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| **Teaching and Learning** | **Where it could be seen…** |
| **Clear Subject knowledge** | * Questioning encourages answers from all- choral, TTYP * Learning material on slides well sequenced, prepared * Explanations include concrete models and linked to everyday life. |
| **AfL – Following the flow** | * Setting off rapid graspers * Children moved to work with an adult * Bringing the class back together for further explanation/praise * Small learning groups-not all needing to be on the carpet |
| **Manipulatives/support** | * Maths packs, word mats and phonics charts on tables. * Washing lines pre planned and displayed/referred to * Reminded of scaffolds/manipulatives that might help * “What can you do if you are stuck?” |
| **Scaffolding** | * Modelling thinking, answers and expectations * Sentence stems on all slides that require child speaking. * Extra resources created and offered to all (writing scaffolds, word mats, phonics sound buttons) * Modelling mistakes |
| **Purposeful praise** | * Praising for effort not only correct answers * Use of passport points and clear explanations * Encouraging effort – not afraid to make mistakes |
| **High expectations** | * Clear expectations of outcomes- WAGOLL * Checking in throughout independent work * Positive behaviour reminders * Lining up to go to and from break, into hall etc.. * Use of tokens, values points and where needed consequences |
| **Positive culture** | * Pupils praised for having a go. * Positive framed reminders of behaviour choices * Celebrating successes and effort * Use of humour/acting skills where relevant for engagement |
| **No time wasted** | * Sheets/books organised and ready for the lesson * Children know what to do - WAGOLL * Children know what to do when they are finished * Challenges on worksheets * Sensible systems to encourage quick use of toilet etc.. * Efficient ways of getting to seats |
| **High Order Questioning** | * Clear planning of questioning opportunities * Using blooms taxonomy * Challenge questions for GD thinkers * Encourage curiosity and children raising questions |
| **Marking and Feedback** | * Marking as children work, but no children kept waiting * Live challenges * POG and chance for children to reflect |
| **Classroom in ‘flow’** | * All children engaged and actively learning * Lots of choral repetition, songs, rhymes and actions to support learning. * Carefully planned activities to avoid teacher talking or ‘chalk and talk’ * Active flashbacks * Buzz/shared learning noise level |