

St Mary Magdalene C of E Primary School

Headteacher: Miss S Robinson

Deputy Headteacher: Mrs S Pearson



Teaching and Learning Policy

Updated December 2024

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Visions and Aims

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Our Vision and Aims

Our Vision and Values In our family, we have the courage to embody Jesus' love for us. We put others' needs above our own. We act with integrity and respect. And when others fall short of our expectations, we support them to atone and extend our forgiveness. In doing this, we prepare children to live life in all its fullness: its joys and celebrations, its sorrows and struggles. The values which are most pertinent to this policy, alongside their links, are detailed below:

“Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you.” (Joshua 1:9)

Courage

We are called to create an environment where both children and staff aspire to be, and give, their best. Everyone is emboldened to take risks, overcome challenges and be courageous in their efforts to achieve their potential. Leaders make bold curriculum choices that enable children to:

- gain knowledge, skills and experiences to navigate life in an evolving world; and
- develop characteristics such as self-belief, ambition, and resilience to overcome life's challenges.

“Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you.” (Joshua 1:9)

Love

Jesus embodies the love and compassion of God for each person, and Christians are called to follow him in this. In our family, love impels us to:

- put others' needs above our own;
 - act with humility and without entitlement;
 - empower all our community to flourish and succeed;
 - provide a haven of compassion and safety, where children and adults know that they are cherished;
- and
- support those experiencing suffering and sadness – in our community and beyond.

“Let all that you do be done in love.” (1 Corinthians 16:14)

Respect

We seek to model to children an ethos of living well together. The flourishing of pupils goes hand in hand with the flourishing of the wider school community: staff, families, governors and friends of the school. Just as Jesus respected people by taking the time to care for them, we endeavor to:

- celebrate the Christian faith;
- foster deep respect for other cultures, faiths and traditions;
- provide an inclusive environment where special provision is afforded to those with disabilities or special educational needs; and challenge inequality.

“Whatever you wish that others would do to you, do also to them.” (Matthew 7:12)

Honesty

An honest person makes a habit of making accurate, trustworthy statements about life, self, others, and God; they represent themselves just as they are and tell others the truth about themselves. That said, the Bible tells us that honesty should always be accompanied by gentleness (Colossians 4:6). With this in mind, our curriculum strives to:

- ensure that children have a strong voice in every aspect of school life.
- ensuring that children have a strong voice in every aspect of school life, and acting on this; and
- working openly and compassionately with others, even when messages might be difficult to give or receive

“And you will know the truth, and the truth will set you free.” (John 8:32)

Forgiveness

Faults, flaws, and mistakes are an unavoidable part of human life. Though Jesus preached the importance of repentance, even in moments of great personal torture, he prayed for forgiveness for his tormentors. Therefore, in our family, we seek to:

- hold ourselves and others accountable for our/their actions;
- have a robust approach to dealing with situations when things go wrong; • repent when we fall short of our own and others’ expectations; and
- forgive others for their indiscretions.

“If your brother sins, rebuke him, and if he repents, forgive him.” (Luke 17:3)

At St Mary’s C of E Primary School, we educate for wisdom and aspiration with the help of the church and the community through a culture of dignity and respect. We aim to cultivate the gifts and talents of every child and equip them with the wisdom, knowledge and skills to live life in all its fullness: joys, celebrations, sorrows and struggles.

“For I know the plans I have for you, declares the Lord, plans for welfare and not for evil, to give you a future and a hope.” (Jeremiah 29:11)

The worth of each child impels us to work to fulfil their God-given potential, whatever the religion or other tradition with which their family identify, and with special consideration given to those who are disadvantaged. Every child has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, SEND or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives. We strive for excellence. Our goal is that all pupils make outstanding progress. Outstanding learning is achieved through skilful teaching and our creative, relevant and exciting curriculum which rewards everyone within school.

At St Mary’s we have created four bespoke principles for teaching and learning in our school and these are embedded into our daily practice.

These are:

- **Communicative**
- **Creative**
- **Progressive**
- **Reflective**

This policy provides procedures aimed towards ensuring high quality teaching and learning throughout the school. It aims to:

- Embed an agreed range of high quality practice across the school.
- Ensure consistency throughout the school.
- Provide a unified focus for monitoring learning and classroom practice.
- Ensure that the needs of pupils are met.
- Improve and enhance the quality of teaching and learning.
- Ensure that pupils are receiving a broad, balanced and relevant curriculum, meeting the needs of our children.
- Ensure that teaching is appropriately differentiated for all pupils.
- Establish targets for improvement.
- Enhance the professional development of staff.

1. Legal framework

- 1.1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Equality Act 2010

DfE (2018) 'Primary school accountability in 2018'

DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

STA (2018) 'Early years foundation stage: Assessment and Reporting Arrangements (ARA)'

STA (2018) 'Key stage 1: Assessment and Reporting Arrangements (ARA)'

STA (2018) 'Key stage 2: Assessment and Reporting Arrangements (ARA)'

DfE (2021) 'Statutory framework for the early years foundation stage'

DfE (2019) 'Assessment framework: Reception Baseline Assessment'

DfE (2018) 'Reporting to parents at the end of key stages 1 and 2'

- 1.1.2. This policy operates in conjunction with the following school policies:

- Assessment Policy
- Homework Policy
- Marking and Feedback Policy
- Behavioural Policy
- Disciplinary Policy and Procedures
- Appraisal Policy

2. Roles and responsibilities

- 2.1. The governing board is responsible for:

2.1.1. Monitoring and evaluating the effectiveness of this policy through discussions with the headteacher, the SLT and teaching staff, in addition to relevant reports.

2.1.2. Visiting the school to increase knowledge of classroom activity and conducting the following activities:

- Observing lessons alongside staff holding QTS
- Viewing samples of pupils' work
- Viewing anonymised records of achievement
- Talking to pupils about their experiences
- Talking to teachers about their experiences
- Reporting their findings to the entire governing board

2.2. The headteacher is responsible for:

- 2.2.1. Monitoring the performance of the SLT.
- 2.2.2. Supporting all staff with regards to the pursuit of outstanding teaching and learning standards. To work with the staff to develop “Hubs of Excellence” across the school.

2.3. The SLT is responsible for:

- 2.3.1. Setting priorities for improvement based on evidence gathered via monitoring procedures e.g. classroom observations, learning walks, work scrutinies, pupil voice and outcomes. (see Appendix 1 for learning walk record-linked to St Mary’s bespoke principles of teaching and learning)
- 2.3.2. Being positive role models to their teaching teams
- 2.3.3. Encouraging CPD opportunities for all staff
- 2.3.4. Being up to date with Government directives and new initiatives
- 2.3.5. Leading training activities in the pursuit of continuous improvement
- 2.3.6. Monitoring and evaluating the impact of learning within their leadership roles.
- 2.3.7. Championing and celebrating high-quality teaching and learning.
- 2.3.8. Team teaching and modelling high quality teaching and learning where necessary.
- 2.3.9. Ensuring there is a common understanding of what good and outstanding teaching and learning looks like.
- 2.3.10. Promoting and facilitating the sharing of good practice.
- 2.3.11. Ensuring that the curriculum is meeting the needs of pupils.
- 2.3.12. Supporting staff who are not reaching the expected teaching standards.

2.4. Subject leaders are responsible for:

- 2.4.1. Developing and reviewing curriculum policies and schemes of work in collaboration with colleagues.
- 2.4.2. Taking accountability for the progress of pupils in their given subject.
- 2.4.3. Reporting on the effectiveness of the curriculum to the SLT and the governing board.

- 2.4.4.** Using learning walks, lesson observations, work scrutinies, pupil voice feedback, and feedback from classroom teachers and teaching assistants to monitor and improve standards (see Appendix 1 for learning walk record-linked to St Mary's bespoke principles of teaching and learning)
- 2.4.5.** Regularly sampling pupils' work through homework and classwork to ensure quality and consistency, and to implement strategies for improvement.
- 2.4.6.** Accurately assessing success in their subject using data from day-to-day monitoring and robust analysis of data over time.
- 2.4.7.** Using assessment data to review the performance of year groups, vulnerable groups and individuals across the subject they are responsible for.
- 2.4.8.** Coaching teaching staff as required.
- 2.4.9.** Ensuring that marking follows expectations.
- 2.4.10.** Ensuring that homework is set and marked in line with school policy.
- 2.4.11.** Monitoring feedback from reports and acting on the feedback provided.
- 2.4.12.** Liaising with classroom teachers and communicating to teachers any concerns regarding teaching and learning in their subject area.
- 2.4.13.** Be involved in setting targets for classroom teachers (TIPS) and monitoring their progress towards them.
- 2.4.14.** Planning and developing schemes of work that reflect the bespoke principles of teaching and learning at St Mary's.
- 2.4.15.** Planning for, and effectively deploying, classroom support staff.
- 2.4.16.** Ensuring that the use of interventions and differentiated support is recorded appropriately.
- 2.4.17.** Celebrating and rewarding success.

2.5. Class teachers and teaching assistants are responsible for:

- 2.5.1.** Monitoring and evaluating their teaching.
- 2.5.2.** Pupils' progress in their classes.
- 2.5.3.** Seeking professional dialogue and constructive criticism from other staff members.
- 2.5.4.** Reviewing and evaluating their planning regularly.
- 2.5.5.** Setting appropriate and challenging targets for pupils based on ability.

- 2.5.6.** Collaborating with colleagues to moderate pupil achievement.
- 2.5.7.** Involving parents and other professionals in the monitoring process.
- 2.5.8.** Setting and marking homework in line with the schools' Homework Policy, and ensuring that homework enables pupils to make progress.
- 2.5.9.** Informing parents, and colleagues where appropriate, where issues with homework have been identified.
- 2.5.10.** Self-evaluating their subject knowledge, understanding of educational initiatives, and the quality and effectiveness of their teaching and classroom management.
- 2.5.11.** Ensuring that teaching, learning and assessment motivates pupils and builds their confidence and self-esteem.
- 2.5.12.** Ensuring teaching and learning follows our four bespoke principles.
- 2.5.13.** Ensuring that they are using the concept curriculum to teach the wider curriculum.
- 2.5.14.** Encouraging pupils to reflect on their learning and helping them to identify their next steps for improvement.
- 2.5.15.** Using the expertise of, and feedback from, TAs to inform teaching and assessment.
- 2.5.16.** Celebrating and rewarding success.
- 2.5.17.** Having high expectations of behaviour of all pupils at all times.
- 2.5.18.** Striving to ensure they have excellent subject knowledge and understanding.
- 2.5.19.** Being proactive in their own CPD to make sure they have an understanding of and interest in how children learn.
- 2.5.20.** Ensuring an inclusive approach to diversity.
- 2.5.21.** Managing the classroom in a way that promotes learning and independence.
- 2.5.22.** Creating an engaging learning environment in which pupils listen attentively and apply themselves fully to tasks.

2.6. TAs and 1:1 support workers are responsible for:

- 2.6.1.** Supporting the class teacher to fulfil their role
- 2.6.2.** Following the planning from the class teacher to support teaching and learning.

- 2.6.3. Provide feedback to the teacher on the progress and outcomes (written or verbal) against the learning intention and discuss next steps in learning.

2.7. Pupils are responsible for:

- 2.7.1. Seizing opportunities to extend their learning beyond the classroom by completing homework.
- 2.7.2. **Being** willing to have a go
- 2.7.3. **Seeing** that mistakes are good because they can help all of us get even better
- 2.7.4. **Being** resilient, persistent, reflective and resourceful
- 2.7.5. Thinking critically and deeply about their learning
- 2.7.6. **Being** supportive of others they are learning with
- 2.7.7. Reflecting on their learning and setting themselves challenging targets, with the support of their teachers.
- 2.7.8. Asking for help when needed and accepting support from others where offered.
- 2.7.9. Reading their teachers' comments and acting on them.
- 2.7.10. Understanding the targets set and working hard to achieve them.

2.8. Parents are responsible for:

- 2.8.1. Checking that homework is completed and deadlines are met.
- 2.8.2. Encouraging their child to reach the targets set by the school.
- 2.8.3. Contacting the relevant member of school staff where any issues or concerns arise.
- 2.8.4. Supporting with homework activities where necessary.
- 2.8.5. Supporting extra-curricular activities.
- 2.8.6. Attending parents' evenings and meetings.

3. Our Philosophy

- 3.1. At St Mary's C of E Primary School we agree that learning is a lifelong skill that builds upon and is shaped by what we already know. When properly nurtured, learning enables an individual to gain knowledge and understanding through observation,

experience and active engagement. This process develops a unique person, open to new ideas and capable of overcoming challenges.

- 3.2. We believe that children learn best when learning is stimulating, challenging, creative, fun, varied, practical, supported, progressive, reflective, interactive and enjoyable. It should build on experience and have built in success for all. It should be based on our good knowledge of the children so that it engages them. It should have high expectations of learning outcomes and it should always be purposeful, relevant and owned by the children. Where possible, they should have a role in the planning, choice of level, choice of resources, feedback and agreeing next steps.
- 3.3. The four bespoke principles of teaching and learning embedded in teaching and learning across our school are:
 - 3.3.1. **Communicative:** this includes active learning, collaboration, verbalising, feedback, oracy, use of clear and specific vocabulary and explaining thinking.
 - 3.3.2. **Creative:** this includes enquiry based learning, open ended activities, problem solving, making links, new ways of thinking and considering others ways of thinking and possibilities.
 - 3.3.3. **Progressive:** this includes the stages of learning (linked to SOLO taxonomy), generalizing information into different contexts, pace, direction, purpose, revisiting and recapping learning.
 - 3.3.4. **Reflective:** this includes meta-learning, self-awareness and self-evaluation, reflecting on feedback (from teachers and peers), thinking about the whole and how things fit, knowing what success looks like and self-assessment.

4. Teaching

- 4.1. The curriculum:
 - 4.1.1. Reception class is informed by Birth to 5 and Development Matters guidance. It ensures the statutory educational programmes are covered and extended in the schools Wider Curriculum Document. KS1/KS2 follow the national curriculum for all areas of English and Maths and concept objectives from the Wider Curriculum Document for Science and the Foundation Subjects.
 - 4.1.2. Reception and KS1 follow an enquiry based curriculum using continuous provision alongside whole class teaching and adult focussed groups. More information can be found on the progression of this in Appendix 2. Appendix 3 shows the continuous provision feedback report QA document.
 - 4.1.3. The curriculum is balanced, with suitable proportions of time spent on statutory and non-statutory subjects. The curriculum is carefully and flexibly timetabled, and content is suitable for the age and ability of the pupils. In addition, the curriculum is made accessible to all through differentiation and the provision of the necessary resources. We ensure that our approaches to

teaching and learning are inclusive and provide for all children, including EAL and SEND learners. For example, we: plan for language development; chunk learning; adapt teaching according to need and provide pre/post-learning experiences.

- 4.1.4. We base our teaching on our knowledge of the children's level of attainment and adapt tasks accordingly to provide challenge for each child's level of ability.
- 4.1.5. When planning work for children with additional educational needs, we give due regard to information contained in their ILP.
- 4.1.6. We have high expectations of all children, and we aim for their work at this school to be of the highest possible standard. We set targets for the children in each academic year and we share these targets with both children and their parents. Short term targets are set for children in reading, writing and maths in KS2 at least half termly and maths and writing in KS1. These are stuck at the front of children's books and children are spoken to about these. When the targets are met these are dated and highlighted and new targets are set. These targets are tailored to individuals or groups depending on the need.
- 4.1.7. We review the progress of each child termly and pupil progress meetings are used to discuss with senior leadership team members, the progress of individuals and the whole class.
- 4.1.8. Recognising the importance of efficient use of staff to foster pupil progress, we deploy teaching assistants as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups.
- 4.1.9. We also do all we can to support our staff in the further development of their skills through support and CPD, so that they can continually improve their practice. This is informed by whole school improvement priorities and the outcomes of Quality Assurance checks.

4.2. Planning and preparation:

- 4.2.1. All teaching is structured to maximise learning opportunities. Teaching builds on previous learning and gives pupils the big picture of the lesson to ensure they understand why the learning is important. Lessons are clearly linked to the National Curriculum or the Wider Concept Curriculum. Lessons are adapted where necessary so all children are able to access the learning.
- 4.2.2. Thorough planning, which is tailored to need, enables all pupils to make progress in every session. Long term plans are crafted to ensure coverage of all objectives. Short term plans are flexible and responsive to need. They are adapted according to pupils' prior understanding and are designed to build on previous learning.

4.2.3. The school gives teachers adequate preparation, planning and assessment (PPA) time, as per the School Teachers’ Pay and Conditions Document (STPCD).

4.3. Lesson delivery

4.3.1. Staff deliver lessons which are guided by St Mary’s bespoke principles detailed below alongside examples of good practice:

| Progressive | Creative | Reflective | Communicative |
|--|--|--|---|
| <p>Progressive: TS1,TS2, TS3, TS4</p> <ol style="list-style-type: none"> 1. Learning is purposeful, challenging and well differentiated to match individual needs (where appropriate). 2. Expectations are high (i.e application of knowledge & skills across the curriculum) 3. Lesson content progressively demands more of pupils; the pace of the lesson is appropriate. <p>Staff subject knowledge is deep enough to challenge <i>all</i> pupils effectively.</p> | <p>Creative: TS3, TS4</p> <ol style="list-style-type: none"> 1. Creative teaching leads to high levels of engagement from <i>all</i> pupils. 2. Pupils are curious and contribute original thoughts 3. Teaching promotes enquiry; pupils are encouraged to make links and think deeply. 4. Pupils discern subtle differences between similar concepts/ideas Enabling Environments support and enrich learning | <p>Reflective: TS2, TS5, TS6</p> <ol style="list-style-type: none"> 1. Staff have a thorough understanding of pupils’ prior knowledge; learning builds on this. 2. Pupils’ understanding in the lesson is systematically checked and acted upon; this leads to adaptations to their thinking 3. Feedback focusses on improving knowledge, understanding and/or skills. 4. Pupils think critically by examining meaning, questions and assumptions <p>Pupils use feedback effectively and capitalise on opportunities to use feedback (written or oral).</p> | <p>Communicative: TS7, TS1, TS4</p> <ol style="list-style-type: none"> 1. Opportunities for respectful collaboration 2. Pupils are encouraged to verbalise their thinking and needs 3. Teachers model clearly 4. There are opportunities for vocabulary development 5. Teachers’ questioning promotes creative and critical thinking Exemplary behaviour creates a positive ethos |

4.3.2. Resources are prepared in advance and made readily available to pupils. They are accessible to all and appropriate for the learning objectives of the lesson.

4.3.3. Teaching Assistants are actively involved in the lesson to aid pupils’ learning. They are involved in prior planning and preparation, and possess a good knowledge of the needs of individual pupils. They support different focus groups at different times (for example, pupils with SEND and academically more able pupils). In some circumstances, TAs are utilised on a one-to-one basis with a child in need of additional help.

- 4.3.4. Pupils are provided with opportunities to follow-up teachers' marking with questions. Pupils are also allowed opportunities to mark their work (self-assessment), and that of their peers (peer-to-peer assessment) with the guidance of the teacher. The learning objective of each lesson is explained at the start and displayed throughout.
- 4.3.5. The school sets high expectations for all pupils, regardless of ability, circumstances or needs.

5. Special Educational Needs and Disabilities (SEND)

- 5.1.1. Pupils with SEND are treated as individuals and we aim to provide every pupil with the appropriate support.
- 5.1.2. Pupils causing concern are discussed with the SENDCo and, if necessary, additional professional support is provided.
- 5.1.3. Teachers also discuss, informally, the needs of individual pupils, enabling all teachers to be aware of pupils requiring support.
- 5.1.4. The school has a SEND Policy containing strategies and procedures for assisting our pupils with SEND where more information can be found.

6. Assessment

- 6.1. Formative assessment creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for pupils' continuing progress.
- 6.2. Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.
- 6.3. Formative assessments are used to:
 - 6.3.1. Identify pupils' strengths and gaps in their skills/knowledge.
 - 6.3.2. Identify the next steps for learning.
 - 6.3.3. Inform future planning.
 - 6.3.4. Enable appropriate strategies to be employed.
 - 6.3.5. Facilitate the setting of appropriate targets for the class, group and individual.
 - 6.3.6. Track the pupil's rate of progress.
 - 6.3.7. Facilitate an evaluation of the effectiveness of teaching and learning.
 - 6.3.8. Inform future teaching and learning strategies.

- 6.3.9. Identify individuals and groups for specific intervention support.
- 6.4. Formative assessment is not punitive. It is used to guide teaching and learning and help pupils achieve their targets. It is not used to judge a teacher's performance.
- 6.5. Formative assessment is not included as part of a pupil's final grade, but is recorded as part of individual learning plans (ILPs) where appropriate.
- 6.6. Methods of formative assessment may include activities such as:
 - 6.6.1. Observing pupils' interactions, holding discussions with pupils and observing pupils' learning against specific objectives and learning criteria
 - 6.6.2. Checking understanding as a group and as individuals
 - 6.6.3. Targeted questioning to determine how secure pupils' understanding is
 - 6.6.4. Using lesson objectives and success criteria to make pupils aware of what they are learning and how they can deepen their understanding
 - 6.6.5. Self-assessment and peer assessment, enabling pupils to review, edit and improve their work and become reflective learners
 - 6.6.6. Coaching pupils using verbal feedback to guide them and prompt improvement
 - 6.6.7. Providing verbal and written feedback to pupils that is closely matched to their learning needs
 - 6.6.8. Assessment of exemplar work of different levels
 - 6.6.9. The use of assessment criteria, examination and benchmarking materials
- 6.7. More information on assessment can be found in the school's assessment policy.

7. Monitoring

- 7.1. This policy will be reviewed annually by the Senior Leadership Team.
- 7.2. Any changes to this policy will be communicated to all members of staff.
- 7.3. The next scheduled review date for this policy is **January 25**

8. Appendix 1: Learning Walk Record

St Mary Magdalene C of E Primary School

Headteacher: Miss S Robinson

Deputy Headteacher: Mrs S Pearson

Learning Walk Record 2023 -24



| Staff observed: | Observer: | Time/Duration: | Date: | Year Group: |
|---|--|---|---|-------------|
| Relevant previous feedback/TIP | | | | |
| St Mary's Four Key Principles (Highlight if seen) | | | | |
| <p>Progressive: TS1, TS2, TS3, TS4</p> <ol style="list-style-type: none"> Learning is purposeful, challenging Teaching is responsive and appropriately adapted to support struggling and excelling pupils. Expectations are high (e.g. striving for the best, being curious, taking risks in learning application of prior knowledge) Lessons are pitched correctly and taken from the correct point in the curriculum Staff scaffold and sequence learning effectively: they break down complex material into smaller steps and avoid overloading pupils' working memory The pace of the lesson is suitable for the intended learning. Staff knowledge of curriculum and child development is secure; this enables <i>all</i> pupils to succeed (i.e. SEND, PP, EAL). Learning builds effectively on prior knowledge: this is referenced regularly. | <p>Creative: TS3, TS4</p> <ol style="list-style-type: none"> Creative teaching provokes interest and promotes curiosity. Pupils' contributions and original thoughts are encouraged and valued Teaching promotes enquiry; pupils are encouraged to make links and think deeply. Enabling, language-rich environments support and enrich learning. | <p>Reflective: TS2, TS5, TS6, TS8</p> <ol style="list-style-type: none"> Staff have secure working knowledge of all individuals' needs, achievements & next steps; learning builds on this. Assessment is systematic, timely and accurate. Staff monitor pupils' progress and promote future learning by: <ul style="list-style-type: none"> pre-empting and addressing misconceptions giving specific, focussed & regular feedback focussing on improving knowledge, understanding and/or skills (written/verbal) adapting lessons where necessary Teachers provide pupils with tools and strategies to plan, monitor and evaluate their progress Pupils have a keen and conscientious approach to learning; they use feedback effectively and capitalise on opportunities to improve. Staff have acted upon DPE/feedback/TIPS; this impacts positively on pupils' learning. | <p>Communicative: TS7, TS1, TS4, TS8</p> <ol style="list-style-type: none"> Communication and understanding are facilitated through: <ul style="list-style-type: none"> opportunities for respectful collaboration encouragement to verbalise thinking/needs direct teaching of vocabulary language rich environment Staff modelling is clear: explanations and demonstrations are clear, illustrations & worked examples support learning. Teachers' questioning is varied and targeted: it promotes retrieval, application of knowledge and critical thinking. Relationships are built upon mutual respect; staff have a calm, authoritative and positive approach. Routines and boundaries are well established and support learning. Adults are effectively deployed and impact positively on learning. | |
| <p>As a result, all pupils make at least good progress from their starting points and/or achieve their full potential in the lesson, evidenced by:</p> <ul style="list-style-type: none"> ✓ successful completion of appropriate learning tasks for their age/stage/ability. | <p>As a result, all pupils demonstrate high levels of engagement by:</p> <ul style="list-style-type: none"> ✓ making personal contributions ✓ asking pertinent questions ✓ making links with prior or wider learning | <p>As a result, all pupils have a keen and conscientious approach to learning; they:</p> <ul style="list-style-type: none"> ✓ use feedback effectively, ✓ know what they need to do to improve and capitalise on opportunities to do so. | <p>As a result, all pupils understand the expectations of the lesson and respond well to these by:</p> <ul style="list-style-type: none"> ✓ communicating with others respectfully, ✓ displaying exemplary, or in limited circumstances, swiftly corrected behaviour, ✓ articulating learning precisely. | |
| Evidence: | Evidence: | Evidence: | Evidence: | |

Key Strengths

- ✓
- ✓
- ✓

Next Step

➤

Suggested DPE to support next step (highlight/insert details as appropriate)

| Progressive | Creative | Reflective | Communicative |
|--|--|---|--|
| <p>Books:</p> <ul style="list-style-type: none"> • WALKTHRUs - Curriculum Planning: create a coherent, well-sequenced knowledge-rich curriculum • WALKTHRUs - Practice and Retrieval: building secure long-term memory and fluency • Talk Less Teaching - Embedding understanding without over-using teacher talk • Talk Less Teaching - Undeniable progress: practice that eliminates passengers • Talk Less Teaching - Progress orientated feedback in the classroom • Teach like a Champion: Chapter 3, Setting High Expectations • Teach like a Champion: Chapter 4, Plan for Success • Teach like a Champion: Chapter 5, Lesson Structure • Teach like a Champion: Chapter 6, Pacing • Formative Assessment (Shirley Clarke) – Chapter 3 learning Intentions and Success Criteria • Making every primary lesson count: challenge | <p>Books:</p> <ul style="list-style-type: none"> • Talk Less Teaching - Talk less teaching for instilling a love of learning • Outstanding Teaching (Stephen Lockyer) – Part 1 Collaborative Work • Outstanding Teaching (Stephen Lockyer) – Part 2 Independent Work • Outstanding Teaching (Stephen Lockyer) – Part 3 Inquiry Learning | <p>Books:</p> <ul style="list-style-type: none"> • WALKTHRUs - Questioning and Feedback: use responsive teaching methods to check pupils' understanding and move them forward • Talk Less Teaching - Tailoring your teaching to the needs of every learner • Formative Assessment (Shirley Clarke) – Chapter 2 Setting up effective talk • Formative Assessment (Shirley Clarke) – Chapter 4 In Lesson Feedback • Formative Assessment (Shirley Clarke) – Chapter 5 Post Lesson Feedback and Marking • Making every primary lesson count: feedback | <p>Books:</p> <ul style="list-style-type: none"> • WALKTHRUs - Behaviour and Relationships: establish classroom conditions essential for effective learning • WALKTHRUs - Explaining and Modelling: make sense of complex ideas to support pupils in building secure schema • WALKTHRUs - Questioning and Feedback: use responsive teaching methods to check pupils' understanding and move them forward • Talk Less Teaching - Questioning strategies that support and challenge • Talk Less Teaching - What makes a great...? Success criteria made simple • Teach like a Champion: Part 3, Chapters 7-9, Building Ratio • Teach like a Champion: Chapter 11, High Behavioural Expectations • Formative Assessment (Shirley Clarke) – Setting up effective talk • Making every primary lesson count: modelling • Making every primary lesson count: explanation |
| <p>Suggested Webinars/Other:</p> | <p>Suggested Webinars/Other:</p> | <p>Suggested Webinars/Other:</p> | <p>Suggested Webinars/Other:</p> |

Observer signature: _____

Teacher/Staff Signature: _____

9. Appendix 2: Continuous Provision Progression- Yearly Plan

What does teaching and learning look like across EYFS and KS1?

| Pedagogical Style | Whole Class | Guided Group | Facilitation | Free Play |
|--|--|---|--|---|
| <p>What does each type of learning look like?</p> | <ul style="list-style-type: none"> - Learning is delivered by an adult at the front of the class, all the children learn the same things at the same time (tasks to be adapted) - Split inputs may take place where there is more than one teacher for children requiring more support or challenge. - Pre-planned by the teacher - teaching follows academy curriculum progression maps and LTPs - Teaching is informed primarily by summative assessment and curriculum plans, incorporating AFL. | <ul style="list-style-type: none"> - Learning is delivered by an adult to small groups/individual, in a pre-planned area decided by the adult. - Pre-planned by the teacher - All the children in the group have the same intended outcome, which is predetermined by the teacher - This is based on a balance of curriculum progression maps and LTPs. - Teaching is informed primarily by AFL, supported by summative assessment | <p style="text-align: center;">Intervention</p> <ul style="list-style-type: none"> - Learning takes place in provision areas – resources may be enhanced by the teachers based on curriculum and progression in play behaviours. - Children choose the provision area that they’re working in in conjunction with the teacher through ‘Plan-Do-Review’ Cycle. - Learning takes place in provision areas – resources may be enhanced by the teachers based on curriculum and progression in play behaviours. - Children choose the provision area that they’re working in during ‘Plan-Do-Review’ Cycle. - Children decide on the intended outcome during the ‘Plan-Do-Review’ Cycle; the teacher steers children towards use of skills and knowledge to enable personalised progression. - Children are expected to sustain focus on their chosen learning. - During the ‘Review’ the teacher carefully selects children’s outcomes to use as a model to address misconceptions or use as a teaching opportunity. - As a consequence of the review, children’s future learning is shaped - Whilst children work in provision areas, adults skilfully join play/intervene in order to facilitate skills/curriculum knowledge within the areas. - Informed by curriculum, AFL, progression in play behaviours | <ul style="list-style-type: none"> - Learning takes place in provision areas – resources may be enhanced by the teachers based on curriculum and progression in play behaviours. - Children follow their own interests in the moment - Whilst children work in provision areas, adults skilfully join play/intervene in order to facilitate skills/curriculum knowledge within the areas. - Informed by curriculum, AFL, progression in play behaviours - Opportunities for adults to assess through observation to inform future learning |
| | <p style="text-align: center;"> Adult Led Adult Supported Child Initiated </p> | | | |

Why do we advocate play? Play is the most natural way in which humans explore new and novel experiences (Moyles, 1989) and is acknowledged as one of the most main categories of human development (Hughes 2010). Consequently, it would seem foolish not to incorporate it, where possible, and where appropriate, into the KS1 classroom (Fisher 2020).

Approx % Weekly Teaching Time Allocation to each Pedagogical Style – An Individual Child’s Journey

Reception

| Pedagogical Style | Whole Class | Guided Group | Facilitation & Free Play |
|--------------------|---|--|---|
| Autumn Term | <p>20%, incorporating: (285 minutes in total)</p> <ul style="list-style-type: none"> - PE – 1x week, 45mins (45) - RE – 1x week, 15mins (15) - Maths – 4x week, 15mins (60) - English – 3x week, 15mins (45) - Other Areas – 1x week, 15mins (15) - P4C-1x week, 10mins (10) - Story - 5x week, 10mins (50) - Welly Wednesdays- 1x week, 60mins (60) | <p>15%, incorporating: (195 minutes in total)</p> <ul style="list-style-type: none"> - Phonics Input –daily for 20mins (100) - Individual reading – 1x per week, 20 mins (20). - Funky Fingers – 5x week, 15mins (75) <p><u>Potential Group Interventions</u></p> <ul style="list-style-type: none"> - Phonics ‘Keep Up’ – targeted children only for 20mins - Keep Up Interventions – targeted children only, various lengths | <p>65%, incorporating:</p> <ul style="list-style-type: none"> - Plan Do Review Cycle - 2x daily, 10 mins (two plan, one review) (20) Children then undertake task they have planned to carry out. - Objective Led Planning - adult facilitation of children’s personalised next steps in provision areas. <p><u>Potential Interventions</u></p> <ul style="list-style-type: none"> - Keep Up Interventions – targeted children only, various lengths, using own interests to motivate |
| Spring Term | <p>25%, incorporating: (360 minutes in total)</p> <ul style="list-style-type: none"> - Collective Worship - 3x weekly 15mins (45) - PE – 1x week, 45mins (45) - RE – 1x week, 15mins (15) - Maths – 4x week, 15mins (60) - English – 3x week, 15mins (45) - Other Areas – 1x week, 15mins (15) | <p>15%, incorporating: (225 minutes in total)</p> <ul style="list-style-type: none"> - Phonics Input –daily for 20mins (100) - Funky Fingers – 5x per week, 15mins (60) - Morning Activity Writing Group – 1x week, 15mins (15) - Writing Guided Group – 1x week, 15 mins (15) - Individual Reading/Guided Reading (informed by stage of development) - 1x week, 20mins (20) <p><u>Potential Group Interventions</u></p> | <p>60%, incorporating:</p> <ul style="list-style-type: none"> - Plan Do Review Cycle - 3x daily, 10 mins (two plan, one review) (30) Children then undertake task they have planned to carry out. - Objective Led Planning - adult facilitation of children’s personalised next steps in provision areas. <p><u>Potential Interventions</u></p> <ul style="list-style-type: none"> - Keep Up Interventions – targeted children only, various lengths, using own interests to motivate |

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| | <ul style="list-style-type: none"> - P4C-1x week, 10mins (10) - Story - 5x week, 10mins (50) - Welly Wednesdays- 1x week, 60mins (60) | <ul style="list-style-type: none"> - Phonics 'Keep Up' – targeted children only for 20mins - Keep Up Interventions – targeted children only, various lengths | |
| Summer Term | <p>30%, incorporating: (425 minutes in total)</p> <ul style="list-style-type: none"> - Collective Worship - 1x daily 15mins (75) - PE – 1x week, 45mins (45) - RE – 1x week, 20mins (20) - Maths – 4x week, 20mins (80) - English – 3x week, 20mins (60) - Other Areas – 1x week, 20mins (20) - P4C-1x week, 10mins (10) - Story - 5x week, 15mins (75) - Welly Wednesdays- 1x week, 60mins (60) | <p>15%, incorporating: (225 minutes in total)</p> <ul style="list-style-type: none"> - Phonics Input –daily for 20mins (100) - Handwriting – 4x per week, 15mins (60) - Morning Activity Writing Group – 1x week, 15mins (15) - Writing Guided Group – 1x week, 15 mins (15) - Guided Reading (informed by stage of development)- 1x week, 20mins (20) <p><u>Potential Group Interventions</u></p> <ul style="list-style-type: none"> - Phonics 'Keep Up' – targeted children only for 20mins - Keep Up Interventions – targeted children only, various lengths - Funky fingers- intervention as needed - Exceeding Writing/Maths Guided Groups – targeted children only, as appropriate. - Individual Reading – targeted children only for 20mins | <p>55%, incorporating:</p> <ul style="list-style-type: none"> - Plan Do Review Cycle - 3x daily, 10 mins (two plan, one review) (30) Children then undertake task they have planned to carry out. - Objective Led Planning - adult facilitation of children's personalised next steps in provision areas. <p><u>Potential Interventions</u></p> <ul style="list-style-type: none"> - Keep Up Interventions – targeted children only, various lengths, using own interests to motivate |

Year 1

| Pedagogical Style | Whole Class | Guided Group | Facilitation | Free Play |
|--------------------|--|--|--|-----------|
| Autumn Term | <p>35%, incorporating: (730 minutes in total)</p> <ul style="list-style-type: none"> - Collective Worship - 1x daily 15mins (75) - PE – 2x week, 60mins (120) - Science – 1x week, 20mins (20) - RE – 1x week, 20mins (20) - Maths – 4x week, 20mins (80) - English – 4x week, 20mins (80) - Topic – 2x week, 20mins (40) - P4C – 1x week, 20mins (20) - Story – 3x week, 15mins (45) - Whole Class Reading – 1x week, 30mins (30) - Phonics Input – all pupils daily, 40mins (200) | <p>15%, incorporating: (110 minutes in total)</p> <ul style="list-style-type: none"> - Morning Language Activity (Word Aware) – 1x daily, 10mins (50) - Maths Application Activity – 1x week, 20mins (20) - English Application Activity – 1x week, 20mins (20) - Guided Reading - 1x week, 20mins (20) <p>Potential Group Interventions</p> <ul style="list-style-type: none"> - Phonics ‘Keep Up’ – targeted children only for 20mins - Keep Up Interventions – targeted children only, various lengths and subjects - Additional Guided Reading - targeted children only for 20mins | <p>50%, incorporating:</p> <ul style="list-style-type: none"> - Plan Do Review Cycle - 4x daily 15mins (60), children undertake task they have planned to carry out. - Objective Led Planning - adult facilitation of children’s personalised next steps across all subjects in provision areas - Observations – for assessment purposes <p>Potential Group Interventions</p> <ul style="list-style-type: none"> - Keep Up Interventions – targeted children only, various lengths | |
| Spring Term | <p>35%, incorporating: (740 minutes in total)</p> <ul style="list-style-type: none"> - Collective Worship - 1x daily 15mins (75) - PE – 2x week, 60mins (120) - Science – 1x week, 20mins (20) - RE – 1x week, 20mins (20) - Maths – 4x week, 20mins (80) | <p>15%, incorporating: (150 minutes in total)</p> <ul style="list-style-type: none"> - Morning Language Activity (Word Aware) – 1x daily, 10mins (50) - Maths Application Activity – 2x week, 20mins (40) - English Application Activity – 2x week, 20mins (40) - Guided Reading - 1x week, 20mins (20) <p>Potential Group Interventions</p> <ul style="list-style-type: none"> - Phonics ‘Keep Up’ – targeted children only for 20mins | <p>50%, incorporating:</p> <ul style="list-style-type: none"> - Plan Do Review Cycle - 4x daily 15mins (60), children undertake task they have planned to carry out. - Objective Led Planning - adult facilitation of children’s personalised next steps across all subjects in provision areas <p>Potential Group Interventions</p> <ul style="list-style-type: none"> - Keep Up Interventions – targeted children only, various lengths | |

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|---------------------------|---|--|--|--|
| | <ul style="list-style-type: none"> - English – 4x week, 20mins (80) - Topic – 2x week, 20mins (40) - P4C – 1x week, 30mins (30) - Story – 3x week, 15mins (45) - Whole Class Reading – 1x week, 30mins (30) - Phonics Input – all pupils daily, 40mins (200) - | <ul style="list-style-type: none"> - Keep Up Interventions – targeted children only, various lengths and subjects - Additional Guided Reading - targeted children only for 20mins | | |
| <p>Summer Term</p> | <p>40%, incorporating: (830 minutes in total)</p> <ul style="list-style-type: none"> - Collective Worship - 1x daily 15mins (75) - PE – 2x week, 60mins (120) - Science – 1x week, 60mins (60) - RE – 1x week, 60mins (60) - Maths – 4x week, 20mins (80) - English – 4x week, 20mins (80) - Topic – 2x week, 20mins (40) - P4C – 1x week, 40mins (40) - Story – 3x week, 15mins (45) - Whole Class Reading – 1x week, 30mins (30) - Phonics Input – all pupils daily, 40mins (200) - | <p>20%, incorporating: 170 minutes in total)</p> <ul style="list-style-type: none"> - Morning Language Activity (Word Aware)– 1x daily, 10mins (50) - Maths Application Activity – 2x week, 20mins (40) - English Application Activity – 2x week, 20mins (40) - Topic Guided Group – 1x week, 20 mins (20) - Guided Reading - 1x week, 20mins (20) <p><u>Potential Group Interventions</u></p> <ul style="list-style-type: none"> - Phonics ‘Keep Up’ – targeted children only for 20mins - Keep Up Interventions – targeted children only, various lengths and subjects - Additional Guided Reading - targeted children only for 20mins | <p>40%, incorporating:</p> <ul style="list-style-type: none"> - Plan Do Review Cycle - 4x daily 15mins (60), children undertake task they have planned to carry out. - Objective Led Planning - adult facilitation of children’s personalised next steps across all subjects in provision areas <p><u>Potential Group Interventions</u></p> <ul style="list-style-type: none"> - Keep Up Interventions – targeted children only, various lengths | |

Year 2

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|--------------------|--|---|--|--|
| Autumn Term | <p>50%, incorporating: (750 minutes in total)</p> <ul style="list-style-type: none"> - Collective Worship - 1x daily 15mins (75) - PE – 2x week, 60mins (120) - Science – 1x week, 60mins (60) - RE – 1x week, 60mins (60) - Maths – 4x weekly, 20mins (80) - English – 4x weekly, 20mins (80) - Topic – 2x weekly, 20mins (40) - Support for Spelling – 4x weekly, 15mins (60) - P4C – 1x week, 40mins (40) - Story – 3x week, 15mins (45) - Whole Class Reading – 1x week, 30mins (30) - Computing – 1x weekly, 60mins (60) | <p>15%, incorporating: (200 minutes in total)</p> <ul style="list-style-type: none"> - Morning Language Activity – 4 x week, 10mins (40) - Maths Application Activity 3 x week, 20 mins (60) - English Application Activity -3 x week, 20 mins (60) - Guided Reading - 1x week, 20mins (20) - Topic Application Activity – 1x week, 20 mins (20) <p><u>Potential Group Interventions</u></p> <ul style="list-style-type: none"> - Phonics ‘Catch Up– targeted children only for 20mins - Keep Up Interventions – targeted children only, various lengths and subjects - Additional Guided Reading - targeted children only for 20mins | <p>35%, incorporating:</p> <ul style="list-style-type: none"> - Plan Do Review Cycle - 4x daily 15mins (60), children undertake task they have planned to carry out. - Objective Led Planning - adult facilitation of children’s personalised next steps across all subjects in provision areas <p><u>Potential Group Interventions</u></p> <ul style="list-style-type: none"> - Keep Up Interventions – targeted children only, various lengths | |
| Spring Term | <p>50%, incorporating: (770 minutes in total)</p> <ul style="list-style-type: none"> - Collective Worship - 1x daily 15mins (75) - PE – 2x week, 60mins (120) - Science – 1x week, 60mins (60) - RE – 1x week, 60mins (60) - Maths – 4x weekly, 20mins (80) - English – 4x weekly, 20mins (80) | <p>20%, incorporating: (220 minutes in total)</p> <ul style="list-style-type: none"> - Morning Language Activity – 4 x week, 10mins (40) - Maths Application Activity 3 x week, 20 mins (60) - English Application Activity -3 x week, 20 mins (60) - Guided Reading - 1x week, 20mins (20) - Topic Application Activity – 2x week, 20mins (40) <p><u>Potential Group Interventions</u></p> <ul style="list-style-type: none"> - Phonics ‘Catch Up– targeted children only for 20mins | <p>30%, incorporating:</p> <ul style="list-style-type: none"> - Plan Do Review Cycle - 4x daily 15mins (60), children undertake task they have planned to carry out. - Objective Led Planning - adult facilitation of children’s personalised next steps across all subjects in provision areas <p><u>Potential Group Interventions</u></p> <ul style="list-style-type: none"> - Keep Up Interventions – targeted children only, various lengths | |

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|--------------------|--|---|--|--|
| | <ul style="list-style-type: none"> - Topic – 2x weekly, 20mins (40) - Support for Spelling – 4vx daily, 20mins (80) - P4C – 1x week, 40mins (40) - Story – 3x week, 15mins (45) - Whole Class Reading – 1x week, 30mins (30) - Computing – 1x weekly, 60mins (60) | <ul style="list-style-type: none"> - Keep Up Interventions – targeted children only, various lengths and subjects - Additional Guided Reading - targeted children only for 20mins | | |
| Summer Term | <p>50%, incorporating: (790 minutes in total)</p> <ul style="list-style-type: none"> - Collective Worship - 1x daily 15mins (75) - PE – 2x week, 60mins (120) - Science – 1x week, 60mins (60) - RE – 1x week, 60mins (60) - Maths – 4x weekly, 20mins (80) - English – 4x weekly, 20mins (80) - Topic – 2x weekly, 20mins (40) - Support for Spelling – 4x weekly, 20mins (80) - P4C – 1x week, 60mins (60) - Story – 3x week, 15mins (45) - Whole Class Reading – 1x week, 30mins (30) - Computing – 1x weekly, 60mins (60) | <p>25%, incorporating: (260 minutes in total)</p> <ul style="list-style-type: none"> - Morning Language Activity – 4 x week, 10mins (40) - Maths Application Activity 4 x week, 20 mins (80) - English Application Activity -4 x week, 20 mins (80) - Guided Reading - 1x week, 20mins (20) - Topic Guided Group – 2x week, 20 mins (40) <p><u>Potential Group Interventions</u></p> <ul style="list-style-type: none"> - Phonics ‘Catch Up– targeted children only for 20mins - Keep Up Interventions – targeted children only, various lengths and subjects - Additional Guided Reading - targeted children only for 20mins | <p>25%, incorporating:</p> <ul style="list-style-type: none"> - Plan Do Review Cycle - 4x daily 15mins (60), children undertake task they have planned to carry out. - Objective Led Planning - adult facilitation of children’s personalised next steps across all subjects in provision areas <p><u>Potential Group Interventions</u></p> <ul style="list-style-type: none"> - Keep Up Interventions – targeted children only, various lengths | |

10. Appendix 3-Continuous Provision Feedback Report

St Mary Magdalene C of E Primary School

Headteacher: Miss S Robinson

Deputy Headteacher: Mrs S Pearson



Continuous Provision Feedback Report

Observer's name and signature:

Teacher's name and signature:

Date/Time:

Subject:

Year Group:

Context of the lesson:

| Criteria | Area for Development | Effective | Ambassadorial | Evidence |
|--|---|--|---|----------|
| Progressive | | | | |
| High Expectations | <ul style="list-style-type: none"> Adults' expectations are too low; as a result, pupils' play behaviours are inappropriate for their age, the space and/or context. | <ul style="list-style-type: none"> Adults are clear in their expectations of pupils' play behaviours; as a result, pupils are engaged for extended periods and play is focussed and appropriate for the pupils' age, the space and context. | <ul style="list-style-type: none"> Adults' high expectations are implicit and seen in the exceptional levels of focus, pupil's ability to think deeply and critically and independent learning that children demonstrate in their play | |
| Continuation of learning in the provision | <ul style="list-style-type: none"> Play is used as a 'holder' activity and does not consolidate previous or provoke new learning Continuous provision provides play | <ul style="list-style-type: none"> Continuous provision provides opportunities to rehearse and consolidate age appropriate learning and presents implicit opportunities for age appropriate challenge Enhancements extend the provision and are used to address key curriculum skills, or a topic/theme linked to the year group/KS. | <ul style="list-style-type: none"> Adults expertly intervene (i.e. joining play, modelling ambitious language commenting, questioning) when appropriate to further pupils' learning within the provision; they assess when it is appropriate to intervene by observing children for a short period to | |

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| | opportunities that are not age appropriate . | <ul style="list-style-type: none"> Adults intervene effectively (i.e. joining play, commenting, questioning) to model language, extend and consolidate pupils' learning within the provision. | <p>establish their engagement levels and reasons for this.</p> <ul style="list-style-type: none"> Enhancements gainfully extend the provision because they are honed to address pupils' interests, individual next steps/needs (i.e. specific knowledge or skills such as cutting), or for explicit challenge. | |
| Progression in 'Common Play Behaviours' | <ul style="list-style-type: none"> Resources for learning do not provide effective support and/or challenge for pupils' common play behaviours. | <ul style="list-style-type: none"> Resources for learning effectively support and challenge pupils' common play behaviours | <ul style="list-style-type: none"> Resources for learning support and challenge play and these develop over time based on gaps and strength analysis; staff reflect on these at least termly to ensure that children can access differentiated, age appropriate provision. | |
| Creative | | | | |
| Open-ended provision | <ul style="list-style-type: none"> Resources limit pupils' play by being too 'rigid'; staff expect set outcomes from provision areas and as a result, pupils' engagement is habitually low or moderate. | <ul style="list-style-type: none"> Resources are open-ended and neutral to engage and facilitate age appropriate learning opportunities for all children (i.e. they enable children to achieve age-related objectives/skills). Provision empowers the process of learning, meaning this is as significant as pupils' physical outcomes. The environment is 'fluid'; children are familiar with the layout which provides opportunities for children to transfer resources to support their age appropriate play elsewhere. | <ul style="list-style-type: none"> The fluidity of the environment means pupils habitually and purposefully select resources to enable them to make critical and creative links in in meaningful contexts. Pupils' communicate high quality, original thoughts which may have arisen from modelling but are clearly built on creatively as a result of opportunities within the provision. | |
| Opportunities for curriculum connections | <ul style="list-style-type: none"> Resources to support independent reading, writing and/or mathematical development are not accessible across the provision. | <ul style="list-style-type: none"> Literature is used in authentic ways so that children see the value of literacy (i.e. books about recipes in malleable area, books about bridges in construction area etc.) Mathematical equipment is interwoven into realistic contexts to enable children to recognise how it is used in the 'real world' (i.e. measuring equipment in the construction, scaled jugs in the water). Writing tools provide meaningful opportunities for children to make the most of | <ul style="list-style-type: none"> Children habitually use mathematical equipment, literature and writing tools to extend their learning within the provision. Adults expertly extend pupils' learning by encouraging them to make links and by modelling strategies using fitting resources from across the provision when it is beneficial for them to do so, in meaningful contexts | |

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| | | different contexts for writing across the provision. | | |
| Creative and critical thinking | <ul style="list-style-type: none"> Resources (particularly role play and small world) are overly themed; this results in pre-determined play and/or low levels of engagement so pupils are not required to think deeply | <ul style="list-style-type: none"> Children have access to open ended role play and small world resources (i.e. deconstructed role play items [e.g. logs, crates, boxes, tubes, plants, reels, fabric, clips, pegs], wide selection of small world characters, dressing up clothes. Adults provide enhancements to role play and small world which 'dress for pupils' interests' and effectively rehearse and extend age appropriate skills and knowledge. As a result, children engage in a range of processes and extend their skills or acquire new knowledge (e.g. language, empathy, planning, negotiation, problem solving, abstract thinking implicit and explicit rules of play). | <ul style="list-style-type: none"> Adults extend and challenge pupils' skills and knowledge (e.g. language, empathy, planning, negotiation, problem solving, abstract thinking implicit and explicit rules of play thinking and language) through skilful intervention and sustained shared thinking. Children demonstrate high levels of creative and critical thinking i.e. structuring their own next steps in learning by engaging in self-talk, leading their own learning and that of others, organising others in purposeful learning. | |
| Engagement and persistence (Leuven scales levels of involvement) | <p>Mark the average level of engagement on the scale:</p> <hr/> <p>Extremely low: The children seem absent-minded and display a lack of energy. They may go around staring aimlessly or looking around to see what others are doing. Their actions may seem passive and repetitive.</p> <p>Low: Children are easily distracted. They might focus on a task while they are being observed, then lapse into phases of absent-mindedness – looking blankly at what is happening around them.</p> <p>Moderate: Children may seem involved in an activity but at a routine level. They might look like they are making progress with what they are doing but rarely show much energy or concentration.</p> <p>High: Children are not easily distracted and seem entirely engrossed in what they are doing.</p> <p>Extremely high: Children reveal continuous and intense activity indicating the complete involvement. They are focused, creative, lively and persistent throughout nearly the entire period of observation.</p> | | | |
| Reflective | | | | |

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| Adaptation of Provision | <ul style="list-style-type: none"> The environment is not adapted by adults to reflect the changing needs of the children. | <ul style="list-style-type: none"> Adults are responsive to the changing needs of children and shape the environment to respond to ongoing assessments (i.e. through observations, journals, focus groups, sustained shared thinking). | <ul style="list-style-type: none"> Termly gaps and strengths analyses and ongoing assessment (i.e. through observations, journals, focus groups, sustained shared thinking) contribute productively to staffs' adaptation of provision; as a result, opportunities for children to achieve next steps in learning are provided in the environment. | | | |
| Records of Learning | <ul style="list-style-type: none"> FS - Unnecessary observations do not demonstrate new learning. Learning Journeys show repetitive or inconsistent records of pupils' progress. KS1 – pupils use their independent journals unreliably | <ul style="list-style-type: none"> FS - Adults document moments where children demonstrate a new skill for the first time. KS1 – pupils use their independent journals consistently and productively to record their own unique progress and learning. | <ul style="list-style-type: none"> FS - Adults use learning journeys productively to record pupils' unique progress and learning; these clearly document observations, the teaching moments and learning outcomes. KS1 – pupils use their independent journals creatively to record their own unique progress and learning; these include metacognitive comments about what they have learned. | | | |
| Communicative | | | | | | |
| Pupils' Behaviour (Leuven scales levels of wellbeing) | Mark the average level of engagement on the scale: <hr style="border: 1px solid black;"/> | | | | | |
| | Extremely low: Children show clear signs of distress such as crying or screaming. They may seem withdrawn, frightened or aloof, and may behave aggressively, hurting themselves or others around them. | Low: Children seem uneasy and display a slumped posture. However, the discomfort is not evident all the time. | Moderate: Children have neutral expressions and demeanour. Their posture and expression neither show signs of sadness, pleasure, comfort or discomfort. | High: Children look happy, cheerful and satisfied but these signals are not always present with the same intensity. | Extremely high: Children are lively, cheerful, confident and show no signs of stress or tension. Their actions are spontaneous and expressive. They may talk to themselves, hum, sing and look entirely at ease with themselves. | |
| Adult – Child Interactions | <ul style="list-style-type: none"> Adults do not interact with children so that new or ambitious vocabulary and complex sentence structures are modelled Adults routinely call children away from play when teaching within the provision is more likely to | <ul style="list-style-type: none"> Adults move to the children at their level to interact with them. Adults are aware of all pupils' next steps in learning; when it is appropriate, they interact with pupils in their pursuits and look for teachable moments. As a result, they intervene effectively (i.e. joining play, commenting, questioning) and successfully further pupils' learning within the provision. | <ul style="list-style-type: none"> Adults are genuinely interested open, relaxed and smiling when interacting with the children. Adults prioritise their interactions by scanning the provision in order to decide where they are most needed or could be of the most benefit. | | | |

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| | enable pupils to remember learning because it is meaningful. | | <ul style="list-style-type: none"> Adults expertly intervene (i.e. joining play, commenting, questioning) when appropriate to rapidly further pupils' learning within the provision; they assess when it is appropriate to intervene by observing children for a short period to establish their engagement levels and reasons for this. | |
| Language rich environment | <ul style="list-style-type: none"> Text is displayed in ways which are not meaningful and does not scaffold or celebrate learning (i.e. laminated posters which act as wallpaper) Literature is used in inauthentic ways | <ul style="list-style-type: none"> Text is displayed in meaningful ways around the provision (e.g. through signs, labels, questions, working walls, literature, questions, visual TT, story baskets, language structures etc.); Where appropriate, this is modified regularly to ensure pupils' continued interest and engagement. Literature is used in authentic ways so children see the value of literacy (i.e. books about recipes in malleable area, books about bridges in construction area etc.) | <ul style="list-style-type: none"> Text in the environment directly influences learning (i.e. HF words displayed are used by pupils independently, children use signs and labels to support their learning, pupils access the learning environment to write independently so that it is evident of the way it has been supportive). | |
| Shared sustained thinking | <ul style="list-style-type: none"> Examples of sustained shared thinking are not apparent in the provision, as a result children's learning is limited. | <ul style="list-style-type: none"> Children work together in intellectual ways; both parties contribute to the thinking which over time, develops and extends learning. | <ul style="list-style-type: none"> Adults engage in sustained shared thinking with children and scaffold learning (i.e. to solve a problem, clarify a concept, evaluate activities, extend a narrative, etc) This impacts positively on pupils' learning and facilitates changes to long term memory (i.e. changes in pupils' learning behaviours, skills or knowledge can be seen in future observations). | |
| Underpinning Pedagogy | | | | |
| Intent | <ul style="list-style-type: none"> Staff lack clarity in their understanding of play based learning and continuous provision; the impact of CPD is limited. | <ul style="list-style-type: none"> Staff understand and value the benefits of play based learning; as a result they take an active role in developing their pedagogy through CPD. The long term curriculum is coherently planned and sequenced; it builds on | <ul style="list-style-type: none"> Staff demonstrate thorough understanding and highly value play based learning; this is apparent through a shared culture of ambition and continual improvement | <ul style="list-style-type: none"> |

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| | <ul style="list-style-type: none"> • The long term curriculum is ambiguous and/or lacks coherence. • Assessments have not been used well to inform this. As a result, resources in provision are not age-appropriate. | <p>baseline/previous assessments of pupils' knowledge and skills and sets out pupils' learning flightpaths.</p> <ul style="list-style-type: none"> • Resources in provision areas are carefully selected and planned for; these enable pupils to meet age-related learning objectives. | <ul style="list-style-type: none"> • The long term curriculum and provision provide no limits or barriers to the children's achievements. | |
| Implementation | <ul style="list-style-type: none"> • Weekly planning lacks precision and/or coherence • Assessments lack specificity or are under-utilised in planning for next steps. • As a result, staff in the setting lack clarity on pupils' next steps and how they can support this through their interactions and/or in the provision. | <ul style="list-style-type: none"> • Weekly planning is precise and shared with all staff in the setting: it details ongoing assessments and pupils' next steps with corresponding purposeful learning opportunities (both adult led/independent through provision). • Planning provides clear guidance for all staff to support their interactions with pupils; staff use this guidance well. • Planning is well executed by all staff. As a result, provision is well utilised by pupils and adults intervene effectively to enable pupils' to take their next steps in learning. | <ul style="list-style-type: none"> • All staff are involved in producing weekly planning through exacting discussions focussing on children's progress and next steps. As a result, shared planning is characterised by meticulous assessments which inform well-considered learning opportunities. • All adults intervene expertly to guide and empower pupils' to move their own learning forward. | |
| Impact | <ul style="list-style-type: none"> • Assessment records lacks clarity and/or breadth • Assessments do not show demonstrable impact of continuous provision | <ul style="list-style-type: none"> • Adults triangulate information from a range of sources to inform their ongoing assessments (e.g. observations, interactions, pupils' independent outcomes). • Assessments are recorded efficiently and show demonstrable impact of continuous provision is evident. | <ul style="list-style-type: none"> • Well evidenced assessments demonstrate accelerated progress as a result of continuous provision. | |

Overall strengths:

Areas for further development:

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| Targets: | Date to be achieved and re-checked: |
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