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|-----------------------------|---|---|--|--|--|--|--|
| <b>Planning</b>             | <b>Curriculum</b><br><br>Teachers / tutors follow a scheme of learning as scheduled in the curriculum map. These are held on the staff shared drive: VPA Teaching and Learning 2021-2022 folder<br><br>Teachers, tutors and pupils (where possible) are expected to know what they're studying and why they're studying content in a particular order (please refer to subject audits).   | <b>Responsive Teaching</b><br><br>Teachers / tutors must aim to interrogate their planning with the following questions:<br>-What can pupils currently do?<br>-What will they be able to do by the end of the lesson?<br>-How will I know they can?<br>-What barriers might be in front of certain pupils?<br>-What support is needed to overcome potential barriers?                 | <b>Objective Driven</b><br><br>Lessons or Form Time should be planned with a clearly defined learning objective which is measurable, through some form of in lesson assessment. The learning objective should be teachable in a single lesson. Objectives are shared with pupils                       | <b>Responsive Teaching</b><br><br>Teachers / tutors are active in identifying pupils' needs and regularly adapt lessons in response to work seen.<br><br>Teachers refer to pupils' ISP's, Risk Assessments and if relevant their EHCP's.   | <b>Differentiation</b><br><br>If creating a presentation, follow these SEN friendly strategies:<br><br>-off white background<br>-font size 18 minimum  | <b>Differentiation</b><br><br>It is the teacher's / tutor's responsibility to give clarity of direction and purpose to Teaching Assistants in the classroom.<br><br>Schemes of Work and weekly planners have clear strategies for differentiation in terms of teaching and learning and behaviour in order to meet each pupil's needs.   | <b>Extended Learning</b><br><br>Teachers / tutors set Directed Tasks on Google Classroom.<br><br>Where possible hard copies of these tasks/ resources are provided for pupils.   |
| <b>Climate for learning</b> | <b>Environment</b><br><br>Classrooms should be clean and free of any mess or litter. Teacher desks should be clutter free to model organised and professional behaviours. Classroom layout should be flexible and support learning.   | <b>Environment</b><br><br>Classroom displays should actively support pupils learning. The standardised displays help consolidate the key skills/knowledge within that subject., these include Literacy and Numeracy termly focus; Wow words- subject keywords; SIS targets and Personal Development themes, all to support key skills, personal development and student independence. | <b>Routines</b><br><br>Greet pupils to establish a calm start to lessons /tutor time.  | <b>Expectations</b><br><br>Narrate the behaviour you want to see. Use precise and genuine praise when pupils meet or exceed expectations. Make use of school reward systems.<br><br>Calmly challenge behaviour that does not meet the required standard by following the behaviour policy.   | <b>Expectations</b><br><br>Take a proactive approach to behaviour management, circulating the room regularly to ensure pupils are on task and meeting expectations. Use a range of strategies, including non-verbal signals, to reinforce expectations of behaviour for learning. Use CPI narrative. | <b>Expectations</b><br><br>Seek to establish an environment where pupils feel safe to make mistakes and understand that getting things wrong is a fundamental part of learning.  | <b>Routines</b><br><br>Lessons / tutor times end with pupils handing books; pens and equipment in and tuck chairs under desks.<br><br>The teacher / tutor should stand at the door so that they can monitor students' exits and corridor behaviour. The room must be left tidy.  |
| <b>Teaching</b>             | <b>Retrieval</b><br><br>Start each lesson with a 'starter' activity. This may incorporate retrieval practice, a vocabulary exercise or high challenge stimulating activity. Where retrieval tasks are used, they should revisit prior learning from last lesson, last week, last term, last year where appropriate. These tasks should be part of all SOW and weekly planners.<br><br>Starter tasks should allow pupils to demonstrate key knowledge and / or skills that will be required to access new learning. Responsive teaching will amend pace and / or content to meet the needs of the class as they arise. | <b>Chunking</b><br><br>Present new material in small steps, making explicit links to prior learning.  | <b>Clarity</b><br><br>Give clear and detailed explanations and instructions.<br><br>Use images or analogies to support the understanding of new vocabulary and concepts.   | <b>Questioning</b><br><br>Ask a large number of questions.<br><br>Ensure sufficient wait time.<br><br>Use cold calling to regularly check for understanding.   | <b>Responsive Teaching</b><br><br>Teach to the top but target questions, resources and support to specific individuals so that work is accessible for everyone.  | <b>Numeracy</b><br><br>Each half term there is a numeracy focus which should be incorporated in all teachers planning.<br><br>Individual numeracy targets are set each half term.<br><br>Provide opportunities for pupils to develop their numeracy skills in day to day live.   | <b>Literacy</b><br><br>Each half term there is a literacy focus which should be incorporated into all teachers' planning.<br><br>Individual literacy targets are set each half term.<br><br>Guide pupils in how to articulate themselves precisely and concisely using grammar cards and resources provided in the shared drive. |
| <b>Assessment</b>           | <b>Assessment for Learning</b><br><br>Formative assessment for learning takes place in every lesson / tutor time. This may take the form of:<br>-Questioning<br>-Verbal feedback<br>-Live marking<br>-Peer/ self/assessment<br>-SPAG marking  | <b>Literacy</b><br><br>All teachers / tutors are teachers of literacy. Correct literacy errors using the school literacy code in the Marking Policy and model higher order vocabulary.  | <b>Compliance</b><br><br>Teachers should check that pupils take pride in their work and meet the following expectations:<br>- Write the date and title in full.<br>- Write in blue or black ink<br>- Pencils should only be used for diagrams and drawings.<br>- DIRT time work should be highlighted. | <b>Independent Feedback</b><br><br>Provide systematic feedback and reinforce excellence through EBI comments in pupils work (or verbal feedback). These should be completed at least once per week for all subjects.<br><br>Pupils should respond to feedback in DIRT time allocated by teachers. This work should be clearly labelled or highlighted. | <b>Go4schools</b><br><br>Pupils will be formally assessed at least once a half term. Teachers are expected to record these marks in Go4schools. Grades are recorded each half term in the front of pupils books/ folders.  | <b>Digital Marking and Assessment</b><br><br>Pupils are expected to act upon the feedback received so that misconceptions and misunderstandings and errors can be addressed and corrected. For example, pupils could make the improvements on the body of work and highlight. Alternatively, they could redraft or make improvements to a certain section of their work and write it under 'Pupil Response'. |  |