Inspire Learning, Ignite Curiosity

Marlow C of E Infant School
Teaching & Learning Policy
2023

Then God said, "Let us make humankind in our image, in our likeness" Genesis 1:26

Rationale
At Marlow Church of England Infant School our curriculum aim is to inspire learning and ignite curiosity, within a welcoming Christian and spiritual community.

This bible verse above underpins our Christian vision. It tells us that every individual is created in God's image and so this leads us to conclude that everyone is precious and valuable. As a result of this we focus on treating everybody with respect and dignity because we acknowledge their God given value and unique identity.

To help us achieve our vision we concentrate on:

- Embracing the uniqueness of everybody and being inclusive of all
- Empowering all to be enthusiastic learners
- Ensuring that every child feels nurtured, supported and safe
- Enriching learning through progressive teaching methods and technology
- Being responsible to and for society
- Being good citizens of the planet
- Embodying a Christian and spiritual community
- Being guided by our values of respect, kindness, perseverance, forgiveness, thankfulness and service

As a school we support the rights of children and these rights are encompassed in the UN Convention of the Rights of the Child. This policy focuses on helping to realise Article 28 *All children have the right to a good quality education*

Policy Aims
Through this policy we aim to ensure consistency in teaching and learning throughout the school and so allowing each child to have an equal opportunity to access high quality provision.

Responsibilities
Teaching Team
Teachers and Teaching Assistants make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. 'Quality First Teaching' is expected to take place with the whole class on a daily basis. Groups of children will receive additional support within and out of the lesson as necessary during the week.
Teachers support the aims of the school by meeting the teaching standards including:

- Promoting and upholding positive relationships between all members of the School community including; children and children, staff and staff, children and staff, children and their parents/carers and staff and parents/carers
- Providing a secure, stimulating environment where all children are encouraged to take risks, learn from mistakes and accept challenges
- Providing a broad, balanced engaging and inspiring curriculum which challenges and supports children appropriately
- Addressing issues of entitlement to ensure equality of opportunity for all children

- Rewarding children for all the good things they do through both effort and achievement, in school and in the wider community
- Promoting a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others
- Providing the skills which encourage children to become confident, independent learners
- Incorporating different teaching styles to accommodate the needs of all learners
- Allowing pupils to work both independently and collaboratively
- Using positive behaviour management and encouraging pupils to achieve
- Using themes which are relevant to the children's experiences and seeking to extend these
- Using a range of assessment strategies to inform their future planning
- The enrichment of learning through progressive teaching methods and technology.

Senior Leadership Team (SLT)
At Marlow C of E Infant School members of staff with leadership responsibilities are leading towards the provision of outstanding teaching and learning when they:
- Model the behaviours of outstanding teachers
- Provide a pleasant, supportive and inspiring working environment for pupils and members of staff
- Promote, support and monitor a school-wide policy for teaching and learning, including associated policies for assessment, planning and feeding back to pupils' work
- Provide structures and resources for assessment, planning and delivery that enable and encourage outstanding teaching
- Encourage creativity and allow teachers to experiment in their teaching
- Provide teachers with focused professional development opportunities and support, both in and out of school
- Hold themselves and individual teachers to account for children's progress and attainment
- Build and foster partnerships with parents, local schools, the community and the wider teaching profession that support the provision of high quality teaching and learning
- Formally and informally monitor and develop the work of teachers and members of the learning support staff

Children
To support the aims of the school by:
- Responding to the School Charter to maintain positive relationships with peers, school staff and their parents/carers
- Attending school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn
- Respecting and valuing themselves and others and celebrating the physical, emotional and cultural differences
- Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts
- Persevering with their learning and knowing that when they find it difficult they can ask for help
- Taking pride in their work, always trying their best and aiming to get better all the time

Parents
To support the aims of the school by:
- Promoting and upholding positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers
- Ensuring that their child(ren)have excellent attendance at school, ensuring that they have access to teaching & learning
- Being understanding and supportive of our aims in learning and teaching
- Attending and contributing to Parent - Teacher Consultation Evenings
- Supporting their children with their home learning activities including reading, seeking advice from school staff where necessary
- Attending the school's Parent Information Evenings when appropriate and acting upon the guidance given
- Praising their children for the good things that they do in school and at home

- Communicating and working with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding

Governors

To support the aims of the school by:
- Promoting positive relationships between the Governing Body and all other members of the School community including; children, their parents/carers and staff
- Appointing a designated link governor who(The Chair of the Teaching & Learning Committee) will meet with the Headteacher and Assistant Headteachers at least once a year to:
  - Monitor the school's systems for planning work, supporting staff and monitoring progress
  - Ensure the allocation, use and appropriateness of resources
  - Monitor how the standards of achievement are changing over time
  - Visit School and talk to children about their learning experiences
  - Promote and support the positive involvement of parents within the school
  - Attend training and other related events
  - Report to the governing body with recommendations, if appropriate, annually

Excellent learning at Marlow C of E Infant School

At Marlow C of E Infant School, we believe that children learn best when:
- They are given clear instructions and direction
- They are praised for the positive things they do both academically and behaviourally
- There are clear, high expectations set by school staff and they are encouraged to reach to fulfil their potential
- They feel safe and secure in their learning environment, understanding the clear boundaries that are set for them
- They are excited and intrigued by the learning opportunities provided to them, igniting their curiosity to learn more and ask questions about and as part of their learning
- They are actively involved in their learning and are given hands-on opportunities to learn
- They are inspired, motivated and engaged in learning tasks that appropriately support and challenge them, matching their needs and linking to their lives and interests
- Their learning is structured and well-delivered
- They are actively encouraged to become increasingly autonomous learners
- Teaching is adapted to suit the needs of all learners and they are given the opportunity to succeed
- They ask questions, which are valued as well as answers, and have opportunities for discussions with their peers
- Pertinent and effective assessment is at the heart of day-to-day teaching
- They are an integral part of the learning process, developing the criteria they must meet to achieve and progress
- They are increasingly able to spend longer periods of time on task either during group work or an independent activity

How do the children at Marlow C of E Infant school know that they are progressing and achieving?

At Marlow C of E Infant School, we ensure that children are aware of their successes and feel that their achievements are celebrated. We do this in a variety of ways:
- Clear, focused and child-centred learning objectives in all lessons (WALTs – (We are learning to.))
  - Children are made aware of the learning objective for each lesson and are able to discuss it at an age appropriate level.
  - The discussion starts with the teacher or teaching assistant explaining the elements of the learning objective ensuring that it is understood by the children and what the learning will look like at the end of the lesson.
  - Any relevant technical/topical vocabulary will be shared at this point
  - Learning Objectives (WALTS) are written in children's workbooks for each lesson. This should follow the progression outlined in the appendix of the Feedback policy.
- Success Criteria:
  - Teachers consider the steps needed for children to learn the skill being taught or to complete a particular activity. This is evident in their short-term planning.

3

Children are increasingly involved in developing this success criteria or 'Steps to Success' (this is the term shared with the children) and are encouraged to refer to it during lessons. Teachers use success criteria in all lessons to ensure that children know what they need to do to achieve the learning objective.

- Self-assessment:
  - During mini plenaries and plenaries, children will be given the opportunity to self-assess against the learning objective and success criteria. They will know how well they are achieving and progressing within the lesson.
- Feedback:
  - As directed by the Feedback Policy, teachers use a smiley face system to assess a piece of work. Teachers also provide the children with a next step comment or question.
  - Time is allocated during each day's timetable for Key Stage 1 classes, to allow the children the opportunity to look at and respond to their written feedback. They will then be aware of how they have achieved against the learning objective and success criteria and know to do to improve their learning.
  - Verbal feedback is given by teachers to children during lessons or during allocated feedback time.
  - Children in Key Stage 1 use 'purple polishing pens' to edit their written learning. The introduction of purple polishing pens will take place in Year 1 in line with the progression contained in the appendix of the Feedback policy. It is understood that children need to be taught how to use the pens and by the time the children are in Year 2 they will be becoming proficient in the correct use of these pens for editing their work.
- Celebration worship
  - awarding certificates for academic, behavioural or out of school achievements

Developing independent learners

In addition to those strategies and tools outlined above related to ensuring the children understand what they are learning and how they know they have achieved the learning, teachers and teaching assistants use a range of metacognition tools to help the children learn to understand how they learn, organise their learning, and become more independent in their learning

These tools include:
- Teaching specific lessons about how the brain learns and self-regulation
- Thinking frames
- Thinking moves

Children are also taught the importance of perseverance, resilience and how making mistakes helps us learn.

Being ready to learn

Learning about self-regulation and the zones of regulation is explicitly taught to the children and they are supported to develop strategies to help them be in the ready to learn zone – the green zone. There are regulation stations in each class or learning area.

Through our MindUp curriculum children learn about mindfulness and how the emotional brain works. There are 12 lessons over the school year that dig deeper in each year group and that support learning about the pillars of wellbeing. The children also take part in 'Brain Breaks'. Practiced three times per day, this focused breathing practice gives children a tool to help them to regulate their stress and emotions through regulating their physiology, and activating the attentional regions of the brain. This puts them in the best place to be ready to learn.

The Learning Environment

The school provides a safe, clean and stimulating learning environment which is inspiring, engaging, well-organised and well-resourced.

In each class, a folder will be available (kept in drawer in teacher's desk when not in use) that includes:
- A class list
- The class reward system
- Attention grabbing signals used by the teacher
- Any behavioural issues
- A class timetable
- A carpet seating plan
- Planning for the current week
- SEN Support plans
- Children with medical needs (sheet with photos of children in school with healthcare plans)
- Marking codes (Teacher & child)
- Behaviour grids (easily accessible for adults in the classroom to use should they need to)

In the central area of Reception and Key Stage 1:
- UN charter for the Rights of the Child
- Safeguarding flow chart

In each classroom there will be displays to show:
- Club lists, the School Charter and general notices about the class
- Reading groups (in Key Stage 1)
- Photos of class reps (eco, school council, RRS, science and art)
- Written Feedback Code (on tables for children to access/in the front of exercise books -English, Maths, Science, Writing Workshop, Workbooks)
- School Vision & Values
- Class cross which all children have contributed and which represents a cross from another part of the world
- A prayer/reflection area
- Visual timetable
- Monitor responsibilities
- Class charter
- UN charter for the Rights of the Child

Each class will also have a yellow square which will have the number of children present in class every day. This is used as part of the Evacuation procedure (See Emergency Plan for details)

Resources are deployed effectively and are:
- Accessible to promote independent learning
- Matched to the individual needs of the children in each class
- Well-organised, labelled and displayed in clearly defined areas
- Appropriate to the learning focus

At all times, safety is paramount and exits are kept clear with chairs and other such resources being stored correctly.

Cloakrooms will be monitored for tidiness by school staff and children.

Displays and learning walls are updated on a regular basis (half termly) in line with the display policy.
- They should be inspiring and interactive to model, demonstrate and support good practice and celebrate children's achievements.
- They cover a range of the curriculum with emphasis on English, Maths, Science and RE.
- Home school links are also recognised.

Planning for Learning

Our curriculum is knowledge- engaged in order to make the knowledge learned more relevant and meaningful to pupils and so that the knowledge learned is put into context. As a result, knowledge learned underpins and enables the application of skill.

We value creativity and believe that a creative, knowledge-engaged curriculum (Appendix V) encourages children to be imaginative, innovative individuals, giving them the confidence to explore new ideas and be curious about the world around them.

It promotes children's spiritual, moral, social and cultural development and prepares all pupils for the opportunities, responsibilities and experiences of life.

Curriculum planning not only ensures that all areas of the curriculum are covered but also offers practical experiences that stimulate ideas and questions. Teachers plan a range of inspiring, engaging and exciting learning opportunities that are cross-curricular and cover a wide range of topics. The aim is to ignite the pupils' curiosity about what they are learning and the world around them.

At Marlow C of E Infant School, we plan to deliver our curriculum in the classroom and outside of the classroom. We assign great importance to the use of the outdoor learning environment and enrichment which supports specific learning objectives. Teachers plan lessons to take place outside during their focused outdoor learning day as well as taking advantage of other opportunities to take the learning outside at other times of the week.

Through and as a result of the planned curriculum our children should:
- Read fluently for a variety of purposes and convey meaning accurately and appropriately through speech and writing for a variety of purposes
- Think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data.
- Develop an enquiring mind and scientific approach to problems
- Solve problems using technological skills
- Use IT as a tool for gathering, communicating, problem solving and presentation
- Communicate their feelings and knowledge through a variety of art forms including art/craft, music, dance and drama and acquire appropriate techniques which will enable them to develop inventiveness and creativity
- Know about geographical, historical and social aspects of the local environment and the national heritage and be aware of other times and places and recognise links among family, local, national and international events.
- Have respect for and knowledge of the beliefs of major world religions
- Acquire a set of moral values e.g. honesty, sincerity and personal responsibility on which to base their own behaviour.
- Make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources
- Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way
- Develop an awareness and desire to make a difference to the future of the planet through their learning about eco matters and sustainability
- Develop agility, co-ordination and confidence in and through movement
- Apply the basic skills of health, hygiene and safety

English and mathematics are generally taught discretely but planning will ensure that there are opportunities to extend, use and apply those discretely taught skills, knowledge and understanding in other areas of the curriculum.

Other subjects are taught in discrete lessons under the subject name but in the context of the linked topic. RE is taught in standalone in 1 hour lessons in Key Stage 1.

a) **Long term planning (overview):**
- Provides an overview of the school's knowledge-engaged curriculum which ensures coverage of all the statutory requirements as well as reflecting the school's strategic and Christian vision:
    1. The Reception planning is based on the Development Matters Document. It is also an assessment tool providing a structure for all EYFSP assessments.
    2. Key Stage 1 planning is based on the National Curriculum 2014.
- Ensures continuity and progression within each subject throughout Key Stage 1
- Includes all subjects
- Includes opportunities for learning through Rights Respecting School, Green Flag, MART (Maths through Art) & MindUp initiatives.
- Provides a framework to support medium term planning
- Details the topics to be covered each half term (these are then broken down into Medium term plans).
- Provides links to the school vision and values
- Shows how SMSC will be covered

b) **Medium term planning:**
- Is built up in half termly units. Recognises cross-curricular links with an emphasis knowledge acquisition.
- Is linked directly to the Long-term plan to ensure curriculum coverage and clear steps in progress through the curriculum.
- Specific medium-term plans are then written for mathematics, English, RE and topic (including Science). These plans identify learning objectives, the achievement of which will ensure that learners make the necessary progress towards their end of year and end of key stage targets.
- Provides a framework to support short term planning by including learning activities, resources and activities

c) **Short term planning**
- Is linked directly to the Medium-term plan to ensure Curriculum coverage and progress through the curriculum.
- Is adjusted in the light of on-going assessment
- Shows learning objectives and planned assessment activities developed from the medium-term plans
- Shows links to how SMSC will be covered in the individual lessons/across the week
- Expresses the learning objectives in ways that can be shared meaningfully with learners (learning outcomes), allowing success criteria to be developed with the children
- Shows planned opportunities for pupils to self and peer assess against the success criteria
- Shows personalised tasks for different groups of learners/individuals which have different levels of challenge Pupil premium and target children (identified through progress meetings or formative assessment) are amongst these different groups of learners.
- Provides opportunities for learners to engage in their own learning, including independent learning for SEN pupils
- Indicates the deployment of support staff (during main teaching and focused activities) and their role in assessment
- Includes assessment opportunities
- Includes key questions and key vocabulary to be developed

Long term plans and medium-term plans identify the progression in key knowledge and links across the subjects throughout the year/half term.

Short term plans are created for all subjects and school planning formats are used for most. For Computing, PE, PSHE and music planning resources from Purple Mash, Real PE and Kapow! are used. This is generic planning and teachers adapt the planning to meet the needs of the class by annotating the plans.

In some subjects, such as maths, to support teacher workload reduction, teachers produce Powerpoints which contain all the elements of the short term planning and are used during lesson delivery.

Short term plans ensure that there are clear and focused learning objectives and success criteria that allow the children to achieve. Short term planning is collected weekly by the Headteacher. Monitoring of planning happens on a weekly basis – with in depth monitoring conducted by the SLT in line with the monitoring timetable.

In order to ensure that children progress through the curriculum at the expected pace – teachers ensure that they track whether the pupils have met the learning objective within the lesson. This will inform future planning and avoid any gaps in learning. Each year group has its own format for recording this information showing the learning objective and whether each child has met the objective.

Short term planning for the following week is sent to class and SEN TAs before the end of each week.

Monitoring and Evaluating Teaching and Learning

The coverage of the curriculum and planning is systematically monitored and evaluated through:

- Observations by the SLT and subject leaders
- Book Looks
- Half termly assessments which feed into the pupil progress meetings
- Learning walks by SIA, SLT and Governors
- Opportunities to observe good practice in other colleagues and schools
- Pupil focus groups
- Questionnaires from all stakeholders
- Regular analysis of pupil outcomes to identify strengths and weaknesses – each year group
- End of Reception outcomes in line with the Statutory EYFS framework
- End of KS1 Statutory Assessments
- Phonics assessment and analysis

Curriculum leaders are expected to stay abreast of developments in their subject area in order to lead their subject and adjust documentation in line with the KS1 and EYFS requirements. They are expected to disseminate this information to all members of staff.

This policy should be read in conjunction with:

- Assessment policy
- Behaviour policy
- Curriculum subject policies
- Display policy
- Equalities policy
- SEN policy

Policy review

This policy is reviewed on an annual basis

Date of review: September 2023
Date of next review: September 2024

Appendix I   **Long Term Planning templates**

Long Term Plan *Year*
Year Group:

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Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key dates						
Topic Name						
Curriculum Enrichment						
Story (Storytelling Schools)						
English GENRE						
English SPAG						

Maths					
Science Area of Curriculum and detail of coverage					
Science Investigation					
R.E.					
Geography (every other half term)					

History (every other half term)					
Computing					
Art (every other half term)					
DT (every other half term)					
Music					
PE					

Mind Up Maintaining 3 Brain Breaks per day					
Eco					
RRS					
SMSC					
Links to School Vision & Values					

	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Key Dates						
Topic						
Texts						
Enrichment						
Literacy						
Mathematics						
C & L						

Physical Development					
Real PE					
PSED					
Mind Up					
Understanding the world					

RE					RE
Expressive Arts & Design					
RRS					
International					
SMSC					
Eco schools					

British Values					
Links to School Vision					

Appendix II   Medium Term Planning templates

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(Topic Name)

(KS1 Year Group) Medium Term Topic Plan

	Week 1 (Date)	Week 2 (Date)	Week 3 (Date)	Week 4 (Date)	Week 5 (Date)	Week 6 (Date)
Key Dates						
Day/Subject(s)	**Subject WALT** (Brief overview of lesson). *(National Curriculum objective)*	EXAMPLE **History** WALT find out about Seaside Holidays in the Past Investigate photographs of modern seaside holidays to generate questions about holidays in the past. Use question words. How can they find out the answers? *I can ask and answer questions about the past.*				
Day/Subject(s)						
Day/Subject(s)						

Week and Overview	Objective and Ladder	Rationale and Greater Depth
Week 1 **Area of Learning**	**Learning Ladders/National Curriculum**	<u>**ELG/MASTERY/GREATER DEPTH**</u> Examples that link to the objectives Links to White Rose where relevant
Week 2		•
Week 3		•
Week 4		•
Week 5		•
Week 6		•

KS1 Year Group Medium Term Plan - English
Term /Year

Week and Genre/Skill	Objectives and Ladders	Resources/Texts
Week 1 – Date **Text:** **Genre or skill: (Link to Storytelling Schools)** **Mon** Outline of learning & WALT (Learning outcome) **Tues** Outline of learning & WALT (Learning outcome) **Weds** Outline of learning & WALT (Learning outcome) **Thurs** Outline of learning & WALT (Learning outcome)	**Mon, Tues, Wed, Thurs, Fri** National Curriculum objectives/Learning Ladders **Fri Writing Workshop**: WALT: Outline of learning & WALT .	Outline of resources needed for each lesson
Week and Genre/Skill	Objectives and Ladders	Resources/Texts
Week 2		
Week and Genre/Skill	Objectives and Ladders	Resources/Texts
Week 3		

Week and Genre/Skill	Objectives and Ladders	Resources/Texts
Week 4		
Week and Genre/Skill	Objectives and Ladders	Resources/Texts
Week 5		
Week and Genre/Skill	Objectives and Ladders	Resources/Texts
Week 6		

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Week and Genre/Skill	Input	WALT	Objectives
Week 1	Outline of lesson/Area of focus for each day		**Area of Learning (from Development Matters/Age Related Band & Objective/WILF**
Week 2			
Week 3			

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	Topic	WALT	Objectives
Week 1	Area of Learning within maths Outline of what will be covered in each lesson		Area of Learning/Age Related band & objective
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			

Week	Literacy	Maths	Topic
1 **Date** **Key Dates** **Whole School Activities**	• **Outline of activity/Link to Storytelling Schools/Phonics** • **Objectives to be covered (WALTs)**	• **Area of Learning** • **Objectives to be covered (WALTs)**	• **Areas of focus in all other areas of the Foundation Stage Curriculum plus PE & MindUp**
2	•	•	•
3	•	•	•
4	•	•	•
5	•	•	•
6	•	•	•

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Week	Key Questions	WALT	Teaching & Learning Elements	Outcomes	Engage/Build/Consolidate	Knowledge Building Blocks *Children will know that:*
1						
2						
3						
4						
5						
6						

Appendix III   Short Term Planning templates

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Day	Learning Objective	Main Teaching/Challenges				Learning Ladder Links
		Role of TA:				
	Success Criteria	**SEN** T/TA/I	**Challenge 1** T/TA/I	**Challenge 2** T/TA/I	**Challenge 3** T/TA/I	Target Children
						Vulnerable Groups
		Plenary:				Links with SMSC
		Resources:				

Week	Teaching & Learning Elements	WALT	Main teaching/Challenges		Key Questions	Learning Outcomes/Links to Learning Ladders	Link with SMSC	Resources
1.								
			Role of TA:					
		Success Criteria	**Challenges (1-4 split depending on the number of challenges inc SEN) T/TA/I**					
			Plenary					
			Target Children	**Vulnerable Groups**				•

Learning Objective		Main Teaching/Challenges				Learning Ladder Links
Day		Role of TA:				
	Success Criteria	**SEN** T/TA/I	**Challenge 1** T/TA/I	**Challenge 2** T/TA/I	**Challenge 3** T/TA/I	Target Children
						Vulnerable Groups
		Plenary:				Links to SMSC
		Resources:				
		Tick 1	**Tick 2**		**Tick 3**	

Term/Week/Date		
Learning Objectives (Linked to DM):		
Area of Development Matters & objectives		
Whole Class Activities		**Resources:**
WALT:		
Role of adult:		
Success Criteria:		Target Children:
Plenary:		Vulnerable Groups
Key vocabulary:		
Key Questions	**Assessment/Next steps**	
Links to SMSC		
Adult Focus		
Challenge 1	**Challenge 2**	**Challenge 3**

Appendix IV   Teaching Standards

Guidance for school leaders, school staff and governing bodies – updated July 2021
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007716/Teachers__Standards_2021_update.pdf

Department for Education

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 be found on the GOV.UK website: https://www.gov.uk/government/publications/teachers-standards

Department for Education

Teachers' Standards
How should they be used?

"Nothing has more impact on a child's achievement than the quality of teaching they receive and in the new standards for teachers we have prioritised the importance of classroom practice and subject knowledge."

Dame Sally Coates, Chair of the independent Review of Teachers' Standards and Principal of Burlington Danes Academy

What are the Teachers' Standards?

- The Teachers' Standards set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.

- They were developed by an independent review group made up of leading teachers, headteachers and other experts.

Practising teachers can use the Teachers' Standards to support their own professional development and growth.
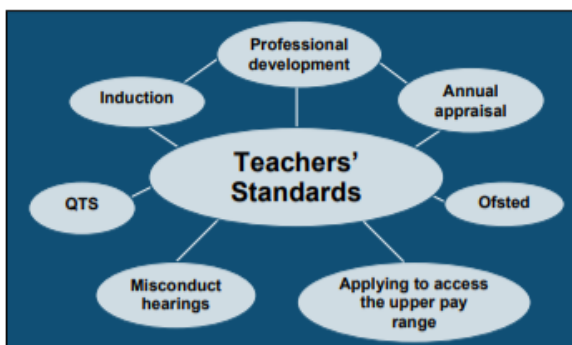
- They can be used by individual teachers to review their practice and inform their plans for continuing professional development.

- The most successful education systems in the world are characterised by high levels of lesson observation. Teachers benefit from observing one another's practice in the classroom. Teachers learn best from other professionals. Observing teaching and being observed, and having the opportunity to plan, prepare, reflect and teach with other teachers can help to improve the quality of teaching.

- Many teachers are keen to improve their own practice by having feedback on their teaching from colleagues and from observing the practice of others.

Those involved in training and inducting new teachers must use the Teachers' Standards to ensure quality of new entrants to the profession.

- The Teachers' Standards must be used by initial teacher training (ITT) providers to assess when trainees can be recommended for qualified teacher status.

- They must be used by schools to assess the extent to which newly qualified teachers can demonstrate their competence at the end of their induction period.

Teachers' Standards — Professional development, Induction, Annual appraisal, QTS, Ofsted, Misconduct hearings, Applying to access the upper pay range

Headteachers and others should use the Teachers' Standards to improve standards of teaching in their schools, by setting minimum expectations and assessing performance against them.

- The Teachers' Standards must be used by maintained schools to assess teachers' performance. They can be used by all schools and teachers to identify development needs and plan professional development.

- Headteachers and other appraisers should use their professional judgement and common sense to assess teachers to a level that is consistent with what should reasonably be expected of that teacher, given their role and level of experience.

- Teachers applying to access the upper pay range will be assessed as to whether they are highly competent in all elements of the Teachers' Standards and whether their achievements and contribution to an educational setting or settings are substantial and sustained.

- In addition to the Teachers' Standards, governing bodies have the option of also assessing headteachers' performance against the 2004 National Standards for Headteachers.

- Ofsted inspectors will consider the extent to which the Teachers' Standards are being met when assessing the quality of teaching in all schools (including academies).

The National College for Teaching and Leadership can use Part Two of the Teachers' Standards when hearing cases of serious misconduct.

- Since April 2012, the National College for Teaching and Leadership has been able to use Part Two of the Teachers' Standards when hearing cases of serious misconduct, regardless of the setting in which a teacher works.

"The new Teachers' Standards give an unequivocal message that highly effective teaching is what matters in this profession. The Review Group has seized the opportunity to raise the bar for current and future teachers. Our nation's children and young people deserve no less."

Roy Blatchford, Deputy Chair of the independent Review of Teachers' Standards and Director of the National Education Trust

"The Teachers' Standards… set clear expectations about the skills that every teacher in our schools should demonstrate. They will make a significant improvement to teaching by ensuring teachers can focus on the skills that matter most."

Michael Gove, Secretary of State for Education, launching the Teachers' Standards in July 2011

The Teachers' Standards can be found on the GOV.UK website: https://www.gov.uk/government/publications/teachers-standards
This information sheet was last updated in February 2014

See also Early Career Framework
https://www.gov.uk/government/publications/early-career-framework

Ofsted's 3 approaches towards curriculum design

A Knowledge-led Curriculum:

- is the mastery of a body of subject-specific knowledge defined by the school;
- generally considers skills to be an outcome of the curriculum, not its purpose;
- focuses on in-depth understanding of fewer topic areas rather than surface-level understanding of more content;
- uses developments in cognitive psychology and theories of working memory as guides for curriculum design.

A Knowledge-engaged Curriculum:

- is less reliant on curriculum theory but still maintains knowledge as a focus;
- believes that knowledge underpins and enables the application of skill;
- has a slightly stronger emphasis on cross-curricular teaching than in a knowledge-led curriculum in order to make the curriculum relevant and meaningful to pupils, and for putting knowledge into context.

A Skills-led Curriculum:

- is designed around skills, learning behaviours and 'generic knowledge' such as resilience, a growth mind-set and perseverance
- has these skills as explicit intentions rather than by-products of the curriculum, or developed through extracurricular activities
- places limited value on knowledge within the content of the curriculum. "Knowledge was often seen as just disconnected facts."