



MALTMAN'S GREEN
SCHOOL

Curriculum Policy

This policy also applies to the EYFS

Related documents

Special Educational Needs and Disability Policy
PSHE Policy
E-Safety Policy
Early Years Foundation Stage Policy
Professional Development Policy

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Contents

1	Introduction	3
2	Aims	3
3	Objectives	3
4	Definitions	4
4.1	List of subjects which make up the Maltman’s Green curriculum.....	4
5	School Hours.....	6
6	Subject Provision and Allocation	6
6.1	Early Years	6
6.2	KS1 & KS2.....	7
7	Areas of Experience	7
7.1	Linguistic.....	7
7.2	Mathematical	7
7.3	Scientific	8
7.4	Technological.....	8
7.5	Social and Emotional	8
7.6	Physical	9
7.7	Aesthetic and Creative.....	9
8	Planning	9
8.1	Long-term plans.....	9
8.2	Medium-term plans	10
8.3	Short-term plans	10
9	Record Keeping	10
10	Monitoring and Evaluation	10
10.1	Learning walks	11
11	Appendix 1: Indicators to measure teaching and learning success against the Teaching Standards	12

1 Introduction

It is the policy of Maltman's Green School that every child deserves the best possible start in life and the support that enables them to fulfil their potential. Therefore, in terms of the curriculum, every child is entitled to and shall have access to a curriculum that is broad, deep and balanced. It will deliver an education suited to all pupils across the full age and ability range, taking into account the individual aptitudes and needs of each child.

The curriculum is all the planned activities that are organised in order to promote learning and personal growth and development. It includes the formal requirements of the National Curriculum as well as many other cross-curricular learning opportunities to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. Spiritual, moral, social and cultural education, including the promotion of Fundamental British Values, have high priority within the curriculum.

2 Aims

The curriculum is the means by which the School achieves its objective of educating children. It allows children to acquire the expertise that they need for the opportunities, responsibilities and experiences of senior school and beyond.

The School aims, through the curriculum, to enable children to:

- grow into positive, responsible citizens who can learn, work and co-operate with others;
- foster self-motivation;
- acquire and develop their knowledge, understanding and skills in the subjects taught;
- apply intellectual, physical or creative effort, interest in their work and the ability to think and learn for themselves;
- make progress according to their ability and achieve their full potential, including those with a Special Education Need or Disability (including any children who may have an EHC plan) or those with English as an additional language (EAL); and
- gain experience in linguistic, mathematical, scientific, technological, mental, social and emotional, physical, personal, human – Geography and History and aesthetic and creative education in line with advice given by the DfE.

The curriculum is organised so that it promotes co-operation and understanding between all members of the community. The rights enjoyed by each person in our society are valued and each child in the school is respected for who they are.

The curriculum actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. It does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

3 Objectives

The objectives of the Maltman's Green School curriculum are to:

- deliver and report on a stimulating, broad and balanced curriculum for all children, from Little Malties to Year 6, which provides age and ability appropriate subject matter for every child;

- create a programme of study that contains subject matter which is both personally fulfilling and appropriately targeted to meet the needs of a mixed ability cohort;
- plan lessons well, using effective teaching methods, activities and management of time and resources;
- provide an accessible education for children with a Special Education Need or Disability or those with English as an additional language. Please see the Special Educational Needs and Disability Policy;
- help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- enable children to explore and develop an understanding of their own culture and those of others;
- show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure that these are taken into account in the planning of lessons;
- enable all children to learn, make progress and develop their skills to the best of their ability;
- teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- enable children to acquire skills in speaking, listening, literacy and numeracy;
- aim for excellence across the curriculum by setting achievable goals;
- promote a positive attitude towards learning, so that children enjoy coming to school, become responsible learners and acquire the skills required for lifelong learning;
- utilise effective strategies for managing behaviour and encouraging pupils to act responsibly;
- provide a whole school PSHE programme, which reflects the aims and ethos of Maltman's Green - see separate PSHE policy and scheme of work within Jigsaw;
- regularly assess children's progress in both formative and summative ways and to use the information to inform planning and teaching;
- prepare children for entrance into senior schools;
- use IT across the curriculum, ensuring that all pupils are fully aware of e-safety, both in and out of school. Please refer to the E-Safety Policy for further details;
- fulfil all the requirements of the National Curriculum, where its aim is mutually inclusive of our own; and
- enhance and update the Maltman's Green curriculum appropriately to keep up to date with developments.

4 Definitions

4.1 List of subjects which make up the Maltman's Green curriculum

(Please see individual subject policies and departmental documents for further information)

4.1.1 Early Years Foundation Stage (EYFS)

The EYFS at Maltman's Green consists of a pre-school year group called 'Little Malties', Nursery and Reception. Planning in all year groups is guided by the EYFS 2021 Framework:

- Three prime areas:
 - personal, social and emotional development,
 - communication and language, and
 - physical development.

- Four specific areas:
 - literacy,
 - mathematics,
 - understanding the world, and
 - expressive arts and design.

Please see the **Early Years Foundation Stage Policy**, Development Matters and the DfE document 'Statutory Framework for the Early Years Foundation Stage'.

4.1.2 *Key Stage 1 and 2*

Below is a list of the lessons taught across both Key Stages. Where a subject is not taught to all year groups further details have been added in brackets.

- English,
- Mathematics,
- Science (Years 3 to 6),
- Topic (Up to Year 2),
- Computing,
- French,
- Geography (Years 3 to 6),
- History (Years 3 to 6),
- Religious Education (Years 1 to 6),
- Art & Design Technology (Years 3 to 6),
- Music,
- Physical Education (including Swimming and Games for Years 3 to 6),
- Drama (Years 3 to 6),
- PSHE,
- STEAM (Years 3 to 6),
- Library (All Years, only Spring and Summer Term for Year 6 following the end of Exam Practice),
- Golden Time (Up to Year 2),
- Verbal Reasoning and Non-Verbal Reasoning (Years 4 and 5),
- Current Affairs (Years 4 to 6),
- Exam Practice (Year 6 Autumn and Spring Term)
- Mandarin (Year 6 Spring and Summer Term following the end of Interview Skills)
- Interview Skills (Year 6 Autumn and Spring Term), and
- Woodland School (Up to Year 3).

5 School Hours

	Daily	Weekly
Nursery	9.00am – 1.00pm/3.10pm	20 hours/30 hours 50 minutes
Reception	8.30am – 3.20pm	34 hours 10 minutes
Year 1	8.30am – 3.30pm	35 hours
Year 2	8.30am – 3.40pm	35 hours 50 minutes
Year 3	8.30am – 3.50pm	36 hours 40 minutes
Year 4, Year 5 and Year 6	8.30am – 4.00pm	37 hours 30 minutes

Individual lessons are 35 minutes.

6 Subject Provision and Allocation

6.1 Early Years

The individual needs, interests and stage of development of each child is carefully considered in planning learning experiences. Planning covers the three prime and four specific areas of learning.

The prime areas underpin all the teaching and learning. The teaching time is made up of teacher led focused activities complemented by independent learning taking place as the children freely access their environment. This programme of activities is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.

In Little Malties, Nursery and Reception, the environment is set up to provide learning experiences in all areas of the curriculum, including access to outdoor learning areas. The purpose of this is to provide the children with the opportunity to build on their learning through independent practice and development. Specialist teaching takes place in P.E. (including Swimming), Computing (Reception only), French and Music. Other opportunities are provided when necessary for the children to benefit from specialist teaching such as team teaching.

6.2 KS1 & KS2

Lesson allocations are given in the table below.

	English	Maths	Topic*	RE	French	Computing	Music	PE	Woodland	PSHE	Library	Golden Time
Year 1	10	8	7	1	2	1	2	4	2	1	1	1
Year 2	9	9	7	1	2	1	2	4	2	1	1	1

	English	Maths	Science	History	Geog	RE	French	Computing	Art	CDT	Music	PE	Drama	Woodland School	PSHE	STEAM	VR/NVR	Current Affairs	Exam Practice	Library	Mandarin	Interview Skills*	
Year 3	9	8	4	2	2	1	2	2	2	2	2	4	1	2	1	2				1			
Year 4	8	8	4	2	2	1	2	2	2	2	2	4	1		1	2	2	1		1			
Year 5	8	8	4	2	2	1	2	2	2	2	2	4	1		1	2	2	1		1			
Year 6	8	8	4	2	2	1	2	2	2	2	2	4	1		1	2		1	2		1		1

*Topic includes the teaching of Science, Humanities, Art and Design Technology.

7 Areas of Experience

The Maltman's Green curriculum provides experience in each of the areas as follows:

7.1 Linguistic

There is a generous timetable allocation for English across the year groups. Subjects giving direct linguistic experience include English, Drama, Verbal Reasoning, French and Mandarin. However, speaking, listening, writing and reading and other vital communication skills are practised in all areas of the curriculum through discussion, recording and classroom interaction.

In the Early Years, linguistic experience is gained directly through planned activities within the Communication and Language area of learning. However, communication skills are practised constantly in all aspects of daily Little Malties, Nursery and Reception life.

7.2 Mathematical

There is a generous timetable allocation to Mathematics across the year groups. However, mathematical experience is also gained in many other subject areas such as Science, Non-Verbal Reasoning, STEAM, Humanities, Computing and CDT.

In the Early Years, mathematical experience is provided through planned activities to work towards, and where appropriate beyond, the early learning goals in Mathematics.

Mathematical teaching methods are varied to suit different learning styles and abilities. These would include practical activities, written tasks, investigation, exploration interactively on computers and discussion.

7.3 Scientific

Each year group has a lesson allocation as detailed in the subject provision and allocation table in section 4.2. There is a comprehensively planned Science curriculum which is designed to promote knowledge and understanding, develop skills and encourage the processes of enquiry, discovery, observation, recording and drawing conclusions. A wide variety of practical tasks, experiments and investigations are included where relevant. Science is also incorporated into our STEAM provision where lessons combine cross-curricular activities with the development of problem solving and teamwork skills.

In the Early Years, scientific experience is gained through the Understanding the World area of learning and through the cross-curricular topics, which are planned each term.

7.4 Technological

Design Technology is combined with Art and offers direct technological experience in terms of developing ideas, planning and making projects, the use of a wide range of materials and tools and the evaluation of projects. Experience in IT is used widely across the curriculum via timetabled Computing lessons and through its cross-curricular use in other subject areas.

The school has an IT suite which can accommodate whole classes in addition to a range of mobile devices including laptops/Chromebooks and iPads. Most classrooms have 'mini suites' or IT access for children to use.

In the Early Years, there is constant computer provision and CDT is present through the designing and making tasks within topics. Planned activities within the Understanding the World and the Expressive Arts and Design areas of learning also make a contribution.

7.5 Social and Emotional

The Humanities subjects (Geography and History) alongside RE form the core input to social experience. These enable pupils to understand society, the world, and their place within it. Children also explore these themes in PSHE, Current Affairs and within STEAM teamwork activities. Huge contributions to this are also made through the School's commitment to sustainability and other environmental issues. Opportunities for outdoor learning are threaded throughout the curriculum with designated Woodland School sessions in EYFS, Key Stage 1 and Year 3.

A number of charities are supported, a varied programme of assemblies, and links with schools in Africa and India also contribute to this area. Extra experiences are provided through visits to museums, visiting speakers and theme days such as Vikings or Romans and World War II. Subject content from RE and PSHE also feed into this area.

In the Early Years, this area of experience is addressed through topics and falls within the Understanding the World and Personal, Social and Emotional Development areas of learning. Visits to places in the community also contribute.

7.6 Physical

The School has a wide range of facilities and resources, which include two Gymnasias, an indoor swimming pool, sports courts and several grassed areas for outdoor games. These facilities enable a wide variety of physical activities to take place. There is also plenty of outdoor equipment, which is available at playtimes to enhance physical development.

There is timetabled provision throughout the week for Physical Education with specialist staff for all Pupils. The comprehensive programme includes the development of large and small movement and motor skills, co-ordination, physical control and a wide variety of sporting skills. All children in the School learn to swim from Little Malties to Year 6. Children are encouraged to evaluate their performance and to develop tactical skills. Knowledge and understanding of the principles of fitness and health are also developed with additional input from the Science and PSHE curriculum.

Pupils for Years 3 to 6 have a Games afternoon where they can put these skills into practice both within school and in fixtures with other schools.

Both Nursery and Reception utilise the outdoor areas on a daily basis. The development of fine motor skills is provided through the use of tools and resources such as scissors or malleable materials.

7.7 Aesthetic and Creative

The main subject areas contributing to this area of experience are English, Art, CDT, Music, Drama and Dance (within P.E. curriculum). Children are encouraged to think and react creatively to the many stimuli that arise within lessons. Extra experiences are provided through visiting artists, theatre trips, in-house music and theatrical events and library facilities.

In the Early Years, this aspect of the curriculum is covered through a myriad of play based or more structured activities planned within the Expressive Arts and Design area of learning.

8 Planning

This policy is supported in the delivery of a quality education by appropriate plans and schemes of work. The following plans are produced by:

- Early Years staff, co-ordinated by the Head of Early Years and Head of Pre-Prep;
- Key Stage 1 teachers, co-ordinated by the Head of Pre-Prep; and
- Heads of academic subjects, co-ordinated by the Deputy Head Academic and Curriculum Coordinator, for Years 3-6.

Heads of academic departments also oversee the plans for their subject in the Early Years and in Key Stage 1.

8.1 Long-term plans

These contain topic plans for each year group, term by term for the academic year. A version of these are circulated to parents at the start of each term.

8.2 Medium-term plans

These contain a week-by-week breakdown of the long-term plans for each year group. They are produced by Heads of Department at the start of each term.

8.3 Short-term plans

These are written by teachers on a weekly and/or daily basis. They are used to set out clear learning objectives for each lesson with consideration for pupil outcomes, resources, and activities to be used in the lesson. Recognition is given to the individual styles of teachers and teachers assume responsibility for producing short-term plans that are effective and enhance their teaching performance. Ongoing assessment and monitoring of pupil performance is recorded and informs future planning, so that pupils can progress.

In the Early Years, detailed medium and short-term plans are produced as a team providing a broad, stimulating and enjoyable learning experience.

9 Record Keeping

In the Early Years, record keeping is in line with the EYFS requirements. Every child has an online Learning Journal, which records progress and achievement. The children and parents can access this at any time and contribute to it in the form of child initiated learning as well as 'wow' moments celebrated outside of the School environment.

Observations are used to inform planning the next steps for each pupil. The Learning Journeys move into the next year group with the pupils to inform the new teacher (either in Reception or Year 1) of the progress made and inform their planning.

In Years 1 to 6 teachers keep records of short term daily plans which are annotated, where applicable, with any observations, adjustments or formative assessment details. Details of marks or grades for classwork, homework and summative assessment should be maintained and kept up-to-date.

All summative assessment results are recorded centrally on the School's information system, PASS. This information can be freely accessed for individuals, form groups and whole year groups. The data is tracked from year to year to highlight trends and review pupil progress.

All teachers are expected to use their records to enhance teaching through informing the planning of the next sessions for the children.

10 Monitoring and Evaluation

In order to provide a clear picture of the quality and consistency of practice across the School when evaluating teaching and learning in school, there will be monitoring and evaluation by Senior Managers and Heads of Subject Departments through:

- Classroom observation,
- Learning walks,
- Sampling of Pupils' work (including internal moderation and book scrutinies),
- Scrutiny of summative assessment analysis,
- Discussion with pupils, and
- Discussion with teaching staff as part of regular pupil review meetings.

10.1 Learning walks

Learning walks involving members of SLT, SMT, Heads of Department, or other relevant member of staff visiting a series of classes and lessons to learn about a certain aspect of the School. The Governors are also encouraged to join SLT for a learning walk where possible with a date(s) offered each term.

Learning walks may take place in order to collect evidence about teaching and learning, evidence of progress and areas for school development. They are intended to be developmental and constructive rather than judgemental and are a whole-school improvement activity.

Learning walks will be conducted with minimum disruption to teachers and pupils.

Learning walks will be undertaken in a supportive and professional manner. Pupils may be asked about their learning within the subject. Pupils may be given opportunities to celebrate excellent pieces of work with the member of SLT, SMT or Head of Department.

Feedback from the learning walk will be given at the next possible and appropriate time, such as at a Staff meeting, by email or in person.

11 Appendix 1: Indicators to measure teaching and learning success against the Teaching Standards

Standard 1		
Set high expectations which inspire, motivate and challenge Pupils		
What responses might we see in Pupils?	What characteristics might we see in the Teacher?	What may be seen in the Teacher's classroom/working environment?
<ul style="list-style-type: none"> • Observations – Pupils' reactions to their learning, levels of challenge and participation • Homework – children extending themselves under their own steam • High expectations, pride in their work and achievements • Work of a high quality appropriate to ability levels • Work outcomes, evidence in books and files • Differentiate • Demonstrate enjoyment and are happy to be in the classroom • All Pupils participate fully at own levels and show perseverance • Active questioning • Engaged, motivated, keen to succeed • Improving performance • Willing to take risks • Discuss lessons at home with Parents • On task and encourage others to be on task. • Emotional security 	<ul style="list-style-type: none"> • Role model & high level of professionalism. • Observe dress code. • Use of correct language and terminology. • Confidence. • Knowing Pupils really well both pastorally and academically • Perceptive reflection and evaluation of own performance • Stimulating, inventive and appropriate resources • Appropriately challenging questioning, using a variety of techniques and types. • Body language • Extra work with particular Pupils • Punctuality • Enthusiasm • Able and willing to deviate from plan and/or adjust pace where appropriate. • Ability to inspire and deliver lessons clearly in a stimulating and interesting manner • Utilization of a variety of teaching methods to address multiple learning styles. • Addresses needs of Pupils of all abilities. • Gets balance right, not too confident, not too timid. • Professional and informed use of support Staff. 	<ul style="list-style-type: none"> • Variety of professional displays including interactive elements, up to date information, exemplar resources and children's work. • Clear classroom organisation (including safety) • Clear routines • Creative use of furniture to take into account lesson delivery, activities, differentiation and any special needs. • Clear routines • Good ethos • Genuine sense of order and tidiness • Safe and secure learning environment • Stimulating, vibrant working atmosphere

Standard 2		
Promote good progress and outcomes by Pupils		
What responses might we see in Pupils?	What characteristics might we see in the Teacher?	What may be seen in the Teacher's classroom/working environment?
<ul style="list-style-type: none"> • Greater propensity to work independently and be willing to assist others • Positive comments e.g. 'I get it now' • Increased confidence, engaged, enthusiastic, reflective • Increased willingness to take risks and contribute, even if it exposes ignorance. • Hand work in on time • Read Teacher's comments & act on advice • Self-assessment and reflection taking place • Developing responsibility for own learning • Awareness of, and involvement in setting targets • Developing awareness of own learning style • Patience to find a solution to a problem • Improved performance • Engaged, happy, confident learners • Eager to complete extension activities • Pride taken in work (evidence in books) • Ability to link between lessons • Feel successful in their learning • Achievement matches or exceeds expectations • Ability to articulate what has been learnt • Positive responses in informal checks (thumbs up, green traffic light etc) 	<ul style="list-style-type: none"> • Taking risks in planning, providing opportunities for Pupils to progress • High expectations of all learners • Open ended & progressive questioning • Skillful use of differentiation • Individual action plans, active target setting • Allowing Pupils time to reflect (and talk • Clear awareness of each individuals progress • Provision of constructive feedback to each Pupil • Awareness of Pupils' achievements in and out of the classroom • Thorough record keeping • Adjust expectations within lessons accordingly – on-going 'raising of the bar' • Clear knowledge and use of summative and formative assessment information for individual Pupils. • Wide use of praise and positive language to excite, encourage and enthuse. • Reflective and evaluative practice • Knowledge of appropriate Key Stage/Subject/Learning Style pedagogy • Prompt, constructive marking. • Utilization of prior learning to inform planning. • Planned plenaries to check outcomes and utilize AfL strategies. • Good pace in lessons. • Clear planning for progression 	<ul style="list-style-type: none"> • Positive learning atmosphere in the classroom Orderly, inviting, stimulating Examples of work on display at a variety of levels Key words/relevant posters 'self check' resources available Motivational prompts • Pupil behaviour – do they expect to be on task? Respect for resources, books etc. Expectations clear • Pupils aware of where everything is so they can use the environment effectively • Praise an integral part of the environment • Quality/stimulating/interactive displays • Accessible relevant resources for all ability levels • Success criteria displayed where appropriate • School rules displayed • Teacher's workspace professional

Standard 3		
Demonstrate good subject and curriculum knowledge		
What responses might we see in Pupils?	What characteristics might we see in the Teacher?	What may be seen in the Teacher's classroom/working environment?
<ul style="list-style-type: none"> • Confidence in subject increases • Willingness to continue subject to next level • Ask searching questions • Increase in Pupils' attainment • Increased enthusiasm for subject • Demonstrate understanding of lesson objective in plenary • Extended answers from Pupils • Use of subject specific vocabulary • Ability to make cross curricular links • Pupils ask questions/seek opportunities in the subject outside of lessons • Increased engagement/motivation/enjoyment • Awareness of how topic relates to other areas of the subject • Enlightenment moments • Quality and content of homework • Understanding and ability to apply knowledge • Happy in lessons • Keen to share discoveries with Staff • Self-initiated extra work done at home • Clearly respect Teacher's authority in the subject 	<ul style="list-style-type: none"> • Confidence in dealing with questions from Pupils, colleagues and Parents • Enthusiastic, passionate, spontaneous, imaginative, creative • Subject based extra-curricular clubs • Questions that encourage animated discussion • Confidence to say 'I don't know – could you find out' • Planning shows progression • Provide INSET to other colleagues • Go on INSET to gain more knowledge • Evidence of background research into own area • Confidence in asking Pupils wider questions • Skillful, consistent , constructive marking • Keen to develop & enhance schemes of work and resources • Set appropriate targets in lessons • Desire to extend Pupils beyond the syllabus • Ability to adapt if something isn't working & confident enough to deviate from lesson plan if necessary • Provision of open ended activities • Able to excite and inspire children • Is secure enough to explain concepts differently to different groups (e.g. maths) • Clear sense of objectives and linking to statutory requirements • Efficient, exciting and informed lesson planning • Up to date with recent research • Utilization of a variety of teaching methods 	<ul style="list-style-type: none"> • Informative/challenging/interactive displays • Display of key words/phrases • Variety of resources (including own) • Effective liaison with colleagues e.g. Teaching Assistant • Flexibility in class organisation e.g group work • Safe & secure learning environment • Clearly promotes subject knowledge • Engages children with displays – their own work & reference material • Provide different learning experiences to access curriculum in different ways (e.g. outdoor lessons) • Subject relevant resources that extend learning beyond curriculum • Well organized stock of reference materials (books, pictures and practical resources)

Standard 4		
Plan and teach well-structured lessons		
What responses might we see in Pupils?	What characteristics might we see in the Teacher?	What may be seen in the Teacher's classroom/working environment?
<ul style="list-style-type: none"> • Pupils know what to do, know objective • All Pupils engaged, motivated and alert • Confident to ask questions, debate and discuss • Give appropriate responses • Ask higher order questions • Awareness of 'where they are' in the topic and what their next steps need to be • Good behaviour • Look forward to next lesson/task • Peer to peer conversations on topic • Purposeful environment, sustained focus • Enter room with expectations • Increased confidence of Pupils at all ability levels • Evidence that G&T Pupils are challenged • Evidence that Pupils are given appropriate learning support • Show perseverance and are keen to overcome obstacles • Evidence of progress in work/homework/verbal responses • Excited to progress with topic • Demonstrate good understanding of 'what to do' – no need for instructions to be repeated • Know protocol for using certain resources 	<ul style="list-style-type: none"> • Planner/short term planning shows clear objectives & follows medium term plans • Clear lesson objectives, explanations and expectations • Comfortable with method and content • Investigate Pupils' prior knowledge • Adaptable – can alter plan in lesson • Confident delivery • Prepared, varied resources • Rigorous, well-paced, appropriate timings • Reflective, responds to feedback • Responsive to Pupil needs • Awareness of lesson in context of scheme of work/future lessons • Homework set is relevant, marked and returned promptly, integral to planning • Opportunities for feedback/praise built in • Plenary demonstrates progress • Caters for different learning styles • Well differentiated activities • Well-organized but flexible • Clear sense of direction • Assessment for Learning employed • AfL, Formative and Summative assessment information used to inform planning 	<ul style="list-style-type: none"> • Evidence of prior preparation • Thorough and annotated short term daily/weekly planning (Teacher's planner or other format) • Rigorous record keeping • ICT integrated • Relevant, interesting resources readily accessible • Established protocol for using certain resources • Use of grouped/paired learning • Facility for Pupils to consolidate learning through independent use of resources or subject clubs/support sessions

Standard 5

Adapt teaching to respond to the strengths and needs of all Pupils

What responses might we see in Pupils?	What characteristics might we see in the Teacher?	What may be seen in the Teacher's classroom/working environment?
<ul style="list-style-type: none"> • Good levels of achievement at all levels of ability • Developing confidence/self-esteem • Good behaviour • Purposeful approach to lessons • Enjoyment • Engagement of all Pupils – none are bored or struggling • Increased interaction between Pupils • Progress and contributions across ability ranges • Feel able to approach Teacher to express needs • Comfortable in answering questions • Sensible responses to questions of all types • Pupils using individualised resources • Differentiated activities • Desire to further knowledge • Gain a sense of achievement • Conversation with Pupils shows how secure/motivated they feel • Comfortable in taking risks and learning from mistakes 	<ul style="list-style-type: none"> • Inclusive planning – no 'one size fits all' approach • Wide variety of activities to address learning styles • Confident & able to deviate from lesson plan and/or outcomes when appropriate • Able to justify choice of strategy • Different approaches for different children • Have time to observe responses of Pupils • Identify and address potential learning barriers • Approachable & supportive • Proactive in constructive intervention where necessary • Good eye contact • Well differentiated work • Variety of activities/resources, customized for individuals or groups as necessary • Well aware of individual needs/IEPs • Have realistic expectations for different groups or individuals • Encourage and reward all levels of individual achievement • Establish prior knowledge of Pupils • Varied questioning techniques & teaching styles • Notes in planner re: individuals • Reflective practice, able to rethink approach for individuals, groups or whole class • Proactive liaison with and & willingness to seek specialist help from colleagues, eg. Head of Learning Support, G&T Co-ordinator 	<ul style="list-style-type: none"> • Flexibility of approach • Variety of classroom layouts depending on requirements for lesson • Appropriate resources/facilities for individual Pupils • Awareness of how IEPs should impact on classroom arrangement & resources • Display work from all Pupils • Supportive atmosphere • Provision of support and extension activities • Reward system accessible to all • Lesson content accessible to all

Standard 6		
Make accurate and productive use of assessment		
What responses might we see in Pupils?	What characteristics might we see in the Teacher?	What may be seen in the Teacher's classroom/working environment?
<ul style="list-style-type: none"> • Pupils know 'where they are at' and what they need to do to progress • Knowledge and understanding of own targets • Motivated to achieve targets • Develop ability to self-reflect and self-evaluate their work • Openness to peer/self assessment • Take ownership of own learning • Respond to Teacher's comments in books • Aware of expectations • Aware of how much they have achieved • Pupils involved in setting their own targets • Develop self-editing techniques • Pride in what they have achieved 	<ul style="list-style-type: none"> • Knowledge of assessment criteria for internal/external assessments • Use a range of types of assessment • Knowledge of procedures/marketing policies • Uses a range of teaching strategies as a result of assessment • Differentiated work • Marked work – up to date and takes learning forward • Sharper questioning • Adaptive and focused planning • Open to try new AfL strategies • Growing confidence in assessment • Effective use of plenaries • Constructive marking and comments in books • Constructive verbal interventions in lessons • Careful and thorough record keeping - tracking sheets for progress • Liaison with colleagues to check consistency of approach • Linking personalised learning targets with comments in Pupils' work • Evidence of oral feedback in lessons 	<ul style="list-style-type: none"> • Use of peer assessment • Use of exemplar materials • Targets/levels/grade descriptors displayed in classroom (or in exercise books) • Seating plans (reviewed regularly) • Regular feedback • Children feels secure enough to 'take risks' and 'have a go' • 'I can' statements displayed • Achievement ladders • Work of all levels on display • Moderation processes • Working with subject/Key Stage team.

Standard 7

Manage behaviour effectively to ensure a good and safe learning environment

What responses might we see in Pupils?	What characteristics might we see in the Teacher?	What may be seen in the Teacher's classroom/working environment?
<ul style="list-style-type: none"> • Respectful, cooperative, respond well to Teacher • On task, purposeful and motivated • Respond to instructions • Listen to Teacher and peers • Polite • Familiar with routines • Cooperative • Know classroom code/know what is expected of them/automatic response • Able to work in groups/talk partners without fuss • Adjust behaviour quickly when directed • Good manners • Mutually respectful attitude • Positive body language • Punctual • Good behaviour is a habit • Demonstrate knowledge of rules • Act safely – follow Health and Safety Policy esp. in science lab • Don't pack up early • Bags and coats tidy • Keen to earn rewards; understand sanctions 	<ul style="list-style-type: none"> • Awareness of behaviour issues & potential problems • Consistent application of School's Discipline, Behaviour, Rewards and Sanctions Policy • Consistent and appropriate use of rewards and sanctions • Calm, firm but fair approach • Challenge poor behaviour • Gains respect from Pupils • Confidence in setting tone for lessons • Exercise authority • Awareness of what should or should not be tolerated • Clear concise instructions • Lead by example • Use voice effectively • Nip things in the bud • Set clear boundaries • Sense of humour • Follow things through • Respectful of Pupils, but clear authority • Relaxed but purposeful • Stay calm – don't take things personally • Located in right part of the classroom • Positive body language 	<ul style="list-style-type: none"> • Vibrant, stimulating, well-organised classroom • Purposeful, safe and secure learning environment • Aware of safety implications of tasks and poor behaviour • Layout and seating plans to prevent problems before they arise • Safe environment • No excessive/unsuitable noise • Tidy classroom • Potential hazards thought through and addressed • No wandering around (Pupils!) • Rules clearly visible • Resources easily accessible • Clear exit/entry routine

Standard 8		
Fulfil wider professional responsibilities		
What might we see in interactions with Pupils?	What might we see in interactions with colleagues?	What might we see in interactions with Parents?
<ul style="list-style-type: none"> • Good rapport • Pupils keen to please, enthusiastic in lessons • Pupils respectful • Pupils keen to take part in extra-curricular clubs/sessions • Good interaction with the member of Staff in and out of lessons • Approachable, but not too familiar • Good relationships with Pupils other than those taught e.g through clubs, residential • Known by Pupils they do not teach • Discipline around the School • Emulate example set by Teacher • Come to Teacher for support and/or advice (pastoral or academic) 	<ul style="list-style-type: none"> • Works with colleagues respectfully • Good professional relationships • Willingness to provide support where necessary • Flexibility • Volunteer readily, but doesn't overstretch • Part of team • Courtesy and consideration • Willingness to accept advice • Open sharing of practice and resources • Mutual respect • Willing to seek advice from senior Staff when necessary • Dissemination of information regarding individual Pupils • Collaborate with specialists – Head of dept, Head of Learning Support, EAL Coordinator • Positive influence in the Staff Room • Empower Support Staff • Cascade information from CPD or knowledge of developments and practice • Participate in peer observations by observing colleagues and being observed • Work collaboratively on planning • Look for positives rather than negatives 	<ul style="list-style-type: none"> • Good relationship – partnership between home & School • Address issues sooner rather than later • Be well prepared for meetings • Research evidence before communicating • Honest, tactful, confident communication with Parents • Interact with Parents at social events • Mutual respect • Keep communication open – no surprises • Polite & diplomatic communication • Listen and act n information from Parents • Promptly follow up concerns raised by Parents • Anticipate concerns • Professional conduct at all times • Approachable but professional • Balance positive and negative feedback • Optimistic reporting tempered by reality • No complaints • Follow School procedures

Standard 8 – contd.

Fulfil wider professional responsibilities

What might we observe in terms of professional working practice?

- Enthusiasm from beyond the classroom brought into School
- Fully invested in the life of the School
- Commitment to the values and ethos of the School
- Thorough knowledge of all statutory requirements and policies
- Pro-active in ensuring that personal statutory qualifications are kept up to date.
- Aware of confidentiality and respect it
- Good awareness of safeguarding/child protection issues
- High standard of communication with Pupils, colleagues and Parents
- Carries out all teaching responsibilities well
- Keep up to date with all marking, assessment and reporting requirements
- Assist the Head/SLT/SMT in the formulation and implementation of the School Development Plan
- Promotion of the School through marketing strategies
- Commitment to the success and development of the School
- Offer to fill gaps
- Take initiative and be proactive (e.g. when on duty)
- Being visible – raising profile with Parents and Pupils
- Continue to reflect on own 'professionalism'
- Documentation of Parent meetings/phone calls other than formal Parents' evenings.
- Rigorous, up-to-date documentation and record keeping
- Able to organize time effectively.
- Professional dress and demeanour.

What might we see in terms of contribution to the life of the School?

- Attend and contribute to assemblies
- Go to concerts/plays to support Pupils
- Attend School events to support Pupils, colleagues and Parents
- Be a good ambassador for the School
- Involvement in extra-curricular activities
- Attend and participate fully in Parents' evenings
- Contribute to newsletters and website news items
- Organize trips and outings
- Awareness of the School's needs
- Fully invested in the life of the whole School
- Take part in residential trips
- Being visible, raising profile