

Teachers – a guide to exemplary practice

	Developing	Accomplished	Highly accomplished
Learning environment	<p>The environment is organised.</p> <p>Learning environments identify key areas but these are not always purposeful.</p> <p>Pupil books and resources are stored in an organised way but not always labelled.</p> <p>There are some scaffolds to support learners.</p>	<p>The environment is organised and purposeful.</p> <p>Learning environments identify key areas within classrooms including book corners, learning walls, curriculum displays.</p> <p>Pupil books and other resources are stored neatly in an organised way. Resources are clearly labelled.</p> <p>The environment is inclusive and promotes a sense of belonging.</p> <p>Diversity is celebrated.</p>	<p>The learning environment is aspirational with every area providing models of excellence.</p> <p>Key vocabulary, examples of modelling and learning walls reflect the highest expectations and used by pupils to enhance learning.</p> <p>The learning environment is inclusive, promotes a sense of belonging and celebrates diversity.</p> <p>There is multiple evidence that the environment is used as a resource to enhance learning, build collaboration, and promote the school's values.</p>
Planning	<p>Key knowledge and vocabulary taken from the medium-term plan.</p> <p>A clear learning objective is identified for every lesson but is not always easily understood by the children.</p> <p>Success criteria is identified for every lesson.</p> <p>Lesson relies on the teacher talking for a lengthy amount of time, often using a PowerPoint.</p>	<p>Key knowledge and vocabulary taken from the medium-term plan.</p> <p>A clear learning objective is identified for every lesson.</p> <p>Clear, child friendly success criteria is identified for every lesson.</p> <p>Small steps are planned for.</p> <p>Lesson is not overly reliant on delivering PowerPoints.</p>	<p>Key knowledge and vocabulary taken from the medium-term plan is linked and progressive for every lesson.</p> <p>A clear learning objective is identified for every lesson. How this will be communicated to children is planned for.</p> <p>Clear, child friendly success criteria is identified for every lesson. How this will be communicated to children is planned for.</p> <p>Small steps are planned for and adaptations are considered in planning stage.</p>
Learning objectives (LO) and success criteria (SC)	<p>LOs and SC enables some groups of pupils to understand what they are learning to do in the session and how to be successful in the session.</p> <p>SC is shared with the children.</p> <p>The LO is derived from the progression grid.</p> <p>Some groups of pupils can accurately articulate what they are learning to achieve in the lesson recognising how it builds on prior learning.</p> <p>Some groups of pupils are able to demonstrate how they've been successful in the lesson and accurately refer to the SC.</p> <p>Key knowledge (disciplinary and substantiative) and vocabulary shared by all adults with all pupils.</p>	<p>LOs and SC enables most groups of pupils to understand what they are learning to do in the session and how to be successful in the session.</p> <p>SC is shared and unpicked with the children.</p> <p>The LO and SC is clear and child friendly.</p> <p>Most groups of pupils can accurately articulate what they are learning to achieve in the lesson recognising how it builds on prior learning.</p> <p>Most groups of pupils are able to demonstrate how they've been successful in the lesson and accurately refer to the SC.</p> <p>Key knowledge (disciplinary and substantiative) and vocabulary is shared by all adult with all pupils in small, manageable steps.</p>	<p>LOs and SC enables all groups of pupils to understand what they are learning to do in the session and how to be successful in the session.</p> <p>The culture/ethos in the class promotes active pupil engagement in generating the SC.</p> <p>The LO and SC is linked and enables the pupils to be successful within the session.</p> <p>ALL groups of pupils can accurately articulate what they are learning to achieve in the lesson recognising how it builds on prior learning.</p> <p>All groups of pupils are able to demonstrate how they've been successful in the lesson and accurately refer to the SC.</p> <p>Key knowledge (disciplinary and substantiative) and vocabulary is shared by all adult with all pupils in small, manageable steps making explicit links with current/prior knowledge.</p>

Knowledge recall and retrieval practice	<p>Retrieval practice occurs for some subjects.</p> <p>Retrieval practice allows pupils to remember some previously taught knowledge.</p> <p>Retrieval practice is sometimes not challenging enough for pupils so they do not transfer this to long term memory.</p>	<p>Adults revisit knowledge, concepts, vocabulary regularly through retrieval practice.</p> <p>Retrieval practice helps children to remember previously taught content.</p> <p>Retrieval practice occurs regularly for all subjects.</p> <p>Retrieval/ recall is pacy, quick and purposeful.</p>	<p>Retrieval practice requires pupils to recall previously learnt knowledge, which creates stronger memory traces and increases the likelihood that the information will be transferred to the long-term memory.</p> <p>Retrieval practice makes learning effortful and challenging. The more difficult the retrieval practice, the better it is for long-term learning.</p> <p>Retrieval practice takes the form of low stakes testing as a way to review previously learned material which interrupts the process of forgetting.</p>
Questioning	<p>Questions are sometimes differentiated and targeted at specific pupils' needs.</p> <p>Answers to questions are not always used to inform teaching and learning.</p> <p>Questions sometimes move beyond information/knowledge recall.</p> <p>Pupils are not always given enough thinking time.</p>	<p>Adults sometimes use higher level Blooms questioning for specific groups.</p> <p>Questioning is used to check for understanding (assessment), which leads to adaptations in the lesson.</p> <p>Adults use a range of questioning strategies.</p> <ul style="list-style-type: none"> ○ Cold call ○ No opt out ○ Think pair share ○ Whole class response <p>Questioning relates to the lesson objective, success criteria and knowledge learnt.</p> <p>Pupils are given sufficient thinking time, which allows them to demonstrate understanding.</p>	<p>Questions are differentiated using Blooms questioning which enables pupils to make progress.</p> <p>Questions inform assessment of the learning objective and success criteria. This leads to adaptations that meet specific pupils needs and enhance quality learning experiences.</p> <p>Questioning strategies such as:</p> <ul style="list-style-type: none"> ○ Cold call ○ No opt out ○ Think pair share ○ Whole class response <p>Questions are used equally well to meet all learning needs.</p> <p>Pupils are given sufficient thinking time which leads to detailed, deeper answers.</p>
Modelling	<p>Modelling is evident in lessons which is linked to the learning objective.</p> <p>The model provided has impact on learning and progress for most pupils.</p> <p>Teacher talk supports learning.</p>	<p>Range of modelling strategies used in a sequence of lessons.</p> <p>Model links to the learning objective, success criteria and knowledge.</p> <p>Teacher talk links directly to knowledge needed.</p>	<p>High quality modelling, which uses a range of appropriate strategies and clearly linked to the LO, is embedded in practice.</p> <p>Models clearly scaffold learning and supports progress for all pupils.</p> <p>Teacher talk links directly to knowledge needed.</p>
	<p>Examples of modelling strategies:</p> <ul style="list-style-type: none"> • Task and performance modelling (one model provided by adult, pupil uses this in their work) • Modelling as a scaffold (working towards independence) 	<p>Metacognitive modelling (demonstrates how to think in lessons)</p> <p>Child centred modelling (pupils model)</p>	
Presenting material in small steps	<p>I do, we do, you do – worked examples and models.</p> <p>Ping Pong evident but not always responding to pupil need. In some cases, pupils are expected to listen for too long – cognitive overload.</p>	<p>I do (worked examples/modelling), we do (guided practice), you do (independent practice)</p> <p>Activities and discussions move back and forth between pupils and adults (Ping pong/ episodic teaching approach).</p> <p>Adults flexibly plan for small steps, which can be adapted throughout the lesson based on assessment.</p>	<p>I do (worked examples/modelling), we do (guided practice), you do (independent practice) with a range of modelling strategies.</p> <p>Activities and discussions move regularly and effectively back and forth between pupils and adults (Ping pong/ episodic teaching approach) in response to assessment for learning.</p>

	<p>Lesson is planned and thought is given to adaptations but this is stuck to rigidly, regardless of Assessment for learning.</p> <p>An appropriate starting point is given but some pupils are not challenged sufficiently.</p> <p>Some evidence of assessment for learning.</p>	<p>Pupils are provided with a low starting point, high ceiling expectation.</p> <p>Pupils are given opportunities to apply learning independently.</p>	<p>Lesson is clearly planned. Small steps and adaptations are evident and used flexibly.</p> <p>All pupils start at an appropriate point and are able to access high ceiling expectations. This ensures pupils build on what they know with confidence.</p> <p>Throughout the lesson teacher assessment is used to inform the learning.</p>
<p>Adaptive teaching / scaffolds</p>	<p>Pupils in mixed ability but in some cases, this is not always supportive to learning.</p> <p>Adults are used flexibly but not always in response to A4L.</p> <p>Adaptations to the lesson are planned for but in the moment, adaptations are not frequent and are usually by the teacher.</p> <p>Some scaffolds for the lesson are available.</p>	<p>Pupils are seated in mixed ability pairs. Seating is not fixed.</p> <p>Adults are used flexibly throughout the lesson.</p> <p>In the moment adaptations are made in response to assessment for learning.</p> <p>Barriers are anticipated and planned for.</p> <p>Scaffolds are provided for pupils who need them.</p>	<p>Pupils are seated in mixed ability pairs. Seating is not fixed and can be adapted throughout the lesson. This allows for collaborative learning.</p> <p>Adults are used creatively and flexibly throughout the lesson in response to A4L feedback.</p> <p>In the moment adaptations are made in response to A4L by ALL adults.</p> <p>There are a range of scaffolds available to the class.</p>
<p>Feedback and marking</p>	<p>Feedback is given to some pupils but some receive feedback following the lesson and therefore struggle to act on it to improve their learning.</p> <p>Most marking and feedback is focussed on the lesson's LO and SC.</p> <p>The marking policy is followed.</p>	<p>Most pupils receive quality feedback in the lesson and given time to act upon it.</p> <p>Marking and feedback is focussed on the lesson's LO and SC.</p> <p>The marking policy is followed, and different types of feedback used to improve progress.</p>	<p>Marking and feedback links directly to the LO and SC, which allows pupils to meet the LO.</p> <p>Feedback occurs throughout the lesson, ideally when the learning is still being completed.</p> <p>Feedback always directly involves the child.</p> <p>Effective feedback focuses on addressing mis-conceptions, promoting deliberate practice, elicit deeper thinking, clarify knowledge and understanding and encourage self-regulation.</p>