



THE JUBILEE ACADEMY

Aspire and Achieve

Title: Teaching and Learning Policy

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Status: Non-Statutory

Delegation: Head of School

Responsibility: AHT T&L

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Policy Locations: Staff Shared Drive/Hard Copy

Policy Essential Information

Teaching and Learning Policy



Principles

The principal purpose of this policy is to ensure that lesson planning and the quality of teaching is consistently good or better so that all students reach or exceed expected levels of progress and attainment.

Many of the students who join The Jubilee Academy will have slowed down or even stalled in their progress. Therefore, teaching will be consistently good and often outstanding in order to accelerate the learning of students so that they catch up and achieve in line with their potential.

This will be achieved through a whole school strategy focused on progression in skills. This is supported by outstanding personalisation and differentiation.

- At The Jubilee Academy students are supported across three 'waves' of support: Wave 1: Effective inclusion of all students in high quality lessons ('quality first teaching');
- Wave 2: Additional specific provision through student participation in targeted, small-group intensive teaching and intervention sessions – both in and beyond the classroom - so that a student makes accelerated progress and or better;
- Wave 3: Specific targeted approaches for students requiring SEND interventions (That which is additional to or different from a differentiated curriculum).

Aims

At The Jubilee Academy we aim to:

- Make sure that all students engage in enriching educational activities both within and beyond the classroom;
- Ensure appropriate levels of challenge and support for all students, whatever their abilities and attitudes to learning;
- Secure progression of subject skills so that students can perform skills at levels commensurate with expectations about their future achievement.

Strategies and Guidance

Teaching at The Jubilee Academy will be characterised by:

- Highly focused learning design and lesson planning with sharp objectives based upon students' greatest needs (that is, focused on the essential skills which are repeatedly holding back their success is crucial subject assessment focuses);
- High demands of student participation and engagement in learning;
- Whole school teaching objectives to significantly improve literacy (covering talk,

texts and writing);

- Regular and authentic praise and encouragement to motivate effort;
- High levels of support in lessons and strong pastoral structures to hold students into the pace and demands of learning.

Learning objectives, success criteria and outcomes

- Learning objectives will focus on essential skills that need to be acquired by students;
- The context of the learning – for example the content or the topic – will be separated out from the learning objective so that students and staff are clear about what has to be learned;
- Learning activities will be differentiated so that students are practising and acquiring skills at appropriate levels;
- Success criteria will be developed with the students in every lesson. They will be either 'ingredients' type criteria or 'sequence' type criteria. They will be written in language that students relate to so that they understand what they need to do in every lesson in order to achieve the learning specified in the learning objective;
- 'Products' of learning – outcomes – should be clear so that students know what they need to produce by the end of every lesson and every sequence of lessons.

Teaching strategies and learning techniques

There will be a focus on the following teaching strategies:

- Teacher modelling;
- Higher order questioning;
- Group work;
- Active engagement techniques; and
- Guided learning (waves 2 and 3).

Lessons that are dominated by teacher talk seriously limit student progress and will therefore be judged inadequate.

Climate for learning

- Students will work in mixed pairs to allow the different strengths of boys and girls to complement each other;
- All lessons are required to utilise effective seating plans;
- Questioning techniques will achieve a gender balance in participation;
- Sharply focused learning activities and tight deadlines will ensure accelerated progress;
- There will be a brisk pace to learning where students are supported, but not 'spoon fed';
- Lively, interactive learning activities (for example, through group-work) will be in place in every lesson to develop problem-solving skills creatively; and
- The maintenance of a consistent approach to work and behaviour for learning will result in a safe, caring and disciplined environment where progress can be outstanding for everyone.

Literacy and effective teaching of inference skills for reading

The Jubilee Academy is committed to ensuring that all teachers will be experts in the teaching of Literacy. Literacy will therefore be at the heart of every lesson and interaction between teachers and students. It is essential each student master the essential reading, writing, speaking and listening skills needed to make accelerated progress within all learning areas.

Learning activities will be planned to meet the individual student's diagnosed literacy needs. All students will therefore be supported to build competence and confidence, including confidence in grammar, spelling, speaking and listening. We consider it imperative that students grasp the basics to allow them to make increasingly sophisticated language choices.

We believe the acquisition of strong reading skills provides the platform for accelerated progress. Each student's Reading Age and strengths will be assessed upon entry. Students with low reading age scores will have their specific needs diagnosed through further one-to-one testing. A highly personalised Corrective Reading programme will then address these needs. Teachers and education

support professionals will also ensure that learning activities build upon these skills in lessons.

Strategies to raise literacy standards will be the key focus of all subject action plans. CPD will be regular and on-going to ensure that key skills are embedded across the curriculum.

Reading

The following essential skills underpin inference ability and therefore will be explicitly taught, reinforced and applied with accuracy by all adults on a regular basis;

- Skimming;
- Scanning;
- Interpreting different forms of information;
- Activation of prior knowledge;
- Summarising;
- Note making;
- Activating knowledge of text types;
- Asking questions - 'how/why';
- Predicting;
- Consideration of multiple interpretations;
- Analysing;
- Evaluating; and
- Synthesising information

Writing

To demonstrate accelerated progress students will be taught how to be independent writers who can organise and express their ideas in a sophisticated fashion using spelling, punctuation, grammar and appropriate language to match audience to purpose.

The following essential skills which grow writing ability need to be explicitly taught, reinforced and applied with accuracy by all adults on a regular basis:

- The range of sentence structures: simple, compound, complex, minor and how to vary sentence openings /structure;
- Subject – verb agreement;
The full range of punctuation marks to make the sequence of events/ideas coherent and clear;
- Use of tense consistently and accurately;
how to vary vocabulary to suit form and purpose;
topic development within paragraphs and links between paragraphs;
- Use of a wide range of connectives to show the relationship between ideas;
- how to structure writing in different forms to support the purpose of the task
use an appropriate register (formal/informal) to suit purpose and audience;
- the difference between spoken and written language;
use of persuasive techniques and rhetorical devices;
when to use prefixes and suffixes;
to spell words with silent letters;
to distinguish between homophones and other words which are often confused; and to use the dictionary and thesaurus.

Speaking and Listening

Accelerated progress in Speaking and Listening will result from The Key skills which extend speaking and listening ability being explicitly taught, re-inforced and applied with accuracy, frequently:

- Listening to and understanding/sifting/reflecting on/synthesising the main points in discussions and exchanges;
- Responding appropriately and constructively to other people, taking different views into consideration and modifying their own views/ considering listener/audience needs;
- Speaking so that others can hear and understand;
- Varying vocabulary;
- Grammar and structure to convey meaning;
- Including speaking standard English fluently expressing statements;
- Opinions or information clearly;
- Logically and persuasively in a range of contexts using non-verbal signals to support oral

communication.

Peer-assisted learning

Peer-assisted learning will be utilised by learning areas to promote the understanding and engagement of all groups and classes. It is integral to our ethos of a strong 'Student Voice' at The Jubilee Academy.

Development of differentiated resources to minimise the effects of discontinuity

- Transition programmes will be in place to accelerate essential skills on entry and to allow all students to access The Jubilee Academy's 'mainstream' curriculum quickly and effectively;
- Tailored homework assignments will be designed to prepare students who have missed parts of a course and utilised to 'accelerate' students to catch up; and

Schemes of work will:

- Clarify objectives and progression
- Identify curricular targets so that students are clear about which skills they need to improve and how to go about that.
- Identify clearly the subject knowledge to be taught
- Include different learning style opportunities so that all pupils are able to learn in their preferred style
- Include references to differentiated work to enable all pupils, whatever their ability, to learn effectively
- Provide opportunities for challenging tasks for the Gifted and Talented
- Provide opportunities for developing independent learning
- Identify appropriate and planned use of ICT
- Identify how the literacy and numeracy will be delivered within lessons
- Assessment for learning, particularly peer assessment

Effective Teaching and Learning

There is an expectation of student participation, fulfilment and success and this will shape teaching and learning, for example a clear focus on developing group work. Our 'tough caring' approach will permeate teaching and learning which should be challenging and demanding, where students are expected to participate, articulate their ideas and solve problems rather than be 'spoon fed'.

Outstanding differentiation and deep support for learning will make sure that students maintain the pace of learning in order to make accelerated progress.

Students should be taught that a winning attitude and positive mindset begins with sharing a common language for learning. They should be taught this in lessons.

Language to be avoided	Positive language for learning
'I've never done it before'	'This will be my first time'
'It's too complicated'	'I can work this out'
'It will never work'	'I'll give this a try'
'There's not enough time'	'I'll re-evaluate my priorities'
'I've already tried it'	'I've learned from my mistakes'
'There's no way it will work'	'I can make it work'
'It's a waste of time'	'Think of the possibilities'
'I don't have any idea'	'I'll come up with some alternatives'
'Let someone else do it'	'I'm able to contribute something new'
'It takes too long'	'I'm still young, I've got lots of time'
'I can't'	'I can'

Every lesson will be characterised by:

- High expectations, challenge and pace;
- Interesting and engaging starters;
- Effective use of resources and access to higher-level resources for MAGT students;
- Well-rehearsed strategies and frequent opportunities for students to work in different ways and groupings, taking on a range of roles within those groups;
- Precise and exacting use of subject specific vocabulary;
- Reflection on learning, opportunities for self and peer-review and links to future learning.

Curricular targets

Curricular targets are targets which are expressed in text. They precisely identify which skills a student needs to acquire in order to achieve the next level or grade in the subject. In this way they 'paint a picture' for the student in words that they recognise to help them to see exactly what they are aiming to achieve.

Preparation, planning and delivering of lessons

All teachers will implement the following planning process and utilisation of data in order to achieve quality standards:

Step 1: Review formative and summative assessment information

Teachers will be expected to use all available information to design and plan sequences of lessons. For every student, teachers will:

- Establish which skills students have already acquired in relation to national curriculum and examination awarding body specification success criteria;
- Identify specific national curriculum assessment focuses in which the student is weaker;
- Identify the essential skills that need to be 'over taught' so that students can be successful in the identified weaker assessment focuses.

Step 2: Set curricular targets with the students

Set curricular targets with each student so they are clear about which skills they need to improve and how to go about that.

Step 3: Link curricular targets to the National Curriculum frameworks in planning

All teachers and education support professionals that regularly work in classrooms should be aiming to be experts in planning for subject progression so that students make accelerated progress. This means isolating National Curriculum objectives that will address curricular targets and planning to 'over teach' these and collect evidence to secure sound assessment judgments.

Teachers must:

- Clearly identify the students they teach who require additional or different approaches, students needing extra support for special needs or for intervention.
- Lessons will take the form of a five-part lesson, unless the teacher decides that another approach is more effective in particular instances. The five parts of the lesson are as follows:
 - Starter
 - Episode 1
 - Mini- plenary
 - Episode 2
 - Plenary

Each 'episode' of the lesson is used to introduce a new learning objective. In this way learning objectives in individual lessons and over a sequence of lessons will be progressive (that is, demanding higher order thinking skills. Please see 'Bloom's Taxonomy' in appendix 1).

Where a student's work is returned to them with written marking and feedback, teachers and education support professionals must build time into lessons for the student(s) to make immediate improvements to their work based upon the comments. This can be during the starter activity or in one of the lesson episodes.

Lessons should be:

- Introduced clearly, sharing the learning objectives and success criteria with students;
- Clear, with learning objectives up on the board at the start of the lesson;
- The duration of the starter should be approximately 10 minutes long;
- The starter should relate to one of the success criteria.

Learning objectives will focus on essential skills that need to be acquired by students.

Example of Learning Objective:

Today we are learning to:

- Use a protractor to measure angles

Success criteria will be developed with the students in every lesson. They will be either 'ingredients' type criteria or 'sequence' type criteria. They will be written in language that students relate to so that they understand what they need to do in every lesson in order to achieve the learning specified in the learning objective. Success criteria describe to students what the teacher is looking for and how they will know that they are being successful in their learning.

Success criteria need to be specific and related to the learning objectives and the learning activities set by the teacher.

Examples of Success Criteria:

- Hold the protractor so that the numbers are the correct way round
- Put the middle point of the protractor onto the vertex of the angle to be measured
- Rotate the protractor until a line of the angle is in line with the baseline on the protractor
- Use the scale (inside or outside) that starts at 0 at the open end of the angle
- Identify where the second line of the angle sits on the scale

The learning activities to be undertaken are explained and resources identified. The learning activities should be well planned, relevant and differentiated.

Learning activities set will:

- Focus on essential skills
- Be matched to students' needs and abilities
- Build on knowledge and skills acquired previously
- Relate to key questions, enquiry, investigation and problem solving
- Use different teaching strategies
- Enable students to evaluate their own work
- Encourage students to apply what they have learned in other situations
- Relate to one or more of the success criteria and bring rewards and/or praise on completion

The Plenary

- The teacher will return to the success criteria and encourage all students to evaluate the progress that they have made during the lesson using the success criteria to judge to what extent they have acquired the skill expressed in the learning objectives.
- The strategy of question and answer, peer or self-assessment may be appropriate, or a related learning activity may be used.
- Students' achievement of success criteria should inform planning for the next lesson.
- Related homework may be set, and students may be told about work to be covered next lesson

Teachers will

. Give clear instructions

- Link work clearly to learning objectives and success criteria
- Have high expectations
- Demand high quality in terms of work and effort
- Not talk for too long
- Maintain a presence in the classroom

- Enable mini-plenaries to take place, where appropriate, so that students remain focused and evaluate their progress

The students will:

- Listen and respond positively to the teacher and each other
- Be kept on task
- Be stretched and challenged
- Be motivated
- Want to achieve well and achieve the success criteria

Monitoring and Review

Classroom observation, 'drop in' and work sampling are used to monitor and evaluate the effectiveness of quality of teaching and learning at The Jubilee Academy. They also form an important part of the process of reviewing the performance of the school through whole school self-evaluation.

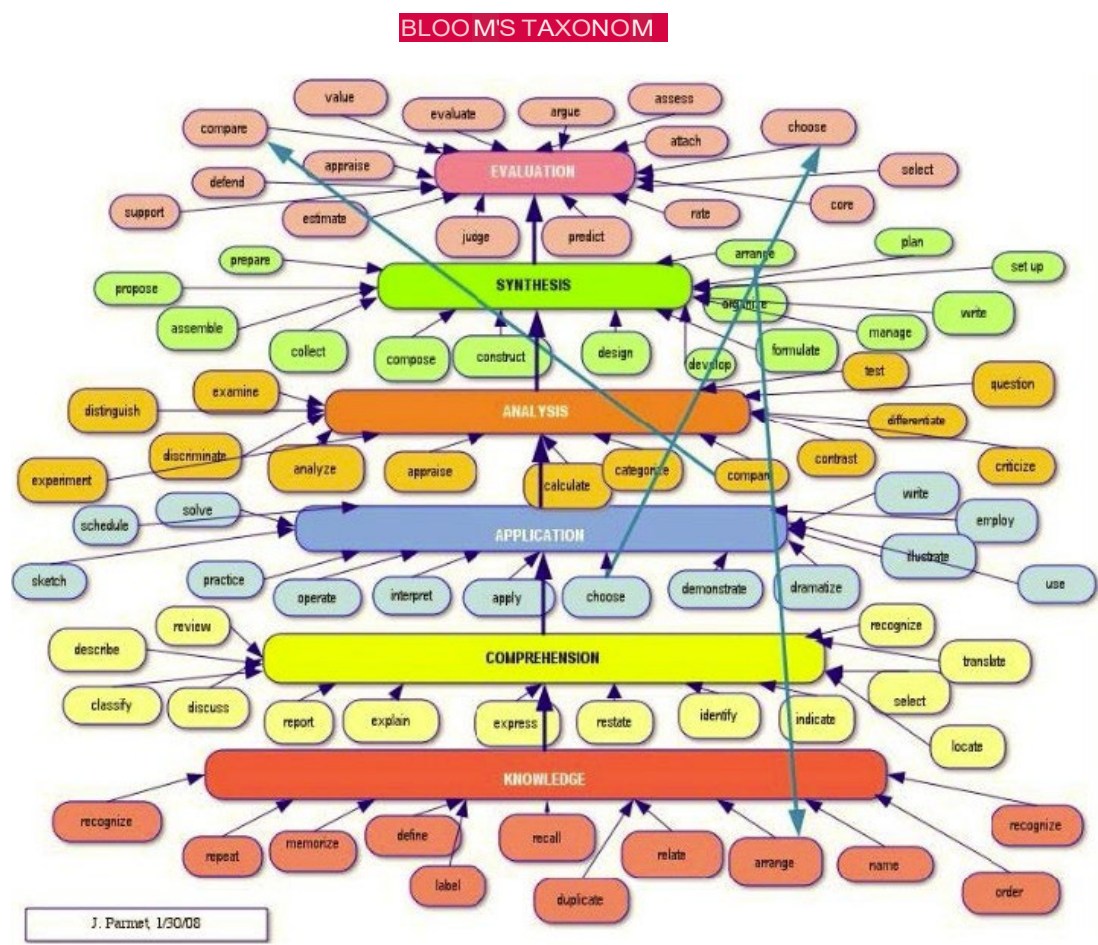
Classroom observation is used to support continued professional development, learning area, review and performance management in the school.

The process of classroom observation contributes to:

- The continued success of the school;
- Raising achievement and school improvement ;
- Improved classroom teaching;
- Curriculum development;
- Determining development needs of teachers;
- Identifying the future development needs of the school.

Observations are carried out jointly by a member of the senior team, together with the subject leader, or by two members of the senior team for subject leaders being observed.

Appendix 1



Appendix 2

Know		Comprehend	
Count	Read	Classify	Interpret
Define	Recall	Cite	Locate
Describe	Recite	Conclude	Make sense of
Enumerate	Record	Describe	Paraphrase
Find	Reproduce	Discuss	Predict
Identify	Select	Estimate	Report
Label	Sequence	Explain	Restate
List	State	Generalize	Review
Match	View	Give examples	Summarize
Name	Write	Illustrate	Trace
Apply		Analyze	
Assess	Instruct	Break down	Examine
Change	Predict	Characterize	Illustrate
Chart	Prepare	Classify	Infer
Choose	Produce	Compare	Limit
Compute	Relate	Contrast	Outline
Construct	Report	Correlate	Pointout
Demonstrate	Select	Diagram	Prioritize
Determine	Show	Differentiate	Relate
Develop	Solve	Discriminate	Separate
Establish	Use	Distinguish	Subdivide
Synthesize		Evaluate	
Adapt	Invent	Appraise	Interpret
Categorize	Modify	Argue	Judge
Compose	Organize	Assess	Justify
Construct	Perform	Choose	Predict
Create	Produce	Compare & Contrast	Prioritize
Design	Propose	Conclude	Prove
Formulate	Reinforce	Critique	Rank
Generate	Reorganize	Decide	Rate
Incorporate	Rewrite	Defend	Reframe
Integrate	Structure	Evaluate	Support

Appendix 3

This form is for use during the lesson observation. It should be used in conjunction with the OFSTED Lesson Observation Criteria Grid and Evidence form.

Teacher:	Observer:	Date and time:
Year group:	Subject:	Number of pupils:
Support staff or teaching assistants (TAs):		
Focus:	Context:	
Summary of main points:		
Key strengths:		
Agreed areas for development:		

Focus area	Outstanding	Good	Requires improvement	Inadequate
1. Use of assessment in planning	Information from baseline testing and formative assessment is used well to set tasks that are perfectly matched to pupils' prior attainment and which identify next steps accurately to maximise progress, and teaching then demands more of pupils	Information from assessments is used to set tasks that are well matched to pupils' prior attainment	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	Information from assessments is not used effectively in planning
Evidence and comments:				
2. Level of challenge	The teacher demonstrates deep knowledge and understanding and work is pitched at a level that is appropriate to the individual. It is challenging - success is achievable only if individual pupils work hard and try their very best. All individuals find the tasks demanding at their own level	Tasks are set at a level that is suitable for groups of pupils of similar abilities. Any individuals within the group who find the task a little too easy or too difficult are quickly provided with support or given more difficult work, so their progress is not slowed	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	Tasks are not suitably matched to pupils' prior attainment and learning needs, so more than the odd individual find the work too easy or too hard
Evidence and comments:				
3. Use of TAs	TAs are highly effective in promoting rapid learning for groups of pupils of all aptitudes and needs	TAs are well deployed to support learning for groups of pupils regardless of their aptitudes and needs so that all such groups make at least good progress	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	TAs do not support meeting the needs of groups of pupils, so their learning is limited either by too much being done for them, rather than being helped to do the work for themselves, or by too little support being provided
Evidence and comments:				

4. Opportunities to develop reading, writing, maths and ICT skills	The work includes appropriate opportunities to develop pupils' skills in reading, writing, mathematics and ICT, as well as providing opportunities for extending wider skills, such as research and co-operative working	The work includes some opportunities to develop pupils' skills in reading, writing, mathematics and ICT	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	The lesson has a negative impact on pupils' reading, writing, maths and ICT skills
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Evidence and comments:

5. Use of strategies and tasks to engage pupils	Strategies and tasks enthuse pupils so that they persevere when faced with difficult problems and are resilient, keen to succeed and to learn more, and high expectations of pupil behaviour are supported	Pupils find the strategies and tasks interesting and enjoyable. They concentrate well and pay full attention to the teacher	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	Pupils are bored by the strategies and tasks, and may become disruptive
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Evidence and comments:

6. Pace and depth of learning	The pace of learning is optimised throughout the lesson as the teacher is able to use the time to best effect to support pupils at the time they need such support. As a result, almost all pupils make significant and sustained progress	The pace of learning is good throughout the lesson as time is used productively. The teacher provides well-targeted support for groups of pupils, including more able and disadvantaged pupils, as appropriate. As a result, most pupils make better than expected progress	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	The pace of learning is slow because pupils are held back by having to wait for the teacher or other members of the class. As a result, progress is inadequate for pupils or groups of pupils
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Evidence and comments:

7. Use of questioning	Questions tease out pupils' understanding so that the teacher is exceptionally aware of the degree to which pupils are secure	Questions tease out most pupils' understanding so that the teacher is aware of the degree to which most pupils are secure	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	Questions are closed and are not used to assess pupils' understanding so the teacher is unable to adapt the task in the light of such assessment
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Evidence and comments:

8. Assessment of learning during lessons	Systematic formative assessment is used well to modify teaching, the work for each individual pupil is adapted in the light of misconceptions that are brought to light through questioning or checks on pupils' work	Lessons are adapted in response to misconceptions that are brought to light through questioning or checks on pupils' work; any inconsistencies in assessment are clarified and solved via moderation	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	The teacher does not assess the pupils during the lesson to find out what they have learnt and how secure they are in their understanding, so that some pupils do not understand, while others have already grasped a concept and are ready to move on
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Evidence and comments:

9. Marking and feedback	Marking is frequent and regular, providing pupils with very clear guidance on the strengths of work and how it can be improved in future, including next steps	Marking is frequent and regular, providing pupils with guidance on how work can be improved	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	Marking is infrequent and/or irregular and/or fails to provide pupils with guidance on how work can be improved
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Evidence and comments:

10. Corrections	The teacher ensures that corrections are carried out and any missing work is completed	The teacher ensures that corrections are carried out and most missing work is completed	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	There is no insistence that corrections are carried out or that any missing work is completed
Evidence and comments:				
11. Homework	Homework is an integral part of the lesson. It is varied and extends the learning, and is treated as being as important as the lesson	Homework is used effectively to extend the learning	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'	Homework is not set or is set infrequently, seen as a 'bolt on' with little relevance to the lesson or sequence of lessons
Evidence and comments:				
Further evidence and comments:				

Appendix 4

Ingredients for Good and Outstanding Lessons “A relentless focus on the progress of each individual student”

	Teaching and Assessment for Learning	Behaviour for Learning
Arrival Arrival activity which starts students thinking and working straight away		
Starter Activity	<ul style="list-style-type: none"> ✓ Starter activity which is short and engaging and, if appropriate, linked to the main learning in the lesson 	<ul style="list-style-type: none"> ✓ Seating plan which encourages students to work rather than socialise ✓ Appropriate pace ✓ Routines and expectations are taught and followed each lesson ✓ Staff arrive on time in order to set up, meet and greet students ✓ There is a calm and orderly entrance and exit ✓ Name and praise is used to promote and reward positive behaviour ✓ Department reward system for achievement is used ✓ Students are recognised for exceptional learning
Differentiation	<ul style="list-style-type: none"> ✓ Needs of ALL students taken into account ✓ Students set their own targets 	
Learning Objectives	<ul style="list-style-type: none"> ✓ Learning Objectives shared with students in student friendly language ✓ Clear success criteria shared with students ✓ Learning objectives are referred to regularly throughout the lesson 	
Success Criteria	<ul style="list-style-type: none"> ✓ Work is modelled to show students the expectations ✓ National Curriculum levels are used regularly in student friendly language 	
Learning Activities	<ul style="list-style-type: none"> ✓ Key words used and explained during the lesson ✓ Varied, active and engaging teaching and learning styles, where students are involved and given opportunities to learn independently ✓ Learning is chunked into manageable steps for students 	
Student Progress	<ul style="list-style-type: none"> ✓ Assessment opportunities built into the lesson. ✓ Students are given opportunities to apply what they have learnt in their own work ✓ "How to improve" comments are used each time a book is marked, and are part of 	<ul style="list-style-type: none"> ✓

Appendix 5

Descriptors	Outstanding (1)	✓	Good (2)	✓	Satisfactory (3)	✓
Student Progress	<ul style="list-style-type: none"> Students make rapid and sustained progress 		<ul style="list-style-type: none"> Students secure good progress and achieve well. 		<ul style="list-style-type: none"> Students make progress that is broadly in line with the students' 	
Challenge and Pace	<ul style="list-style-type: none"> Drawing on excellent subject knowledge, teachers plan astutely and set challenging tasks. Teachers use well judged and imaginative teaching strategies, that together with sharply focused and timely support and intervention, match individual needs accurately. The teaching of reading, writing, communication and mathematics is highly effective. Teaching promotes students' high levels of resilience, confidence and independence when they tackle challenging activities Time is used very well and every opportunity is taken to successfully develop crucial skills including literacy and numeracy 		<ul style="list-style-type: none"> Teachers use well developed subject knowledge to plan effectively and set challenging tasks. Teaching consistently deepens students' knowledge and understanding allowing them to develop a range of skills Teaching generally promotes students' resilience, confidence and independence when tackling challenging tasks. Effective teaching strategies are used that, together with appropriately targeted support and intervention, match most students' needs so that students learn well. The teaching of reading, writing and mathematics is very efficient. 		<ul style="list-style-type: none"> Teaching may be good in some aspects. Teaching strategies ensure that the individual needs of the students are usually met. Teaching carefully deploys additional support and this contributes to the quality of learning for students. The teaching of communication skills, including reading and writing and mathematics is taught inconsistently. 	
Assessment and feedback	<ul style="list-style-type: none"> Teacher systematically and effectively checks students' understanding throughout the lesson, anticipating when they need to intervene. Interventions have notable impact on the quality of student learning Appropriate and regular homework contributes very well to students' 		<ul style="list-style-type: none"> Teacher regularly listens astutely to, carefully observe and skillfully question groups of students and individuals in order to reshape tasks and explanations to improve learning. Teacher assesses students' progress regularly and accurately and discuss assessments with 		<ul style="list-style-type: none"> Teacher monitors students' work during the lesson, picking up any general misconceptions and adjust their plans accordingly to support learning. These adaptations are usually successful but occasionally are not timely or relevant and this slows the learning for some 	

	<p>learning.</p> <ul style="list-style-type: none"> • Marking and feedback from teachers and students are frequent and consistently of a high standard, leading to high levels of engagement and interest. 		<p>them so student know how well they have done and what they need to do to improve.</p> <ul style="list-style-type: none"> • Appropriate and regular homework contributes well to students' learning and students know what they need to do to improve. 		<p>students.</p> <ul style="list-style-type: none"> • Students are informed about the progress they are making and know how to improve further. • Marking and dialogue is timely and encouraging, as a result students want to work hard and improve. 	
Behaviour for Learning	<ul style="list-style-type: none"> • Teachers have high expectations of all students. • Teachers and other adults generate high levels of enthusiasm for, participation in and commitment to learning • Students show high levels of engagement • Students have excellent, enthusiastic attitudes to learning, enabling lessons to proceed without interruption • Students manage their own behaviour in the classroom. 		<ul style="list-style-type: none"> • Teachers have high expectations of all students. • Teachers and other adults enthuse and motivate most students to participate. • Students demonstrate positive attitudes towards the teacher, their learning and each other. • Good levels of engagement allow lessons to flow smoothly to disruption is unusual. 		<ul style="list-style-type: none"> • Teacher expectations enable most students to work hard and achieve satisfactorily and encourage them to make progress. • Students respond promptly to teachers' direction and work co-operatively with each other. • Major disruption to learning is uncommon. 	

