LEARNING & TEACHING POLICY

RÆDWALD T·R·U·S·T

RATIFIED BY THE TRUST BOARD IN:

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LEARNING & TEACHING POLICY

Person responsible for this policy:	Angela Ransby
Policy author:	Angela Ransby
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Trust Board Signature:	Roger Fern

Rationale

The purpose of the Raedwald Trust is to provide an enriching, inspiring and aspirational education for all our pupils which is matched to their age, stage and individual needs. We tailor our pupils' learning experiences so that each individual is provided with a rich and varied learning pathway providing for the attainment of outstanding achievement.

Curriculum Organisation

Our curriculum is driven by our unfaltering commitment to personalised learning. Putting the children and young people at the very centre of all that we do, our timetables, allocations of staffing and resources is determined by individual needs. Pupils are frequently taught in small groups or 1-1 either in classrooms, in homes, at bedside in hospital or at approved locations in the community across Suffolk. Larger group learning programmes are programmed to develop collaborative learning behaviours: our pupils frequently come together for workshops and projects which often inspire and challenge our learners to develop further. The National Curriculum, relevant exam specifications, and the Trust specific curriculum are delivered through a sound and reflective pedagogy that underpins all the learning across the Raedwald Trust.

The Raedwald Trust curriculum aims to follow direction from the home school for dual registered pupils, to ensure continuity of education and teaching staff liaise closely with other professionals to make sure that planned learning is as seamless as possible. Subject teachers plan lessons taking account of information from school as well as information gathered through the initial assessment on entry process and ongoing assessment processes. A full range of resources are used, including online and other technology based materials. Where possible, accredited courses are used e.g. the AQA Unit Award Scheme, to recognise and celebrate short and medium term progress. Recording processes help staff to monitor (on a daily basis) student progress against learning objectives. Curriculum balance is monitored by the Head Teachers and Heads of School who liaise closely with the Trust Pedagogical Lead. Faculty leads may also be deployed to have a key role across the school sharing their experience and supporting subject developments.

Teaching & Learning Principles

Through our 6 principles, we aim to:
1. Create safe, supportive, inspiring and purposeful learning experiences *in order to enable our children and young people to become confident, resourceful, enquiring and independent learners.*
2. Promote independence, collaboration and self-motivation *in order to help our students grow into reliable, independent and positive citizens, to help them build positive relationships with other people and to develop self-respect and respect for the ideas, attitudes, values and feelings of others.*
3. Ensure students' needs, backgrounds, perspectives and interests are reflected in a flexible and responsive personalised learning programme.
4. Ensure students are challenged and supported in developing deep levels of thinking, application of knowledge and skills, creativity, confidence and resilience and are encouraged to take advantage of new opportunities.
5. Ensure on-going assessment practices are an integral part of learning and teaching *in order to build confidence that learning experiences stay challenging and well matched to student need.*
6. Ensure learning is enhanced by opportunities to connect strongly with communities and practice beyond the Raedwald Trust which strongly supports a successful onward transition for our students *and enables our students to understand their community and help them feel valued as a part of this community.*

Pupils support the school aims by
- Participating in lessons, routines and events.
- Engaging with staff
- Taking responsibility for their learning and behaviour.
- Participating in feedback processes e.g. questionnaires

Parents support the aims of the school by
- Working in partnership with the school

- Assisting in the home school liaison process
- Communicating with school staff
- Participating in feedback processes eg questionnaires and forums

Other professionals support the work of the school by
- Engaging and involving school staff in the overall care plan for the pupils
- Understanding the roles and responsibilities of a hospital school
- Supporting School Development Plans and any OFSTED action points.
- Taking part in school questionnaires by giving their views on the provision that the school makes
- Supporting continuity of education

Effective Learning: *Where learning is effective, students …*
1. Are motivated to:
- Take an active interest in their studies through encouragement and support from their parents/carers
- Improve their performance and are willing to learn from any areas for development as well as strengths
- Enjoy lessons and readily respond to the challenge of the tasks set
- Remain on task and focused as far as their medical condition allows
- Demonstrate that they are performing at least as well as can be expected, according to standards for their age and ability and their medical condition
- Care about the presentation of their work
- Look after resources

2. Take responsibility for:
- Their own learning
- The impact that their behaviour can have on others and accept the consequences of their behaviour in the context of their capabilities and treatment programmes
- Evaluating their own achievement through learning objectives/outcomes
- Concentrating on the tasks set and listening attentively when appropriate
- Developing the confidence to raise questions, to try to find answers and asking for help when needed
- Helping each other and working collaboratively as well as independently when working as part of a group
- Developing over time the ability to work independently and to take responsibility for their learning

3. Have developed or are developing the following skills:
- Persevere with tasks they find difficult
- Respond positively to opportunities given to extend their learning
- Able to modify and redraft work
- Retain knowledge, apply it in unfamiliar contexts and make connections with other work

4. Understand the implications of social learning by
- Talking to staff and students in a respectful way, being aware of their feelings and emotions
- Being able to adapt to different ways of working
- Being able to listen to other pupils and their teachers
- Evaluating their own work and making realistic judgements about it
- Gaining the appropriate level of skills, knowledge and understanding, given their age, ability, medical condition and time available
- Communicating information and ideas, offering comments and explanations
- Feeling that they are valued by their teacher(s) and that their achievements are recognised

Effective Teaching: *Where teaching is effective, teaching staff…….*

1. **Make their lessons purposeful**

- Through carefully planned, well-structured and paced lessons
- By making aims and objectives explicit to students at the beginning of each lesson, task or topic and referring to them throughout
- By involving students actively in their evaluation of learning achievement so it is not just a passive process
- Through explicitly checking understanding and reviewing work

2. Make lessons interesting and stimulating
- By having high expectations and making them clear
- By challenging students to step outside of their comfort zone whenever possible
- By consciously showing enthusiasm for and about a subject area and the possible learning opportunities
- By devising imaginative and creative approaches to develop the student's knowledge and skills
- By varying teaching styles, pace of learning, learning activities and the learning environment to maintain students'' interest and take account of individual learning styles
- By structuring lessons which connect with prior learning and have explicit learning objectives shared with students
- By using praise and positive reinforcement to foster self-esteem, motivation and confidence
- By regularly displaying examples of students' work
- By allowing students to demonstrate their skills through active learning
- By using technology when and wherever appropriate to enhance the learning experience and outcome

3. Create an orderly environment and manage classes efficiently
- By setting and achieving high standards of behaviour and motivation
- By matching the teaching style to the lesson objectives and the changes in both individual and group dynamics resulting from students medical conditions
- By organising all physical resources in ways which will promote orderly and safe classroom management
- Where relevant - by setting and marking homework regularly, consistently and usefully
- By keeping up to date and accurate records and assessment data in line with the academy based assessment policy

4. **Match learning activities/opportunities to all (PERSONALISATION)**
- By using recent evidence of prior attainment or our own assessments to gauge students' individual capabilities and track performance
- By being aware of individual student's preferred learning styles (**V**isual, **A**uditory, **K**inaesthetic Learners)
- By testing understanding and acquisition of knowledge through a range of assessments
- By using appropriate differentiated materials and tasks which ensure active participation in lessons for all students - including the most able and those with an SEND need
- By setting high expectations for all students, rewarding achievements with praise
- By encouraging students to evaluate their own performance and develop an awareness of areas that could help them progress further

5. **Develop positive and productive working relationships with students**
- By encouraging students to interact where possible with each other, with adults and the wider hospital and community, fostering mutual respect
- By providing opportunities for students to work in groups as well as individually

- By using language in a way that builds relationships and raises pupil self-esteem
- By understanding and promoting the value of speaking and listening
- By ensuring that students feel safe, given their medical condition and learning venue
- By developing appropriate professional skills through lesson observations, discussions, and planning relevant INSET opportunities
- Through promoting equal opportunities through the teaching and learning process (ref: Equal Opportunities Policy)
- By actively encouraging parents/carers to support pupil learning
- By communicating clearly with students and parents/carers regarding the quality of learning
- By efficiently responding to any concerns from parents/carers and making sure that appropriate follow up is maintained

6. Use a range of assessments to evaluate progress and to inform future teaching plans students
- By using effective assessment tools
- By ensuring that students have a clear understanding about their study programmes and relevant success criteria
- By giving regular effective feedback and helping them set achievable "SMART" targets for improvement
- By encouraging and trusting students to take responsibility for their own learning
- By involving self-assessment and peer assessment (where appropriate) in the drive to improve

7. Create further opportunities for learning
- By encouraging and supporting students to develop an interest in a subject area
- By taking opportunities to experience a range of learning environments beyond the hospital premises e.g. trips
- By providing a variety of high quality curricular enrichment opportunities that encourage students to get involved and extend their learning
- By offering students time for reflection
- By allowing students the opportunity to have their say and to be able to communicate their ideas
- By giving students the skills and support to prepare for future career aspirations
- By matching accreditation opportunities to students' learning needs.

APPENDIX 1: QUALITY OF EDUCATION STAFF HANDBOOK

Overview

It is our responsibility to ensure students are able to access the curriculum and fulfil their potential. The new Ofsted framework will help inspectors to determine the extent to which we are offering a well thought-out, knowledge-led curriculum. We should be offering a curriculum that promotes mastery of skills, whilst incorporating experiences that pupils are likely to encounter in later life. This could be employment focused or to do with day-to-day tasks such as financial planning or keeping a home. The framework looks at how we revisit topics to embed and reuse knowledge and skills acquired as part of the scheme of following a knowledge-rich, expert-led curriculum. Alongside this, the SEND code of practice reinforces the new framework; the teacher is responsible and accountable for the progress and development of the pupils in his/her class.

This handbook should be read in conjunction with the Raedwald Trust Teaching and Learning policy and staff handbook.

SEND Code of Practice 2015:

6.12 All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Figure 1:

This image depicts how Raedwald Trust views inclusive pedagogy. All our

students should be encouraged to aim for the top but how they reach that goal may require different routes. Some students may need different barriers removed to enable them to access the learning, whilst others may need more challenge to promote good progress.

> Our inclusive pedagogy is a <u>teaching methodology</u> in which teachers and classmates work together to create a supportive environment that gives each student equal access to learning. Lesson content takes into account the range of perspectives and abilities in the class. It is delivered in a way that strives to overcome barriers to access that students might have.

> The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and understanding pupils have gained against expectations (impact/achievement).

Intent

Under the new framework, schools should have high and equal expectations, providing an ambitious curriculum which is studied by all. The focus is on the conscious decisions we make about our curriculum and the aspirations we have for our students. It should include skills teaching, particularly regarding preparation for both future learning and employment.

The curriculum should be knowledge-rich; however, the handbook insists strongly that *'this must not be reduced to, or confused with, simply memorising facts. Inspectors will be alert to unnecessary or excessive attempts to simply prompt pupils to learn glossaries or long lists of disconnected facts'*.

The curriculum must also deliver cultural capital defined in the handbook as *'the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'*

As summary, our curriculum:
   • Must be broad and balanced;
   • Should be coherently planned and sequenced towards cumulative knowledge and skills;
   • Should have the same academic, technical or vocational ambitions for almost all learners. Where this is not practical (for example, for some learners with high levels of SEND) the curriculum should be ambitious to meet their needs.

Implementation

Under this heading, attention is drawn to how teachers and other teaching staff do their job and how leaders support staff. This is particularly in relation to subject knowledge, presentation of material, assessment, feedback, responsive teaching and recall of material. The framework identifies that *'those pupils behind age-related expectations must be provided with the opportunities to learn the knowledge and skills that are necessary to catch up with their peers'.* Attention is drawn to metacognition and teaching strategies designed to help learners remember in the long term the content they have been taught, integrating new knowledge into larger concepts.

It also remains imperative that we continue to have a rigorous approach to reading to facilitate student confidence and enjoyment in reading. Staff must be clear about student abilities, ensuring reading materials are closely matched to reading age and/or phonics knowledge.

Impact

In order to evidence impact, it is essential that our internal assessment systems reflect the achievements of pupils with regards to the curriculum they have been taught. Regardless of the system used, staff must have a clear and demonstrable understanding of cumulative knowledge acquisition, identifying how they target pupils who are not progressing. In addition to this, we will examine our post-16 destinations and longer term impact of provision for pupils returning to mainstream education.

Leaders will be spend time looking for first-hand evidence of how pupils are doing, drawing together evidence from interviews (including discussions with pupils about what they have remembered about the content they have studied), observations, work scrutiny and documentary review (including pupils' exercise books or folders). In Key Stage 1 and 2 they will also listen to a range of pupils read.

Quality first teaching

Within Raedwald Trust, Quality First Teaching is fundamental in supporting student development, progress and *implementation* of the curriculum.

Quality First Teaching focusses on setting suitable learning challenges, removing barriers and meeting students' needs. Knowing your students is the first step to excellent practice inquality first teaching. Within Raedwald Trust we utilise Individual Learning Plans (ILP) to establish our students' needs and how we can effectively support those students in our classroom.

The SEND Code Practice 2015 stipulates that all schools must follow a graduated approach of 'Assess, Plan, Do, Review.' Responsibility lies with the classroom teacher. 6.44 'This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.'

The Graduated Approach (example implementation):

Assess	Plan	Do	Review
On- going throughout the year including: • Feedback in lessons • Discussion with TAs and other adults • ILP – annotated with what works • Data recorded on seating plans – previous level, current level and target level • Use of Checklist • End of unit assessments • Data drops • Observations of the student (in class and in less structured situations). • Feedback from discussions with parents, students and staff. • Attendance data • Behaviour for learning	On-going via: • Outcomes expected • Support to be offered • Removing barriers to learning by input • TA/Teacher agreement in place with targeted student support • Parents' Evenings • Information sharing with pastoral support. • Use of ILP – annotated • Discussion and feedback with student / parent • Meeting with Curriculum lead and other staff to discuss targets • Use of Information in SEND Toolkit	On-going via: • Implement TA / Other Staff / Teacher agreement • Deploy staff effectively • Use of agreement. • Data recorded on seating plans – previous level, current level and target level • Differentiation – removing barriers to learning by input • Reasonable adjustments to environment, seating, homework and class work • Ensure Access Arrangements	Via: • On-going during class • Use of Checklist • End of unit tests • Data drops • Discussions with students / parents • Reports yearly • Reviews with curriculum lead, SENCO/SEN Lead and staff • Summary of Supports termly • TA/teacher agreement and targeted support to students • Attendance data • Behaviour for learning

Quality First Teaching Checklist

Whole class	
Planning	
	Access to teacher and other adults has been planned. TAs/other adults move learning on. Teachers and TAs work with everyone.
	Resources used have been planned according to needs of students. e.g: Number line or grid or text enlarged; glare considered for visually impaired Background noise avoided for hearing impaired
	Success Criteria and learning question of the lesson are clear and stated in more than one way for weaker students.
	ILPs have been read and strategies noted for each student.
Management	
	Rules and routines for the lesson are made explicit.
	Positive praise for students.
	Clear signals for moving from class to group or individual work.
	Expectations for presentation of work are clear. Examples are given.
	Access arrangements are in place for those who need them – reader, scribe, extra time, time out, rest breaks.
Vocabulary	
	Subject terminology clearly defined – consider use of glossary.
	Concrete support for abstract concepts, e.g. use of pictures/diagrams/objects.
	Use multisensory methods to teach new words (see section on Vocab).

Memory	
	Understanding of instructions is checked- get a student to say what they need to do first.
	Support for those with weak memory – leave instructions up for longer; use of post-it notes; peer support.
	Contributions from students are repeated by the teacher and expanded.

Questioning	
	Questions are challenging for all and scaffolding is used for weaker students; targeted questions to those reluctant to answer; alternative answers for those with word finding difficulties.
	Ensure enough time is given for students to think – don't move on.
	Use questions to develop dialogue around topic – 'Who thinks the same? / Who thinks differently?
	Give time indicators for answers - this is a quick one – this needs longer time. You have 10 minutes left; You need to have started question…
	Mistakes are seen as part of learning.
	Students give one another time to think and respond to questions without interrupting.
	Make explicit strategies which students need to use to solve problems/write answers.
	Students know what to do if they get stuck – ask a peer; look back in book.
Interactive learning	
	Activities planned include student talk/student movement.
	Clear roles in group work.
	Groups allow students to use each other's strengths.
	Students are taught how to give feedback and how to use feedback given to them.
Seating	
	Students' seating carefully planned – current levels; avoid doors/windows; needto see teacher's face.
	Buddying considered e.g. more settled student paired with a student who finds concentrating difficult, more able with less able.
	Allow some student to sit on their own if they request this.
Supporting Reluctant Learners and Improving Motivation	
	Check understanding of instructions.
	Check on progress within first few minutes of starting a task.
	Advance warnings of transitions.
	Step by step instructions.
	Positive specific praise – catch them doing good.

Lesson success criteria

The following criteria will support staff to develop their Quality First Teaching and facilitate discussion during lesson observations.

Climate for learning	
Strong	• A very positive and purposeful atmosphere pervades all aspects of learning and behaviour within the class. • Rules and routines are made explicit and embedded in the lesson. There is a clear consistency of expectations throughout lessons and from all students. Students are able to self-regulate their behaviour. • Effective and subtle reasonable adjustment is made for students in line with their needs identified on their profiles. • Clear signals made when moving from individual work to group or class work. Any transition through the lesson is given a time frame. • Access arrangements are being met for those that require them – reader, scribe, extra-time, time out or rest breaks when applicable. • Clear expectations of work and presentation. Examples given. THUD being adhered to in lessons consistently with reasonable adjustment by all SEND students. • Students are confident in contributing to the lesson as it is clear that mistakes are seen as part of learning.
Well Developed	• Students only need occasional reminders to stay on task. • Rules and routines lead to a mostly calm learning atmosphere. There is a consistency of expectations throughout lessons and from most students. Students are mostly able to self-regulate their behaviour. • Reasonable adjustment is made for some students to support their learning needs. • Clear signals made during the lesson to allow students to prepare for a change of activity. Clear time frames are provided. • Access arrangements are being met for those that require them – reader, scribe, extra-time, time out or rest breaks when applicable. • Clear expectations of work and presentation. Examples given. THUD being adhered to in lessons. • Most students contribute voluntarily but all students contribute confidently as it is clear mistakes are seen as a part of learning.
Needs Developing	• With regular reminders most students can stay on task for a short amount of time. • Rules and routines are seen but are not effective or embedded. Expectations are not consistent across time. • Very little reasonable adjustment made for students based on their learning needs. • Signals made for transitions but inconsistency in time frames being given. • Few reminders or examples of work and presentation expectations, therefore, books are not consistent. • Seldom students contributing to the lesson either voluntarily or whilst chosen. Some students demonstrate the ability to confidently contribute and learn from their mistakes.

Insufficient	• Students need regular reminders to stay on task and despite these some may still remain off task.
	• Rules and routines are not clear leading to a disruptive learning environment. Expectations are not consistent and students are unable to self-regulate their behaviour.
	• No reasonable adjustment being made when required during the lesson.
	• Time frames are not provided and transitions during the lesson lead to disruptive learning.
	• Poor presentation in books that have not been addressed.
	• Very little contribution to lesson from students.

Planning	
Strong	• Access to teacher and other adults has been planned, has purpose and is clearly part of normal lessons. Target support identified through the lesson based on feedback.
	• TA's/Other adults move learning on to promote progress and encourage independence.
	• Teachers and TAs work with everyone. This is planned by the teacher and allows all adults to be directed to a range of students. Teacher works with SEND students during the lesson. Clearly part of routines.
	• Resources used have been planned according to needs of students. E.g. number line, grid, enlarged text; glare considered for visually impaired or background noise avoided for hearing impaired. This promotes independence and excellent progress.
	• Profiles are used as a working document to support planning, clear evidence of evaluating strategies..
Well Developed	• Access to teacher and other adults has been thought about and are used effectively.
	• TA's/Other adults move learning on using a range of strategies to promote progress and independence.
	• Teachers and TAs work rotate working with a variety of students. Teacher ensure they work with the SEND students during the lesson.
	• Resources used have been planned according to needs of students. E.g. number line, grid, enlarged text; glare considered for visually impaired or background noise avoided for hearing impaired.
	• Profiles are used as a working document to support planning.
Needs Developing	• Access to teacher and other adults is used during the lesson but does not always lead to support of good progress.
	• TA's/Other adults may not have the resources to support students in the lesson.
	• Teachers and TAs work with some different pupils but TA may be directed to work solely with SEND student. Teacher spends a small portion of time with the SEND students.
	• Some resources have been planned according to the needs of students. Not always appropriate to their learning needs.
	• Profiles are seen and evidence that the lesson is meeting some of the students learning requirements.
Insufficient	• Access to teacher and other adults is ineffective in lesson, does not promote good progress or independence.
	• TA's/Other adults do not have the resources or direction to support the students appropriately.
	• Teachers and TAs work only with one or two particular students and teacher does not work with SEND students during the lesson.
	• No resources have been planned according to the needs of students.
	• Profiles are either not seen or not used as a working document.

Vocabulary and Oracy	
Strong	• Subject terminology is clearly defined, rehearsed and used during the lesson. Access to a glossary, dictionary or books to support subject terminology available. • Students attempt to use key subject terminology. • Students are given ample opportunity to practice their oracy skills using academic language. Oracy is a strong feature of the lesson i.e. think, pair, share strategies or talk partner. Teacher or other adult provides feedback on language. Students are encouraged to improve their answer with subject terminology. • Teacher/TA models key vocabulary and how to use it. • Concrete support for abstract concepts e.g. use of pictures/diagrams/objects. • Use multisensory methods to teach new words. Students hear the word being used multiple times during the lesson.
Well Developed	• Subject terminology is clearly defined and used during the lesson. Access to a glossary, dictionary or books to support subject terminology available. • Students use subject terminology when prompted.. • Students are given the opportunity to practice their oracy skills using academic language. Oracy is a good feature of the lesson i.e. think, pair, share strategies. Teacher or other adults provide feedback to promote the use of key terminology. • Teacher/TA use key vocabulary whilst speaking to the students. • Support for abstract concepts e.g. use of pictures/diagrams/objects. • Use multisensory methods to teach new words. Students hear the word being used through the lesson.
Needs Developing	• Subject terminology is defined in the lesson. • Some students use subject terminology when prompted. • Students are given some time to practice their oracy skills and new academic language. This may not be part of the normal routine. • Teacher/TA mostly use key vocabulary when speaking to the students. • Some support for abstract concepts e.g. use of pictures/diagrams/objects but this is not always referred to. • New words are taught with some attempt at using multisensory strategies. Students hear the word being used for part of the lesson.
Insufficient	• Subject terminology is not defined in the lesson. • Students are unable to use key terminology even with encouragement or prompts. • Students are given some time to practice their oracy skills and new academic language. This may not be part of the normal routine. • Teacher/TA mostly use key vocabulary when speaking to the students. • Abstract concepts taught with no support e.g. use of pictures/diagrams/objects. • New words are mentioned but there is little or no emphasis on the teaching of the new words. • Classroom practices discourage independence.

Memory and interactive learning	
Strong	• Understanding of instructions is always checked- students are asked to repeat what they need to do first. Teacher/TA targets appropriate students to check understanding. • Clear and consistent support for those with weak memory – Step by step instructions on the board (with images if appropriate), left for a sufficient time period, use of post-it notes, peer support or use of task frame. • Contributions from students are always repeated by the teacher and expanded. • Activities planned promote ample opportunities for student talk/student movement/ • Clear and defined roles in group work that allow students to be independent during the activity. • Groups allow students to use each other's strengths. • Groups are planned carefully to draw on each other's strengths. • Students are taught how to give feedback and how to use feedback given to them.
Well Developed	• Understanding of instructions is checked- students are asked to repeat what they need to do first. • Support for those with weak memory – instructions are made verbally and visually clear. • Contributions from students are often repeated by the teacher and expanded. • Activities planned include student talk/student movement. • Roles in group work that allow students to be independent during the activity. • Groups allow students to use each other's strengths. • Students are evidently being taught how to give feedback and how to use the feedback given to them.
Needs Developing	• Understanding of instructions is sometimes checked and sometimes repeated by students. • Only verbal instructions are given and repeated. • Contributions from students are sometimes repeated by the teacher. • Activities planned include some student talk/student movement. • Roles in group work are planned. • Students receive feedback and make some attempts to improve on it.
Insufficient	• Understanding of instructions is not checked or repeated by students. • Only verbal instructions are given, no opportunity for students to read the instructions or have the instructions broken down and explained. • Contributions from students are not repeated by the teacher. • Activities planned include very little student talk/student movement. • Roles in group work are not planned. • Students do not receive feedback.

Evaluating the quality of provision
Key indicators of effective learning: Lesson Observation template

Questioning	
Strong	• Questions are challenging for all and scaffolding is used for weaker students; targeted questions to those reluctant to answer; alternative answers for those with word finding difficulties. • Sufficient think time given to students, teacher does not move on and evidence of student not giving up. • Use of questions to develop dialogue around topic is clear – 'Who thinks the same? / Who thinks differently? Such prompt questions are visible and repeated for students to focus on. • Clear and effective time indicators for answers - this is a quick one – this needs longer time. You have 10 minutes left; You need to have started question… Use of timers where appropriate. • Students are consistently given enough time to think and respond to questions without interrupting. • Make explicit strategies which students need to use to solve problems/write answers. • Students know what to do if they get stuck – ask a peer; look back in book. Students do this mostly independently. This promotes excellent levels of independence.
Well Developed	• Questions are challenging for most and scaffolding is used for weaker students; targeted questions to those reluctant to answer; alternative answers for those with word finding difficulties. Questions asked are appropriate to targeted students, teacher probes for answers from reluctant learners and those with word finding difficulty. • Enough think time given to students, teacher not moving on but asking further questions to support the student. • Use of questions to develop dialogue around topic is clear – 'Who thinks the same? / Who thinks differently? • Clear time indicators for answers provided - this is a quick one – this needs longer time. You have 10 minutes left; You need to have started question… • Sufficient think time given to students to respond to questions with minimal interruptions. • Use of strategies taught/available which students need to use to solve problems/write answers. • Students know what to do if they get stuck – ask a peer; look back in book. Students are confident at doing this with prompts.
Needs Developing	• Challenging questions are not targeted to the students only close questions used. Students are not consistently targeted for questions. Teacher attempts to probe students for answers but questions are not appropriate or accessible to the learning. • Some think time is given to students but this is not consistent. Further questions are asked before sufficient think time has been given. • Attempts to use questions to develop dialogue around topic but is not always clear – 'Who thinks the same? / Who thinks differently? • Some time indicators are provided for students but this is not consistent throughout the lesson. • Insufficient think time given to students to respond to questions and further questions are asked interrupting students thought process. • Students are unsure what to do if they get stuck – lack independence and may become off task without any prompting.
Insufficient	• No challenging questions asked and no scaffolding of questions used. • No think time given to students. • No time indicators used during the lesson. • If students get stuck they go off task and no progress is made.

Climate for learning	
Planning	
Vocabulary and Oracy	
Questioning	
Memory and interactive learning	
Relationships	

Pupils' work shows…

Questions I have:
-
-

What is working well?

The next focus for professional growth should be…

The teacher can…

We will support them by…

Lessons show…

Assessment information shows…

Strategy	Evidence
Visuals – pictures, diagrams, signs, symbols	
Step by step directions	
Rephrased modified language	
Sentence starters	

Writing frames	
Scribes used/IT	
Key words defined/highlighted	
Topic lists	
Clear beginnings	
Clear endings	
Seating	
Background on white board	
Font appropriate size on whiteboard and worksheet	
Appropriate tasks	
Challenge in tasks	
Worksheets adapted to students needs	
Spacing on worksheets and boards makes it easy to read	
Questioning is differentiated and scaffolds learning; there is challenge.	
Other	
Are the students encouraged, interested and engaged in their learning? Has support in lesson been planned for?	
Are difficult students/situations managed effectively?	
Are students receiving focused verbal	

feedback which helps to move learning on?	
Is communication effective and sensitive with the students and support staff?	
Are the students helped to reflect on what they have learned, how they have learned it and how it could be improved?	
Other areas of good practice noticed	
Any other comments	

Student: **Year** **Teacher** **TA** **Subject** **Date**

	On task	Off task	Managing work	Seeking help	Passive	Can do task independently	Involved with discussion	Comment
5 mins								
5 mins								
5 mins								
5 mins								
5 mins								
5 mins								
5 mins								
5 mins								

SEND pupil focus lesson observation