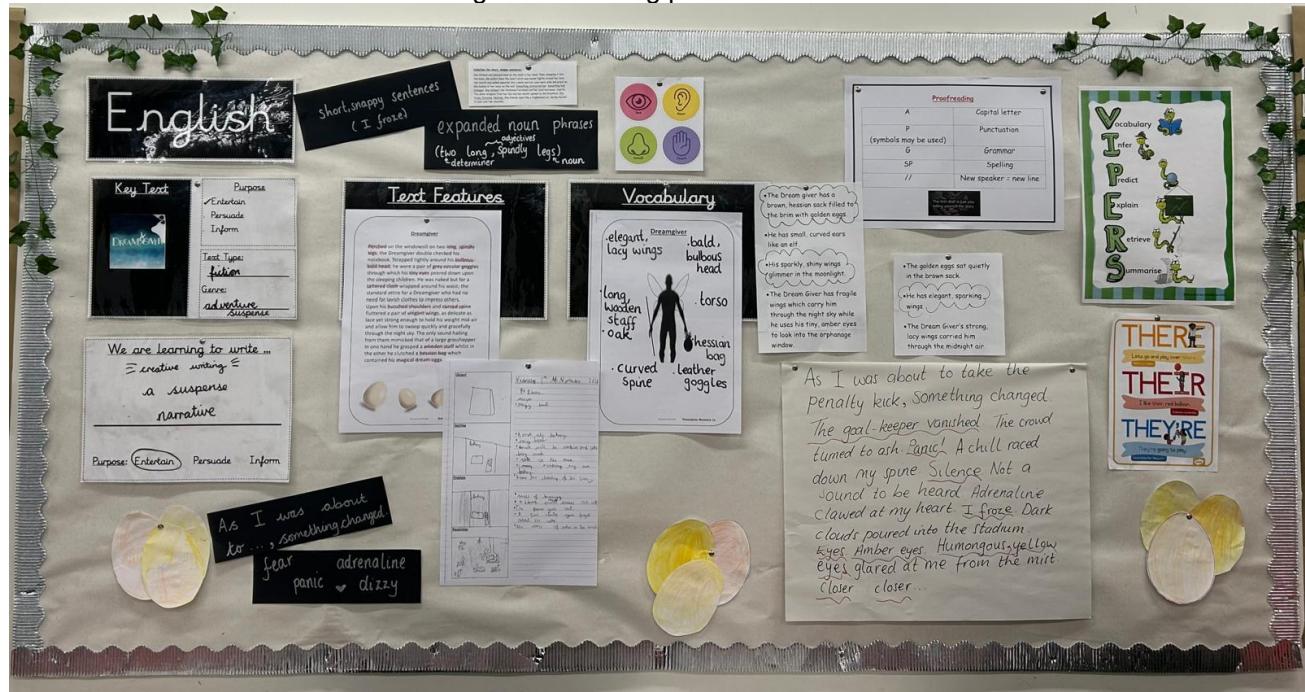
The surroundings in which children learn can greatly influence their academic performance and wellbeing in our school. The better the school looks, the more it inspires the people inside it. A well cared for and organised classroom and school can make pupils feel that they want to achieve and how they themselves are perceived is important.

At Broom Cottages Primary and Nursery School Primary we believe that classrooms should be calm, well organised learning spaces. Pupils need to know how to access resources and respect the classroom environment. To ensure a sense of consistency across the school the following points below need to be taken on board in each classroom.

- The core rules of Ready, Respectful and Safe are displayed in all learning environments
- The school values – Ambition, Collaboration, Curiosity, Kindness and Resilience are displayed in all learning environments alongside reference to the fundamental British Values of Democracy, Rule of Law, Individual Liberty, Tolerance and Mutual Respect.
- A literacy working wall which shows:
 - The key text poster which prompts discussion around the features of the text type, genre and encourages thought to be given to the reader.
 - A text features section showing the model text and its features.
 - The vocabulary specific to the writing cycle plus previously taught vocabulary if appropriate.
 - Other parts of the writing cycle which will support their writing e.g. the senses grid below and model plan from the planning lesson. A piece of shared writing showing the application of 'short, snappy sentences' (grammar).
 - The school's proof-reading poster.
 - An age-appropriate VIPERS poster.
 - Other posters to support learning – e.g. there, their and they're poster.
 -

Children take pride in their work being displayed. Examples of this should feature on the working wall. This does not need to be a 'polished final piece'. It could be in the form of their contributions to the vocabulary section (see typed sentences below) or a copy of a piece of excellent work during the process (see the planning grid below).

Walls will reflect the current stage of the writing process.



- A Read Write Inc sound chart
- A maths learning wall that reflects current learning

Key guidance for creating a maths working wall:

Collaborate with students: Build the wall with the students during lessons to ensure it is relevant and that they understand its purpose. Encourage them to contribute their own work to the wall.

Keep it current: The working wall should be updated regularly to reflect the current topic or unit of work, typically changing over two to three weeks. Remove old material to keep it focus.

Make it interactive: Include removable resources, such as multiplication grids or hundred squares, that students can take from the wall to use in their work. Use treasury tags to allow for easy removal and addition of laminated items.

Incorporate the following elements:

Key vocabulary: Display key terms with definitions.

Visual aids: Include examples, photos, or diagrams to help explain concepts.

Student work: Showcase photocopies of student's whiteboard work or examples of their bookwork.

Calculation methods: Use flipchart paper to model strategies and hang them on the wall for reference.

Use it as a teaching tool: Refer to the wall during lessons to point out different learning points and resources.

Provide differentiated challenges: Add puzzles and tasks at different levels of difficulty to keep lessons engaging and allow students to reinforce their learning.

- Other subject specific displays which celebrate and support pupils' learning
- By the summer term (April 2026) and moving forward, display boards will have a neutral tone e.g. use of hessian. This will ensure the focus is on resources to support learning and children's work rather than background colour which may be over-stimulating for some learners.
- The front of classrooms will have limited distractions – the focus will be on the teacher and the teaching resources being used.
- Subject specific displays in the corridors will showcase samples of work from all year groups. These will be updated **termly** and will serve as a useful way of demonstrating progression from Early Years to Year 6.

When pupils are at school, learning will take place in classrooms, the hall, the gym, the library and in the school's outdoor spaces including the playground, field and outdoor classroom.

These spaces will be kept safe, clean, tidy and clutter free, ready for pupils to use them.

Pupils will take reasonable responsibility for ensuring their classroom is a pleasant and safe place to learn and they will be taught to respect equipment and resources.

They will be arranged to promote learning through:

- ✓ Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- ✓ Providing access to materials which summarise previously taught knowledge and skills
- ✓ Accessible resources for learning such as books, worksheets, knowledge organisers, subject and topic specific vocabulary banks and other equipment
- ✓ A seating layout that allows everyone to see the board and the teacher without turning around so that all pupils are actively engaged in learning opportunities
- ✓ The teacher being a clear, visible and obvious presence in the classroom

7. Differentiation or adaptive teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate or adapt learning to cater to the needs of all of our pupils, including:

- ✓ Pupils with special educational needs and/or disabilities (SEND) – there will be clear evidence that the objectives from short notes, support plans and EHC plans are being addressed effectively
- ✓ Pupils with English as an additional language (EAL)
- ✓ Disadvantaged pupils
- ✓ Pupils that are gifted and talented/most able

We will do this by:

- ✓ Using support staff effectively to provide extra support
- ✓ Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents/carers to establish the appropriate level of material to support these pupils to make good progress
- ✓ Using ability groupings for certain subjects where appropriate
- ✓ Providing writing frames and word banks

For further details, refer to the school's Equality Policy Statement and the Special Needs Policy.

8. Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available via the school platform (Currently Class Dojo) and is also available in paper versions when requested.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Any necessary equipment or resources will be provided, loaned or made accessible.

9. Marking and feedback

Part 1 of the Teachers' Standards states '**teachers must give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback.**'

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

At our school, we know that feedback is an essential component in moving learning forwards. We lay the foundations for effective feedback through clear, high-quality instruction and planning opportunities for formative assessment, both of which contribute to the overall feedback process being successful.

During lessons, we constantly monitor pupils' work (assessment), giving them both support and praise as appropriate. We also use this time to support pupils in developing their self-regulation strategies. We know that individual feedback must be given at the appropriate time dependent upon the child and the nature of the task. Staff use their knowledge of the child to determine when to give to provide individual feedback and how best to share this with the child.

Whole class feedback is given at the start of the following lesson. Feedback is linked directly to the learning objective.

What does marking look like?

- * Staff mark using blue pen.
- * Staff model the correct use of grammar and punctuation,
- * Staff model the school handwriting scheme when making written comments.
- * The children self/peer assess and respond to marking using a red pen.
- * Any missing or misused punctuation, grammar and spelling errors (relevant to the appropriate year group) are identified in the margin. Children identify and self-correct these.

Staff use the following proofreading codes in the margin to support pupils to reflect on their work:

<u>Proofreading</u>	
A	Capital letter
P (symbols may be used)	Punctuation
G	Grammar
SP	Spelling
//	New speaker = new line

10. Assessment, recording and reporting

Part 1 of the Teachers' Standards states '**teachers must make accurate and productive use of assessment.**'

We will track pupils' progress using a combination of formative and summative assessment. Formative assessment will take place throughout all lessons. Formal summative assessments will take place termly using the Cornerstones assessment papers and at the end of each Key Stage.

We will provide regular targets for pupils and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report annually.

For further details, refer to the school's assessment policy.

11. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders and subject coordinators will monitor and evaluate the impact of teaching on pupils' learning through:

- ✓ Conducting learning walks
- ✓ Reviewing marking and feedback
- ✓ Termly pupil progress meetings
- ✓ Gathering the views of pupils (pupil voice)
- ✓ Planning scrutinies
- ✓ Book scrutinies
- ✓ Reviewing classroom displays and subject displays in corridors

- ✓ Staff appraisal processes (Refer to Local Authority appraisal policies)

12. Review

This policy will be reviewed every year by Senior Leadership Team and the Curriculum Committee. At every review, the policy will be shared with the full governing board.

13. Links with other policies

This policy links with the following policies and procedures:

- ✓ Positive relationships/behaviour policy
- ✓ Early Years Foundation Stage (EYFS) policy
- ✓ SEND policy and information report
- ✓ Marking and feedback policy
- ✓ Assessment policy
- ✓ Equality policy statement

APPENDIX 1

CORE 10 PRINCIPLES OF PRACTICE AT BROOM COTTAGES PRIMARY AND NURSERY SCHOOL

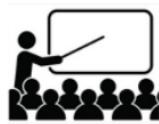
CORE 10

COLD CALLING



Why: High levels of participation.
How: Don't ask 1, ask 5.
Say it again better.
Probing questions.

EXPLICIT MODELLING



Why: See it – name it – do it.
How: narrate thought processes.
Models and scaffolds.
Rehearsal.

ORACY



Why: Empower effective communication.
How: Model full sentences.
Where appropriate, encourage full sentences.
Partner tasks.
Building on responses.

KEEPING ON TASK



Why: Maintain a purposeful learning environment.
How: Check for understanding.
Toolkits.
Active supervision.

SEQUENCING



Why: Reduces cognitive load.
How: Small steps.
I do – we do – you do.
Retrieval.

VOCABULARY



Why: Ensure understanding.
How: Pre-teaching.
My turn – your turn.
Choral response.
Say the words.

READY TO LEARN



Why: Learning time is maximised.
How: Eye contact.
Track the speaker.
Listening.

POSITIVE FRAMING



Why: Establish high expectations.
How: Narrate the positives.
Positive reinforcement.

SIGNAL PAUSE INSIST



Why: Ensure calm, slick transitions.
How: Stop signal.
1, 2, 3.

TRANSITIONS



Why: Respect the learning of others.
How: Quiet corridors.
1, 2, 3.

APPENDIX 2

RETRIEVAL STRATEGIES AT BROOM COTTAGES PRIMARY AND NURSERY SCHOOL

<u>Cops and Robbers</u>	<u>Retrieve Practice Placement</u>	<u>Retrieval Tennis</u>
Cops – Students write as much as they can from memory about a certain topic. Robbers – Students get out of their seats, sharing and stealing ideas from their peers.	Key questions such as: What keywords did you use last lesson? State 3 facts from last lesson Explain a key concept from last lessons Ask your partner 3 questions based on...	Pairs take turns to recall facts/information that is relevant to the topic. They can not repeat themselves or say something that their partner has already said.
<u>Retrieval Relay Race</u>	<u>Retrieval Rockets</u>	<u>Retrieval baskets</u>
4 box grid. Box 1 – Write as much as you can remember about our topic. Box 2 – A peer writes what they can recall. Repeat for boxes 3 and 4 but no one is allowed to repeat what has already been written.	Countdown 5 to 1 to launch the rocket. At each of the 5 steps, pupils must recall a fact.	Throughout the lesson, write questions based on the content of the lesson and store in a basket. These questions then get asked in future lessons via cold calling techniques.

APPENDIX 3

QUESTIONING TECHNIQUES AT BROOM COTTAGES PRIMARY AND NURSERY SCHOOL

<u>Questioning techniques</u>	
Cold call	No hands up or calling out. Asking everyone – select who answers.
No opt out	If students get an answer wrong or don't know, go back to them to check that they now.
Check for understanding	Ask selection of students to relay back what they have understood about the question under discussion.
Probing questioning	Make each question and answer exchange a mini dialogue, probing to explore student's understanding.
Say it again better	Accept students' first half-formed responses but then help them to reframe a better more complete response.
Choral response	Use techniques like mini whiteboards, number fans, clocks etc. to provide simultaneous responses from a whole class.

Cold calling techniques	
Pre call	This is when you tell one or more students that you will ask them to respond after you've given an explanation, read a passage or watched a video. OK, John and Sabrina, after the video, I'd like you to summarise the key points for us. This gives them that extra bit of notice to prepare. Other students know they too could be cold called afterwards but John and Sabrina get some prep time.
Batched cold call	When you tee up a number of students to answer in one go. Right, now I've explained my examples, I'd love to hear your versions. I'll start with Michael, then Daisy, then Samuel. You then ask them one by one. It gives Michael and especially Daisy and Samuel a heads up. They can get ready. Any sense of 'gotcha' is removed entirely.
Rehearse and affirm	This is where, first, you have given all students an opportunity to share their answers non-verbally through a means you can see such as whiteboards (Show me!); You select answers that are correct or interesting and then cold call the students to ask them to expand. Robyn, what a great answer. Could you explain how you came to that conclusion? Jason, well done, B is the correct answer. How did you know that? This technique has the effect of giving Robyn and Jason confidence in their understanding before they give their answer publicly. They already know they are right. It's a technique that is great for the less confident students; you build them up by asking them to explain their good ideas or correct answers you've already seen – rather than them feeling it's a risk offering answers at the point when they are still unsure.
Don't ask one, ask five	This is an important element of our retrieval practice. When checking particular pupils have understood and remembered a particular concept, such as 'irrigate' or 'irrigation', we don't just choose one pupil to check to understanding. Adults will choose five in quick succession so that all pupils are doing the work of retrieval in their heads because they know they might be asked. We aim to take a sentence and keep rephrasing the question in different ways so pupils have to use the words in different combinations in a full sentence.

APPENDIX 4

COSTA'S LEVELS OF QUESTIONS

Level 3: Applying (Evaluative)

These questions involve **judgement, prediction, or application**.

- ✓ What would happen if gravity stopped working for one day?
- ✓ How would you solve the problem differently?
- ✓ Do you agree with the author's point of view? Why or why not?
- ✓ What advice would you give the character based on your own experiences?
- ✓ What would you do if you were in the character's situation?
- ✓ How might this historical event have changed if it happened today?
- ✓ What lessons can be learned from this story and applied to your own life?
- ✓ How would you redesign the experiment to test a different hypothesis?
- ✓ What are the ethical implications of the decision made?
- ✓ How does this issue affect your community or country?
- ✓ If you were the author, how would you end the story differently?
- ✓ What changes would you make to improve the outcome?
- ✓ How can this mathematical concept be used in everyday life?
- ✓ What advice would you give to someone facing a similar challenge?
- ✓ How would you apply this scientific principle to solve a real-world problem?
- ✓ What would happen if this law or rule were removed?
- ✓ How does this idea connect to current events or global issues?

Level 2: Processing (Inferential)

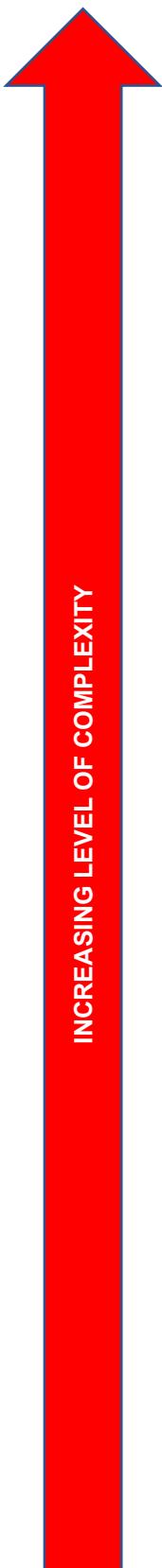
These questions require **thinking and interpretation**.

- ✓ Why did the character choose to leave home?
- ✓ What is the relationship between photosynthesis and cellular respiration?
- ✓ How does the author show the theme of friendship?
- ✓ Compare the causes of World War I and World War II.
- ✓ What can you infer about the character's feelings from their actions?

Level 1: Gathering (Literal)

These questions ask for information that is **explicitly stated**.

- ✓ What is the capital of France?
- ✓ Who is the main character in the story?
- ✓ When did World War II begin?
- ✓ Define the term "ecosystem."
- ✓ What is 7×8 ?

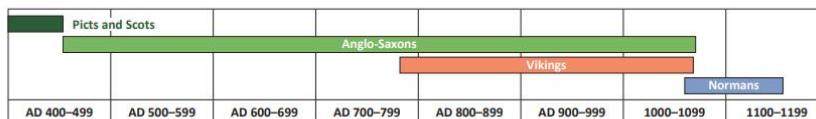


APPENDIX 5 – SAMPLE KNOWLEDGE ORGANISER AND GLOSSARY

Invasion

After the Romans

After the Romans left Britannia in AD 410, many towns fell into disrepair and the country became vulnerable to attack. This marked the beginning of a period of invasions from different groups: Picts and Scots from Scotland and Ireland; Anglo-Saxons from Germany, the Netherlands and Denmark; Vikings from Scandinavia and Normans from France. This time in history is called the early Middle Ages.



Timeline showing the periods of invasion and settlement in Britain from AD 410–1199

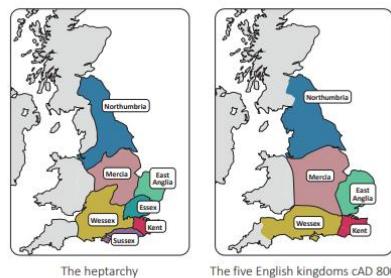
Anglo-Saxons

Invasion

The Picts and Scots tried to invade England after AD 410, because the Britons were undefended. In AD 449, a British leader, Vortigern, asked Hengist and Horsa, two Jutes, to come to England to help the Britons. However, the Jutes realised that the land in England was good for farming, so they, along with the Angles and Saxons, invaded England.

Settlement

The Anglo-Saxons invaded the east and south coasts of England and pushed the Celtic Britons west. They split England into seven kingdoms, which became known as the heptarchy. The rulers of these kingdoms fought each other for land and power. By AD 800, there were five main kingdoms: East Anglia, Kent, Mercia, Northumbria and Wessex. Celtic Britons still lived in Wales, Cornwall, Scotland and Ireland.



Christianity

Christianity declined in England after the Romans left, so Irish and Roman Christians were sent to Britain to reestablish Christianity. Monks like St Columba, St Aiden and St Augustine converted the Anglo-Saxon kings, and then their people, to Christianity. They also established churches and monasteries.

Vikings

Invasion

The Vikings first visited England in AD 789, when they sailed from Norway to the Isle of Portland on the south coast and killed the reeve, who had greeted them on the shore. However, their first major raid was four years later, on the monastery at Lindisfarne.

Viking raid on Lindisfarne

In AD 793, the Vikings arrived on Lindisfarne and destroyed the monastery buildings, stole precious objects, killed and injured the monks and took some as slaves. The Christian world was shocked by this raid on a remote monastery and monks wrote about the attack.

Resisting the Vikings

Over the next 60 years, the Vikings continued to raid England in the spring and summer, before returning to Scandinavia in the winter. To try to stop the raids, some Anglo-Saxon kings paid the Vikings money, called *Danege*, to leave. However, the Vikings returned, and *Danege* became another way for them to make money.

Great Heathen Army

After 60 years of summer raids, a huge army of 3000 Vikings arrived on the south coast to invade England in AD 865. They conquered every kingdom other than Wessex and took control of Jorvik (York).

Everyday life

The Vikings lived in a similar way to the Anglo-Saxons. Most Vikings were farmers or craftspeople, but they were also warriors who carried out frequent raids. Men and boys trained in boat building, weapon making, crafts and combat. They lived in longhouses, with a central fire and thatched roof. When the Vikings first invaded, they were pagans and worshipped many gods. Over time, they converted to Christianity.



Alfred the Great

Alfred the Great was the King of Wessex from AD 871–899. He defeated the Viking leader, Guthrum, at the Battle of Edington in AD 876. He made peace with Guthrum and insisted that he was baptised as a Christian. Alfred the Great split England into Viking Danelaw and Anglo-Saxon Wessex.

Normans

Invasion

When the King of England, Edward the Confessor, died in 1066, he left no successor to the throne. His adviser, Harold Godwinson, was crowned king, but the King of Norway, Harald Hardrada, and William, Duke of Normandy, also claimed the throne. Harold Godwinson defeated Harald Hardrada at the Battle of Stamford Bridge in the north of England and then marched south to fight William, Duke of Normandy at the Battle of Hastings. William, Duke of Normandy won the battle and Harold Godwinson was killed. He was crowned king on Christmas Day in 1066 and became known as William the Conqueror. This was the end of Anglo-Saxon or Viking rule in England.



Bayeux tapestry, depicting the Battle of Hastings

Monasteries

Monasteries were significant in Anglo-Saxon England because they spread Christianity, promoted reading and writing and provided help for the poor. Monasteries were usually built in isolated places and were rich with money and precious objects.



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Everyday life

Anglo-Saxon society had a hierarchy, with a king at the top. Landowners, called thegns, were below the king and peasant farmers worked on the thegn's land. Slaves were at the bottom of the hierarchy. Most Anglo-Saxons were farmers or craftspeople. They lived in homes made from wood or wattle and daub, with a single room and central fireplace. Settlements were surrounded by high fences to protect animals and villages from thieves and attack.

Legacy

There are still aspects of life in modern England that date back to the Anglo-Saxons, including the English language, the rule of law, place names, Christianity and even the layout of England itself.

Uniting England

Alfred the Great's grandson, Athelstan, was a successful Anglo-Saxon warrior. During his reign from AD 924–939, he defeated Welsh, Scottish, Celtic and Viking kings to become the first King of all England. England has been united since the reign of Athelstan.



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Glossary

Christianity A religion based on the teachings of Jesus Christ.

conquer Overcome and take control of a place or people.

Danege A tax collected from the Anglo-Saxon people paid to the Viking invaders in exchange for peace.

invasion When a foreign army enters a country by force.

monastery A building where monks live, work, study and pray, separate from the outside world.

monk A member of a male religious community who lives in a monastery.

pagan A person who believes in many gods, or does not follow one of the world's major religions.

raid A sudden attack, which aims to cause damage.

reeve A local official in Anglo-Saxon England.

Scandinavia An area of Europe, which includes Sweden, Norway and Denmark.

wattle and daub A traditional building material made from woven twigs or sticks and mud.

APPENDIX 6 – TEACHERS’ STANDARDS

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils’ attainment, progress and outcomes
- be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children’s intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils’ progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils’ achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
 - having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers’ Standards can also be found on the GOV.UK website:

<https://www.gov.uk/government/publications/teachers-standards>