



### **High Expectations for behaviour for learning**

Teachers have positive relationships with pupils and there is a culture of mutual respect. Learning behaviours and routines are embedded within the classroom and children are actively engaged in their learning.



### **Retrieval**

Throughout each lesson, opportunities to retrieve prior knowledge and newly taught concepts are regularly revisited and reviewed. This is achieved through quizzes, questions, call and response, starters, mini-plenaries, talk partners and independent work.



### **Assessment for Learning**

All adults use live marking throughout the lesson to provide instant feedback to pupils to move their learning on. Feedback is given to support pupils in closing their learning gaps.

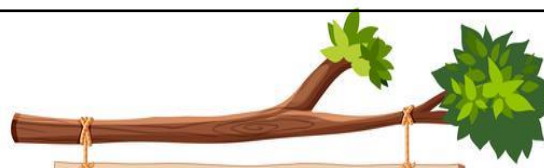


## **Chesterton Primary School Teaching & Learning Toolkit**



### **Adaptive Teaching**

Adults use a range of adaptive teaching strategies including modelling and scaffolding to demonstrate new concepts. Students learn by observation or listening. When applying newly learnt techniques, teachers provide models, sentence stems, WAGOLs and success criteria. Scaffolds are gradually removed as pupil confidence increases.



### **Lesson Structure**

Teachers plan clearly sequenced lessons with opportunities for active learning, group work and flexible grouping to engage pupils. Throughout the lesson, there are opportunities for pupils to retrieve information, apply what they know and extend through a range of different activities. In each lesson, we use the 'I do, we do, you do' approach.



### **Active Learning**

All children are actively engaged in the learning. Pupils are provided with opportunities to build on their prior experiences through partner/group discussions, presentations, problem solving, role-play and quizzes.