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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.
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| **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
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| **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?”
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| **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
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| **Purposeful praise**  | * Praising for effort not only correct answers
* Use of passport points and clear explanations
* Encouraging effort – not afraid to make mistakes
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| **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
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| **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
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| **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
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| **High Order Questioning** | * Clear planning of questioning opportunities
* Using blooms taxonomy
* Challenge questions for GD thinkers
* Encourage curiosity and children raising questions
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| **Marking and Feedback**  | * Marking as children work, but no children kept waiting
* Live challenges
* POG and chance for children to reflect
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| **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
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