



# Ashfield Junior School

Inspiring our children to dream big, be extraordinary  
and to change the world

## Teaching and Learning Policy

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## Contents

|   |    |
|---|----|
| 1.1 Rationale .....                                 | 3  |
| 1.2 Vision, Values and Aims .....                   | 3  |
| 1.3 Linked Policies .....                           | 3  |
| 1.4 Teacher Standards .....                         | 3  |
| 2.1 Ashfield Curriculum Intent .....                | 3  |
| 2.2 Teaching Planning Cycle .....                   | 4  |
| 2.3 High-Quality Teaching .....                     | 5  |
| 2.4 Effective Teaching and Learning .....           | 7  |
| 2.5 Barriers to Learning .....                      | 8  |
| 2.6 Effective Planning .....                        | 9  |
| 2.7 Curriculum Planning .....                       | 9  |
| 2.8 Effective Marking and Feedback .....            | 10 |
| 3.1 The Role of SLT .....                           | 10 |
| 3.2 The Role of the SENCO .....                     | 11 |
| 3.3 The Role of Teachers .....                      | 11 |
| 3.4 The Role of Governors .....                     | 11 |
| 3.5 The Role of Parents.....                        | 12 |
| 4.1 Assessment .....                                | 12 |
| 5.1 Monitoring and Review .....                     | 13 |
| 6.1. Appendix 1 – Ashfield Great Expectations ..... | 14 |
| Appendix 2 – Gold Standards .....                   | 17 |
| Appendix 3 – Responsive Teaching Strategies .....   | 18 |
| Appendix 4 – Chris Quigley’s Progress Checks .....  | 19 |
| Appendix 5 – Scaffolding Strategies .....           | 20 |
| Appendix 6 – EAL strategies .....                   | 21 |
| Appendix 7 – Ofsted Framework 2025 .....            | 22 |
| Appendix 8 – Teachers’ Standards .....              | 25 |

## **1.1 Rationale**

The aims of this document are to improve the effectiveness of our teaching and to raise standards in pupil achievements.

## **1.2 Vision, Values and Aims**

The aim of the school is to *'inspire children to dream big, be extraordinary and to change the world'*. This is at the centre of all the policies and practices of our school. Our four values of Respect, Kindness, Resilience and Cooperation underpin all the work that happens. The Teaching and Learning Policy seeks to outline what is expected from staff in the delivery of Ashfield Junior School's curriculum.

It is our aim that Ashfield will be a school:

- where learning is challenging and fun
- where high achievement is admired and we are proud to be the best that we can be
- that offers a broad and balanced curriculum which encompasses essential skills and fully equips children with the knowledge they need in the 21<sup>st</sup> Century

## **1.3 Linked Policies**

This policy should be read in conjunction with the following policies, procedures and agreements: All subject policies, SEND Policy, Homework Policy, Marking and Feedback Policy, Display Policy, Behaviour Policy, Assessment Policy, Staff Handbook and Staff Code of Conduct.

## **1.4 Teachers' Standards**

Teachers are accountable for all the teaching, learning and provision for all children in their class. Teachers have a clear understanding of the Teachers' Standards and receive ongoing professional development to enhance the quality of teaching and learning (see appendix).

## **2.1 Ashfield Curriculum Intent**

Ashfield is a [Compass for Life](#) School. Our children set themselves their own North Star. We encourage our children to have high aspirations and to set their goals and targets. We then help them develop their ethos, warrior spirit and strategy to achieve them. This helps children recognise the relevance of what they are learning. We celebrate all our children's achievements so that they can be continually supported to meet their 'dreams, be extraordinary and to change the world'.

At Ashfield we have designed a curriculum to help our children develop active and creative minds so they can lead happy, healthy and fulfilling lives. We want our children to understand why and how they are learning; and we have planned the curriculum content to inspire them. We believe that an engaging, stimulating curriculum is fundamental to effective learning. The Ashfield curriculum gives children access to the full National Curriculum. We provide our children with a broad and balanced curriculum, which is carefully planned across year groups. The National Curriculum forms the guidance by which our curriculum for each subject is planned. Each subject has its own North Star

and intent. Each subject has been planned with a clear overview of what is taught, progression of skills and knowledge, and vocabulary from Year 3 to Year 6.

## 2.2 Teaching Planning Cycle

The "teach, assess, reflect, plan" cycle is a framework for effective instruction where teachers **teach** lessons, **assess** student understanding, **reflect** on what worked and what didn't, and then **plan** future lessons based on that reflection. This cyclical process helps educators continuously refine their teaching methods to better meet their students' needs and improve learning outcomes.



### 1. Teach

- **Deliver instruction:** Teach the planned lessons and activities, focusing on engaging students and facilitating their learning in the moment.

### 2. Assess

- **Gauge understanding:** Assess student progress and understanding.

### 3. Reflect

- **Reflect:** Review the assessment data to identify successes and challenges from the lesson. Consider what worked and what did not work. Ask what could have been done differently to improve the lesson and the students learning experience.

### 4. Plan

- **Adjust future lessons:** Based on your reflection, plan for the next cycle of teaching. Make specific adjustments to teaching where necessary (e.g. to teach identified gaps/misconceptions, next steps in learning, teaching and activities etc)

## **2.3 High Quality Teaching**

Our fundamental belief is that all children have the right to learn and that any barrier they face should be overcome for them to access the curriculum through high-quality teaching. It is the responsibility of the classroom practitioners to put in place the support and scaffolds to meet these needs in the classroom and not through removing children from the curriculum. Through effective planning, scaffolding and support, all children work towards attaining the expected standard in their year group. Some children may require additional intervention to meet their needs. This may include children with a special educational need and/or disability or a pupil who speaks English as an Additional Language. Where this is the case, classroom practitioners are responsible for ensuring that the provision for the child meets their needs and is appropriately pitched and challenging.

At Ashfield, we recognise key teaching principles that make up high quality teaching including vocabulary, scaffolding, modelling, adaptive teaching, differentiation, revisiting learning, sequence of learning, curriculum links, mastery, responsive feedback and the learning environment (see appendix).

### **Vocabulary**

We believe that teaching vocabulary is essential for children to make progress in their learning. In all units of work vocabulary should be planned for and explicitly taught to children. Teachers should identify and explain subject specific vocabulary they plan to teach, and explicitly taught words should be highlighted. Specific technical or subject specific vocabulary should be modelled by classroom practitioners and children should be given the opportunity to use this vocabulary verbally and in their writing.

### **Scaffolding**

Lessons that are taught at Ashfield will require scaffolds for children to access the learning. These should be planned for and should support children to reach the expected standard in their year group. Teachers and teacher assistants will scaffold lessons and provide relevant resources to support pupils. Scaffolding may be delivered a range of ways (e.g. verbal, visual or written) and is intended to be a temporary support that is taken away when it is no longer required.

### **Modelling**

Teachers may model learning and activities to support learning in the classroom. Teachers may use verbal and/or written instructional modelling or provide pupils with modelled work to support learning. Teachers modelling learning may be delivered using flipchart paper (which can then be used on the working wall displays). Staff may also use a 'modelling writing book' so that they can explicitly model the activity, but also the layout, organisation and presentation.

### **Adaptive Teaching**

Teachers will use scaffolding and make other reasonable adjustments will ensure that children have the tools in place for children to achieve the learning objective. These will be planned for in advance of the lesson. However, through ongoing formative assessment, teachers make necessary adaptations in lessons to meet the needs of the children in their classroom.

### **Differentiation**

In some cases where children are working below the Key Stage and are unable to access the KS2 or year group curriculum, teachers may differentiate learning to meet the needs of the children. Differentiation through activity should ensure that the activity has been pitched appropriately and the

work is engaging and challenging. To support some children with Special Educational Needs, teachers may need to personalise planning and make reasonable adjustments for their specific needs.

### **Revisiting Learning**

At Ashfield, we believe that planning units of work is essential to continually revisit learning for children to remember more of what they have learnt. This emphasis on revisiting prior learning takes place primarily at the start of lessons where children can practise a recently learnt skill, recall vital knowledge, practise vocabulary or applying existing knowledge to a thought-provoking question. Children's books are a tool for them to remember more using teacher-led models and tasks which promote memory retention.

### **Sequence of learning**

Units of work should have a clear and logical sequence that will support long-term learning and progression of knowledge and skills. Units of work should be able to clearly show how knowledge and understanding is built over time, acknowledging that difficult and complex concepts will need to be frequently revisited as the unit progresses. Learning sequences should provide children with the opportunity for repeated practise and where possible to link new understanding to their existing knowledge.

### **Curriculum Links**

We believe that children's knowledge and skills will be enhanced where through a curriculum that is cohesive and linked together. Subject leaders have designed a curriculum overview that offers progression of skills and knowledge. Teachers must be aware of how the curriculum links together and plan to make links across the curriculum. The revisiting of prior learning is key to support children's long-term learning. Teachers should have a clear understanding and use children's prior knowledge to support teaching and learning in the classroom. Teachers will have high expectations and will strive for high standards of children's work. Teachers will adhere to Ashfield's 'Great Expectations' and 'Gold Standards' in children's presentation (see appendices).

### **Mastery**

As children progress in their understanding, knowledge, and skills our aim is for them to reach a stage of mastery. Mastery is the ability to apply the child's learning to a variety of situations and use their understanding to solve problems.

### **Responsive Feedback**

Teachers will use a range of responsive teaching strategies (see appendix) and progress checks within the lesson to engage all children in their learning but more importantly to address misconceptions, gaps in their learning and next steps. (See also 4.1 Formative Assessment).

### **Learning Environment**

Classroom should be calm and settled environments to learn in. Additionally, the school believes that displays are important to celebrate children's work and to support learning in the classroom. Guidance on how to set up a classroom and maintain displays is listed below (but also see the school's Display Policy)

- Classroom must remain tidy and free of clutter.

- Book corners must be engaging spaces where children can enjoy reading and access a variety of books.
- Walls should be free of clutter and only resources which aid learning should be visible.
- Displays can fall into one of two categories: Celebrating children's work by displaying clearly, work completed. Supporting learning using a working wall.
- Anything which distracts children from learning should be removed.
- Working wall displays should show current learning and aid children's understanding of the curriculum.

## 2.4 Effective Teaching and Learning

Below is a range of practical strategies that practitioners can draw upon to encourage effective learning in the classroom.

| Effective Learning  | Strategies for Encouraging Effective Learning   |
|---|---|
| Happens best in a positive classroom atmosphere where mistakes are not laughed at | <ul style="list-style-type: none"> <li>-Physical organisation of the room to promote effective and stimulating working environment</li> <li>- Rights and responsibilities discussed and agreed with the pupils</li> <li>- Teachers model mistakes and learning from mistakes</li> <li>- Making mistakes is seen as a positive part of the learning process</li> <li>- Challenge is well matched so that all ability groups learn how to deal with lack of success</li> </ul>  |
| Happens when learning is fun  | <ul style="list-style-type: none"> <li>-Activities are chosen to bring learning to life and make it relevant</li> <li>- Active learning, planned to cater for different learning styles</li> <li>- variety in learning activities</li> <li>- Lots of opportunity for children <b>to do</b> rather than listen</li> <li>- Good ratio of child/teacher talk and ample opportunity for children to be involved in learning</li> <li>- Visits and visitors</li> <li>- Topic day to engage and immerse children in learning</li> </ul> |
| Includes dialogue with the children to identify difficulties                      | <ul style="list-style-type: none"> <li>-Encourage children to talk about their learning and identify what they cannot do</li> <li>- Use of response/talking partners to clarify thinking and check understanding</li> <li>- Making opportunities for children to talk through their barriers with the teacher</li> </ul>  |
| Includes fluidity in class groupings  | <ul style="list-style-type: none"> <li>-Raise aspirations and build a class ethos in which attainment has no ceilings</li> </ul>  |
| Develops a child's curiosity and desire to improve                                | <ul style="list-style-type: none"> <li>-Praise curiosity</li> <li>-Allow children time to improve their work</li> </ul>   |
| Happens where good work ethics are positively encouraged                          | <ul style="list-style-type: none"> <li>-Praise good work ethic (verbally/rewards/achievements)</li> <li>-Develop a class ethos where hard work and high achievement is 'cool'</li> <li>- Well organised classrooms where children are well prepared with the correct equipment</li> <li>- Neat and accurate presentation where children take pride in their work</li> <li>- Follow the agreed class rules and model the school values</li> <li>- Pupils complete homework to enhance their learning</li> </ul>                    |
| When all children are appropriately challenged                                    | <ul style="list-style-type: none"> <li>- Find out what motivates and enthuses children</li> <li>- Classes where there are no ceilings to what can be achieved</li> <li>- Children can reflect on what they have learnt in a lesson and measure their own progress</li> </ul>  |

## 2.5 Barriers to Learning

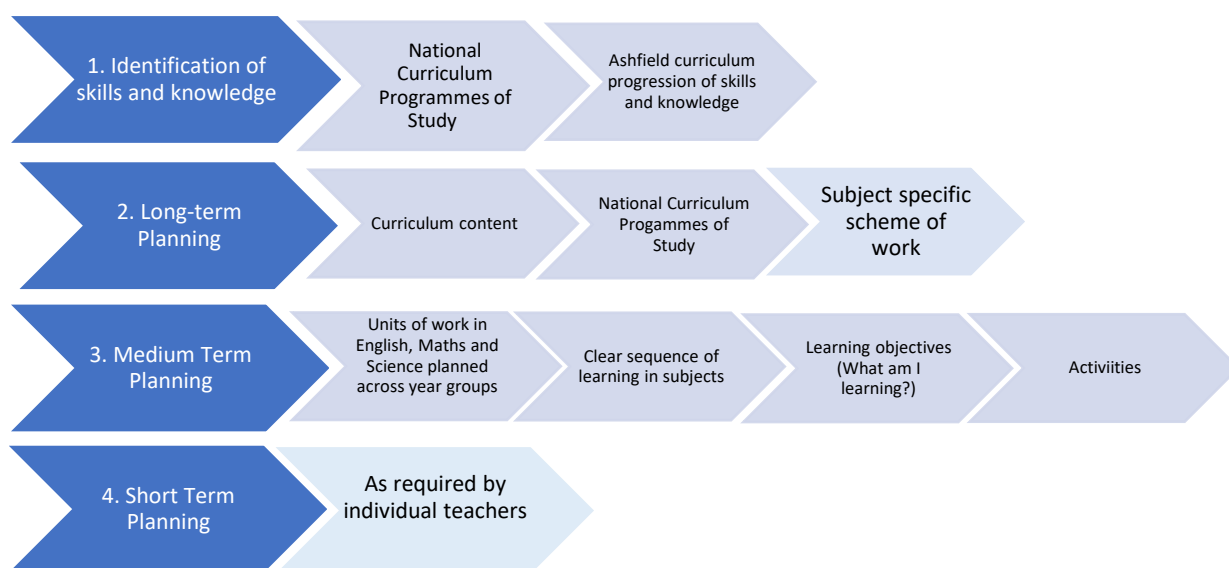
Below is a range of practical strategies that practitioners can use to reduce barriers to learning

| Barrier to Learning          | Strategies for Reducing Barriers to Learning   |
|------------------------------|--|
| Fear of making mistakes      | <ul style="list-style-type: none"> <li>-Develop a positive classroom ethos in which making mistakes is seen as an important art of the learning experience and encouraging risk taking</li> <li>- encourage children to think logically about their fears</li> <li>- Develop a good rapport and relationship with all pupils</li> <li>- Handle mistakes sensitively</li> <li>- Show the children that adults can make mistakes too (model a mistake and use it as a learning strategy)</li> <li>- Plan opportunities for children to experience failure in a non-threatening way so they can learn how to deal with it</li> <li>- Allow time where children can correct their own mistakes</li> <li>- Use success criteria to allow pupils to recognise where they go wrong and how to avoid it</li> </ul> |
| Lack of investigative skills | <ul style="list-style-type: none"> <li>- Ensure that we plan opportunities for children to solve problems and develop their investigative skills across the curriculum</li> <li>- Turn closed questions into open ones</li> <li>- Explicit teaching of and modelling of the skills of investigating</li> </ul>   |
| Low confidence               | <ul style="list-style-type: none"> <li>-Provide praise and encouragement</li> <li>- Rewards (house points/achievement assembly)</li> <li>- Support and scaffold children's learning</li> <li>- SEN children have achievable targets and to celebrate success</li> <li>- Check worry box and children know that they can talk to an adult about anxieties</li> <li>- Provide children with enough time</li> <li>- Provide over-learning opportunities so children can gain confidence in the knowledge that there are things they can do independently</li> </ul>   |
| Language                     | <ul style="list-style-type: none"> <li>-Use of visual timetables</li> <li>- Scaffolding and supporting children's learning</li> <li>- Differentiation where appropriate</li> <li>- SEND support plan and SALT targets</li> <li>- Teach and model specific vocabulary</li> <li>- Use visuals (inprint) and words mats</li> <li>- Use sentence starters</li> <li>- Use dictionaries and word banks</li> <li>- dual language resources in and around the classroom</li> <li>- Teach language through games</li> <li>- Provide listening opportunities so that language can be acquired before speaking is required</li> <li>- Provide child with time to reply (10 seconds)</li> <li>- Ensure that the child feels part of the class</li> </ul>   |
| Learning difficulties        | <ul style="list-style-type: none"> <li>-SEN needs highlighted on the class provision maps for appropriate interventions matched to the needs to support learning and fill learning gaps</li> <li>- Support plans updated following advice from outside professionals</li> <li>- Good communication with TAs to support children with SEND</li> <li>- Involve parents in learning</li> </ul>  |
| Challenging behaviours       | <ul style="list-style-type: none"> <li>-Consistency in the following of the Behaviour Policy and ladders</li> <li>- Consistency with the use of rewards and sanctions</li> <li>- Visual cues and reminders of expected behaviours</li> <li>- Positive praise and continued high expectations</li> <li>- Implementing social story work</li> <li>- Seating arrangements in class (next to good role models, spot to sit on)</li> <li>- Agreed strategies with SLT and/or SENCO</li> </ul>   |

|                      |  |
|----------------------|--|
| Lack of basic skills | <ul style="list-style-type: none"> <li>-Use of reports from assessments to plan specific targets and work to bridge gaps</li> <li>- Track children’s progress against targets</li> <li>- Opportunities to overlearn basic skills (early morning activity, pre-teach, adult support, independent task)</li> <li>- Encourage and communicate with parent to support at home</li> </ul> |
|----------------------|--|

## 2.6 Effective Planning

The Ashfield curriculum has been carefully designed and planned so that all children can learn and make progress across the curriculum. Teachers and subject leaders use the Programmes of Study in the National Curriculum to create an overview for each subject. We use a scheme of work to deliver some subjects which provides a clear overview and planning to support teaching and learning. Teachers will follow a long-term overview for subjects and for their year group. Teachers will use medium term plan to map out a sequence of learning for units of work and short-term planning as required by the individual teacher. When teachers are at the planning stage, it is important that they consider the planning cycle (see 2.2) and understand that adaptations may be necessary based on the cyclical process.



## 2.7 Curriculum Planning at Ashfield

Our curriculum consists of schemes for specific subjects and subjects that have been planned by staff. Schemes have been adapted by subject leaders to meet the needs of our children. Teachers are expected to follow the sequence of learning for each subject. Teachers must annotate planning to meet the needs in their class (writing initials particularly for children

with SEND, EAL or Pupil Premium) to indicate what adaptations and reasonable adjustments have been made. Annotated plans should be filed in teacher’s planning file. The tables below detail the planning expectations for each subject.

### **Core Subjects (unit plans)**

|                |                        |  |
|----------------|------------------------|--|
| <b>Maths</b>   | HfL Maths Essentials   | Write a <b>unit plan</b> for each Learning Sequence using the Unit Plan template. Detail the activities and the adaptations that are needed for each lesson. Annotate adaptations ( eg initials of pupils where necessary) For children Working Below, a separate plan will be necessary, relating to their Learning Sequence. |
| <b>English</b> | HfL Writing Essentials |  |

### **Foundation Subjects (Ashfield curriculum)**

|                  |                     |  |
|------------------|---------------------|--|
| <b>History</b>   | Ashfield Curriculum | Use Sequence of Learning to plan onto the <b>Medium-Term Plan</b> template, make adaptations (e.g. initials of pupils where necessary) |
| <b>Geography</b> | Ashfield Curriculum | Use Sequence of Learning to plan onto the <b>Medium-Term Plan</b> template, make adaptations (e.g. initials of pupils where necessary) |
| <b>D.T.</b>      | Ashfield Curriculum | Use Sequence of Learning to plan onto the <b>Medium-Term Plan</b> template, make adaptations (e.g. initials of pupils where necessary) |
| <b>R.E.</b>      | Ashfield Curriculum | Use Sequence of Learning to plan onto the <b>Medium-Term Plan</b> template, make adaptations (e.g. initials of pupils where necessary) |

### **Foundation Subjects (schemes)**

|           |                    |   |
|-----------|--------------------|---|
| Music     | Charanga           | <b>Print plan</b> from the scheme and <b>annotate adaptations</b> (e.g. initials of pupils where necessary) |
| P.E.      | Get Set for P.E.   | <b>Print plan</b> from the scheme and <b>annotate adaptations</b> (e.g. initials of pupils where necessary) |
| P.D       | Jigsaw             | <b>Print plan</b> from the scheme and <b>annotate adaptations</b> (e.g. initials of pupils where necessary) |
| French    | Language Angels    | <b>Print plan</b> from the scheme and <b>annotate adaptations</b> (e.g. initials of pupils where necessary) |
| Science   | Snap Science (v.2) | <b>Print plan</b> from the scheme and <b>annotate adaptations</b> (e.g. initials of pupils where necessary) |
| Computing | Teach Computing    | <b>Print plan</b> from the scheme and <b>annotate adaptations</b> (e.g. initials of pupils where necessary) |

## **2.8 Effective Marking and Feedback**

Teachers will follow the agreed guidance in the Marking and Feedback Policy. Teachers will use a range of ways to provide feedback including verbal and written feedback, peer and self-assessment and all work should be acknowledged. Children should be clear about their next steps in Maths and English.

### **3.1 The Role of SLT**

- Sets the strategic vision for the school ensuring that teaching is of the highest standard
- Designs the curriculum that the children receive and ensures it is implemented

- Support subject and middle leaders' development and their ability to uphold standards in their subject
- Headteacher leads performance management of senior leaders and all teachers
- Deputy Headteacher leads performance management of HLTAs
- SENCO leads performance management of HLTAs
- Monitors the quality of education using lesson observations, scrutiny of data etc.
- Leads Pupil Progress meetings termly, to ascertain the progress children are making, and to support teachers where appropriate
- Provides high quality CPD either personally or by investing in training where appropriate

### **3.2 The Role of the SENCO**

- To lead the support of teaching and learning for children with SEND
- To ensure that the scaffolds and support are in place for children with SEND meets their needs
- To support the planning of lessons and creation of resources for children with SEND
- To attend Pupil Progress meetings focusing on the progress of vulnerable children and those with SEND
- To oversee the use of provision maps across the school and their implementation in the classroom ensuring they have an impact on learning
- To monitor the impact of interventions ensuring that they have a clear rationale and impact on progress

### **3.3 The Role of Teachers**

- To use the Ashfield Curriculum overview to plan units of work
- To work collaboratively with colleagues to ensure that learning is discussed and planned for together
- To complete medium term plans for foundation subjects using the agreed formats
- To use the agreed scheme of work and planning to deliver teaching and learning (e.g. HfL Essential Maths, HfL Essential Spelling, Jigsaw and Compass for Life in PD etc.)
- To make reasonable adjustments for children with SEND, including writing, maths and English plans for children working 2 or more years below their current year group
- To ensure that provision maps are completed and are a working document relevant to classroom practice
- To scaffold children to reach expected standard or above in their year group
- To communicate with teaching assistants what impact on learning is required from them in each lesson
- To follow the Ashfield Great Expectations and implement Gold Standards

### **3.4 The Role of Governors**

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school building and premises are best used to support successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment

- Ensure that staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of the school's teaching and learning policies through school self-review processes. These include reviewing end of KS2 SATs results, reports from subject leaders and the Headteacher's reports to governors, as well as a review of the CPD sessions attended by staff

### **3.5 The Role of Parents**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Signpost parents to the curriculum PowerPoint of the child's year group on the school website
- Sending reports to parents in which we explain the progress made by each child and indicate how the child can improve further
- Holding twice yearly parents' evenings
- Explaining to parents how they can support their children with homework including the 'termly enrichment homework activities'
- Explaining to parents in the weekly newsletter what their children will be learning next week

### **4.1 Effective Assessment**

#### Formative Assessment

At Ashfield, teachers use formative assessment and a range of assessment for learning strategies to ascertain children's progress, learning and next steps. It is vital that formative assessment feeds into the planning process and teachers are to use the evidence gained within lessons to inform teaching and learning. Formative assessment may include:

- Mini plenaries
- No hands up approach to questioning
- Effective pace, challenge and content in lessons
- Pupils' self-assessment
- Peer assessment
- Teachers observing pupil's learning
- Use of whiteboards

#### Summative Assessment

Summative assessment is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and the prediction of a future cohort's attainment. The school uses three points in the year to gather summative data – at the end of the autumn term, spring term and summer term. Teachers will input data on SIMS and record as directed. In Maths and English (reading and writing), summative assessments are based on both formal testing and teacher assessments. Teachers' complete assessments trackers for each foundation subject at the end of each unit.

#### Moderation

In order to ensure that there is uniformity across the school it is important for children's work to be moderated across the school year. Staff meetings are planned to include moderation to support teachers with their judgements. Moderation may occur internally as well as working with other local schools in Bushey or in Hertfordshire.

### Pupil Progress Meetings

After assessment data has been completed and analysed by the class teacher, Pupil Progress meetings are held with the class teacher, Headteacher and SENCO present. The purpose of these meetings is to discuss the progress that children are making, identify any trends and agree ways in which the children can be further supported. Provision maps are updated at the end of these meetings.

Please refer to the school's Assessment Policy for more detailed guidance.

## **5.1 Monitoring and Review**

Throughout the year teaching and learning is monitored through a range of activities. It is the responsibility of the Headteacher to ensure that there is a rigorous assessment of teaching and learning in place. SLT and subject leaders will contribute to the monitoring activities and will include:

- Learning walks
- Data analysis
- Local authority HIP visits
- Book scrutiny
- Pupil questionnaire
- Lesson observations

### Review

The Headteacher and the Governing body will review this policy every two years. Staff will be consulted as to their views on the policy and it may be altered so that we can take into account new initiatives, and changes in the curriculum.

## 6.1 Appendices

### Appendix 1 – Ashfield Great Expectations

The following are a set of absolutes to ensure that we all have the same Great Expectations.

#### Soft start mornings from 8.35am: A quiet and calm start to the day.

- Date and timetable must be written up on the board for the start of the day – visual timetable should be put alongside the timetable (laminated widget cards).
- All windows must be open for ventilation.
- Hand sanitising done quickly and quietly before going into class.
- Cloakroom – bags and coats put away neatly on labelled pegs/shelves/boxes after removing necessary items from their bags (i.e. pencil case, water bottle, homework wallet, packed lunch) in silence.
- Lunches – stored neatly in designated area.
- Instructions on the board for early work – clearly stating what they need to get on with and what equipment they will need on their table for the first lesson (this is a good time to listen to children read, help them to change books or to check-in with individual children while the rest work silently on their early work tasks).
- Register – Good Morning (Child's Name), Good Morning (Teacher's Name) – insist on polite greetings. Lunch register – insist on 'please' (choice of red, green, blue or packed lunch).

#### Lessons: Purposeful and engaging atmosphere.

- Tables are clear of clutter and only the necessary books and equipment are out.
- Clear system for handing out and for storing books and equipment – ensure all children know where everything is kept in the classroom and when it is their turn to be a monitor
- All organisation for a lesson should be done before the lesson starts (hence the instructions on the board during early work time)
- Insist on transition times between lessons and between tasks being quick, quiet and focused – not an opportunity to chat.
- If children need a movement break, it must be structured time of no more than 10 minutes (e.g. super-movers, brain gym, yoga, clapping games) and used to help children refocus when they are lagging... You may need to do these fairly regularly
- Insist on silence during a lesson – hand up if they would like to contribute during a discussion or if they have a question (no shouting out or showing off – use behaviour ladders to deal with these behaviours).
- Paired/Group discussion – explicitly teach children how to take turns, how to watch the person talking, and how to listen and respond during a discussion. Have a strategy for ending those discussions and returning to lesson (hand up, bell, clap, a word, etc).
- Written work/Application of learning – completed in silence unless asked to work with a partner, in which case the discussion should be quiet and focused. Hand up if child needs support or guidance. Adults to support targeted children.
- Set clear, timed targets for children to complete work with routines for feedback, marking and handing in work. Make it clear what the consequences will be for not completing work in the set time using behaviour ladders (this is for children who are not completing work because of behaviour or attitude to learning).

**Expectations for quality of work: Neat and well organised work they are proud of.**

- Be a presentation pest!
- Name labels on children's books (templates in office)
- Written work
  - \*dates and titles written neatly and underlined in pencil  
Monday 6<sup>th</sup> March 2024  
To write a recount of events
- Gold Standards to be stuck in the inside cover of children's books. Explain to the children our expectations.
  - \*write on every other line in Writing books and when writing in paragraphs in foundation subjects
  - \*one number per square in maths books
  - \*children don't write on the non-existent line at the bottom of the page,
  - \*teach them that if the word is too big to fit on the line, they go onto the next line, not the adjacent page,
  - \*mistakes in pencil are to be properly erased and mistakes in pen are to be crossed out neatly with a ruled pencil line through the error,
  - \*NO doodling on book covers or on pages!
  - \*teach children how to skip a line and then rule a line to rule off after a piece of work,
  - \*preferably don't start each new lesson on a new page – so much paper wasted...
- Scruffy or careless work must be redone – try to catch this before the end of the session and get them restarted straight away.
- Corrections must be done neatly in green pen.

**Moving around the school: Quick, quiet and polite.**

- Establish a line order from Day 1 – call it their assembly order. The order should be dictated by behaviour and any special needs (need to be in front or back, etc.)
- Children move around the school in single file in their assembly order always! (Practise this)
- Line up and WALK in silence with adult leading and, if possible, another adult at the back – ensure there is a consequence to not behaving in line (e.g. walk with the adult, stay behind at playtime for a discussion, etc.).
- Teach children to give way (stop) at doorways for adults.

**Playtimes: Have fun in a safe and inclusive way.**

- Establish efficient routine for changing shoes and collecting coats for playtimes (staggered, silent, all children purposefully engaged so that you are not providing an opportunity for noise/chatting).
- Ensure children who have been asked to stay behind have not snuck out... important to follow up if their consequence is to stay behind.
- Children leave the classroom quietly with no running and always with an adult present.
- ALL ADULTS are to be listened to – no arguing, talking back or ignoring. Children must be clear that there will be a consequence for impolite interactions with adults.
- No physical play – that includes jumping on backs and pulling at clothing.
- All children must be encouraged to join in games and to be active during playtimes. Help children to join games if they are wanting to isolate themselves.

- A whistle or bell will go at the end of play and ALL CHILDREN must immediately stop playing, stand still, turn to face the adults with the whistle/bell, and wait for instructions. This needs to be quick so children are not standing for too long.
- All class teachers must be on the playground when the bell goes.
- When adult calls children to line up, they line up in assembly order in silence.
- They remain silent all the way back to class where they sanitise, hang up coats and change shoes (instructions should be on the board ready for the children to get themselves organised for the lesson).

#### **P.E. and Visitors: Ensuring lessons are enjoyable for all children and adults.**

- All rules for moving around the school, playtimes and lessons, apply during P.E. lessons.
- Explain to the children that screaming is unnecessary and that they can have fun without being wild (practise this in **your** P.E. session).
- It's important to know how they have behaved in Mr Jones' lessons, so you need to have a check in with the coach after the lesson, and you need to pop in and see how they are getting on every now and again (that way you can deal with individual children who are not being polite or who may need reminders about appropriate communication...).
- Correct PE uniform (no uniform, watches, hair tied back etc) should be worn and a uniform letter sent home if missing

#### **End of Day: An organised and calm end to the day.**

- Establish routines for end of day tidy and pack up to go home.
- Classrooms should be left tidy and organised – every child should be responsible for putting school equipment back in the correct place, picking up and throwing away litter, pushing in chairs and straightening tables. The classroom must be clear for the cleaners to be able to clean.
- Pack up in good time (parents will collect at 3.20pm) with all their belongings and lined up in their assembly order in silence.
- Children not to leave school before 3:20pm
- Check that children have tidied up their cloakroom area and that they have their homework wallets, water bottles and packed lunches in their bags before leaving the classroom.
- Expect ALL CHILDREN to say good bye to an adult before leaving.

#### **Manners: Helpful, friendly and polite children 😊**

- Always greet children and expect an answer (coach them if necessary).
- Encourage children to greet all adults, even if they don't know their names, when they walk past them outside of the classroom.
- Ensure EVERYONE is spoken to politely.
- Expect please and thank you from the children – if not given, challenge them.
- Pick up on children who are not showing good table/eating manners during snack and lunch times and deal with it without embarrassing them.
- Children must tidy up after themselves after eating – including picking up litter and food from the floor.
- Expect children to take responsibility for our school environment (they may not say "it's not mine").
- Encourage children to thank adults and children who have helped them in some way.

## Appendix 2 – Gold Standards

### *Gold standard in maths*

# My Gold Standard

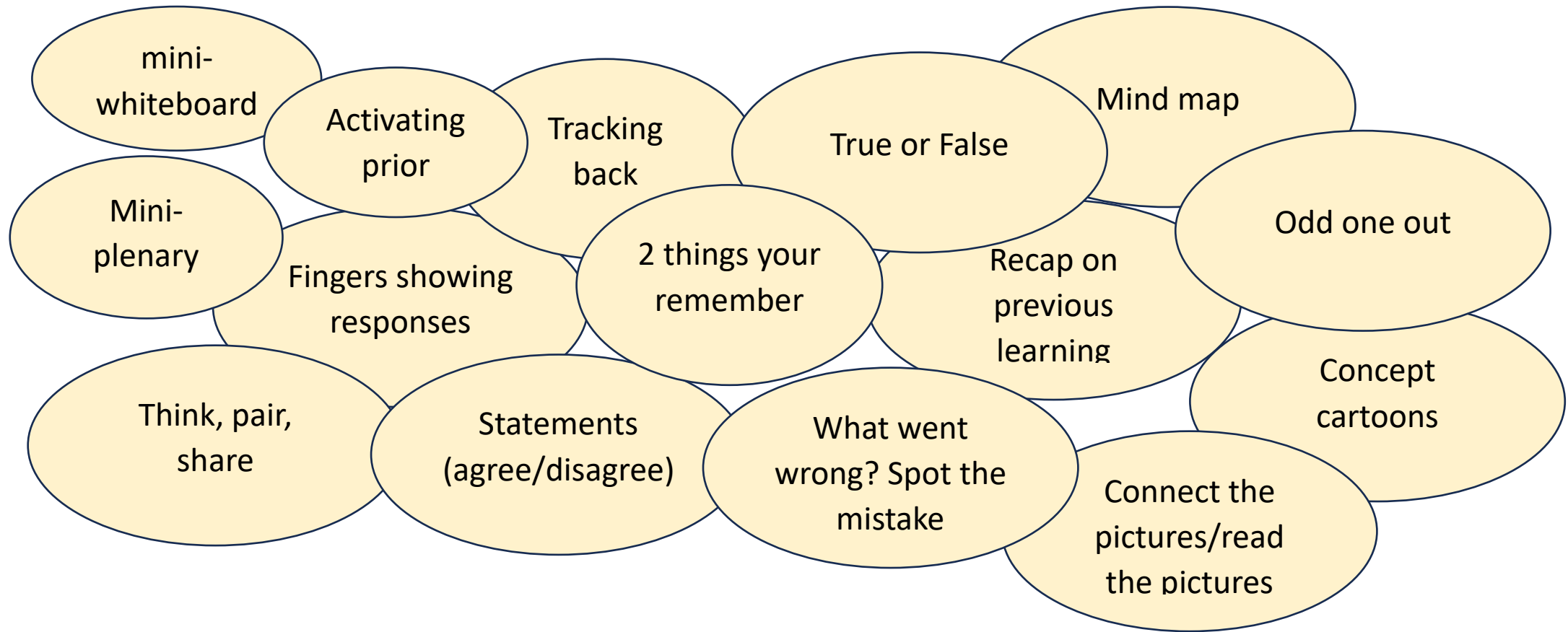
- *All of my work will be neat and my numbers will be formed correctly.*
- *I will write the short date on the left hand side of my page.*
- *On the next line, I will write my title.*
- *I will underline my date and title using a pencil and ruler.*
- *I will write my numbers in squares.*
- *I will put one neat line through a mistake or rub it out.*
- *I will read my teacher's comments carefully and respond to them thoughtfully.*
- *All of my editing and corrections will be done neatly in green ink.*
- *I will show I have completed my work by skipping a line and ruling a pencil line.*
- *I will put every effort into keeping my book neat and well-organised.*

### *Gold standard in writing*

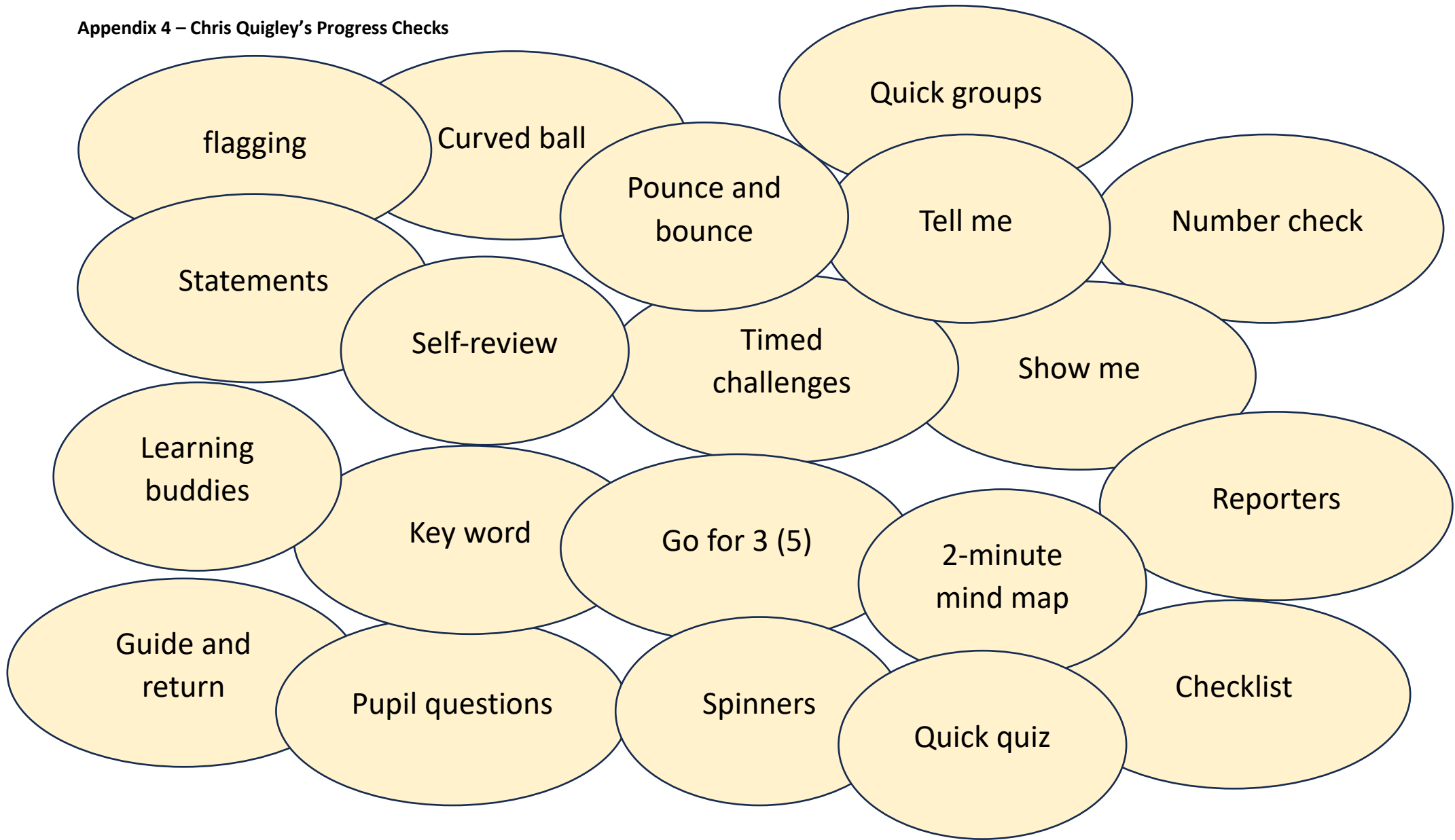
# My Gold Standard

- *All of my work will be written in a neat, cursive handwriting.*
- *I will write the long date against the margin.*
- *On the next line, I will write my title against the margin.*
- *I will underline my date and title using a pencil and ruler.*
- *I will write on every second line when writing in paragraphs.*
- *I will read my teacher's comments carefully and respond to them thoughtfully.*
- *All of my editing and corrections will be done neatly in green ink.*
- *I will correct my spelling by writing the word out three times using Look, Say, Cover, Write, Check.*
- *I will use Writers' Tools to help me with my writing.*
- *I will show I have completed my work by skipping a line and ruling a pencil line.*
- *I will put one pencil ruled line through a mistake or rub it out.*
- *I will put every effort into keeping my book neat and well-organised.*

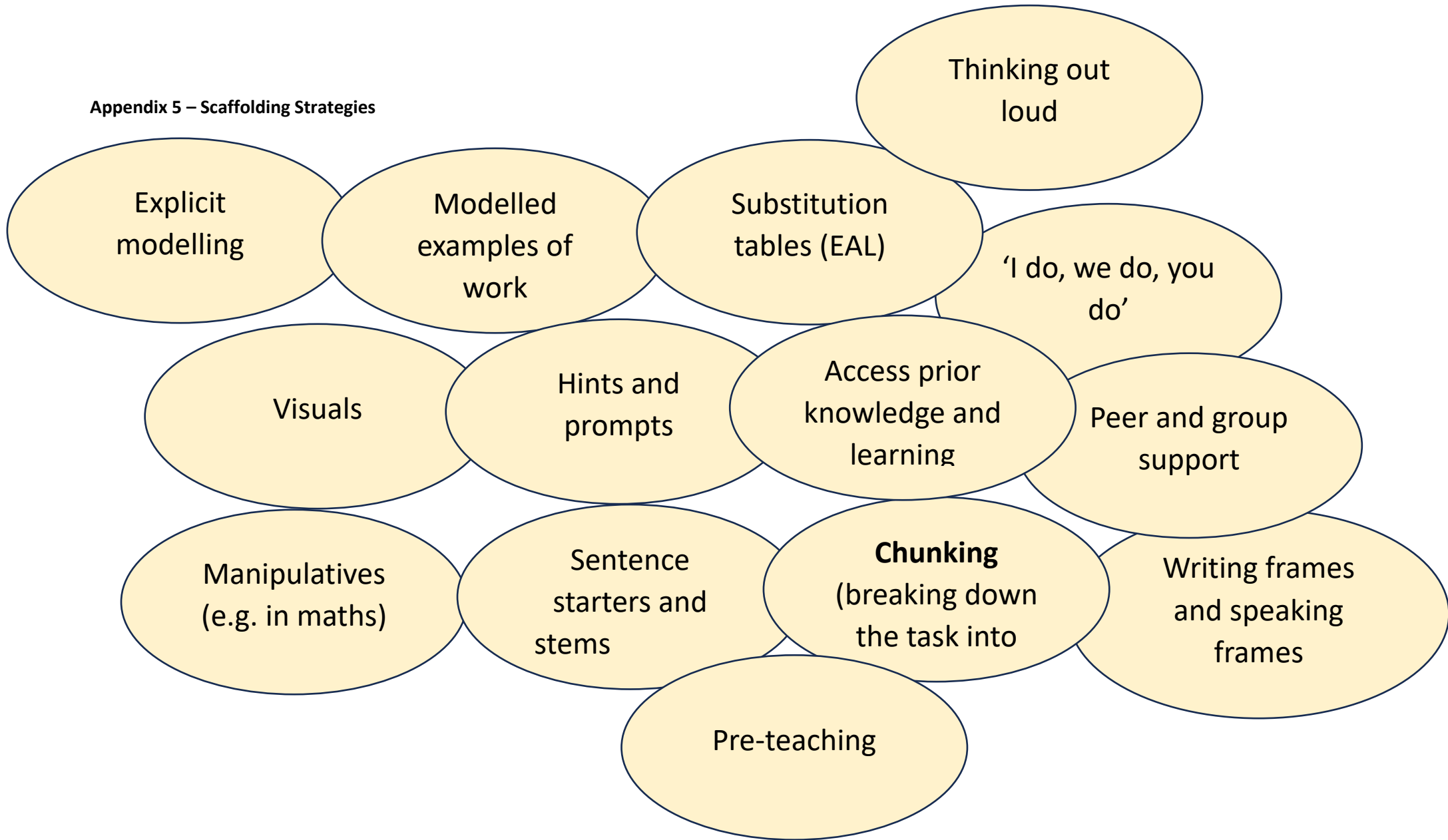
Appendix 3 – Responsive Teaching Strategies



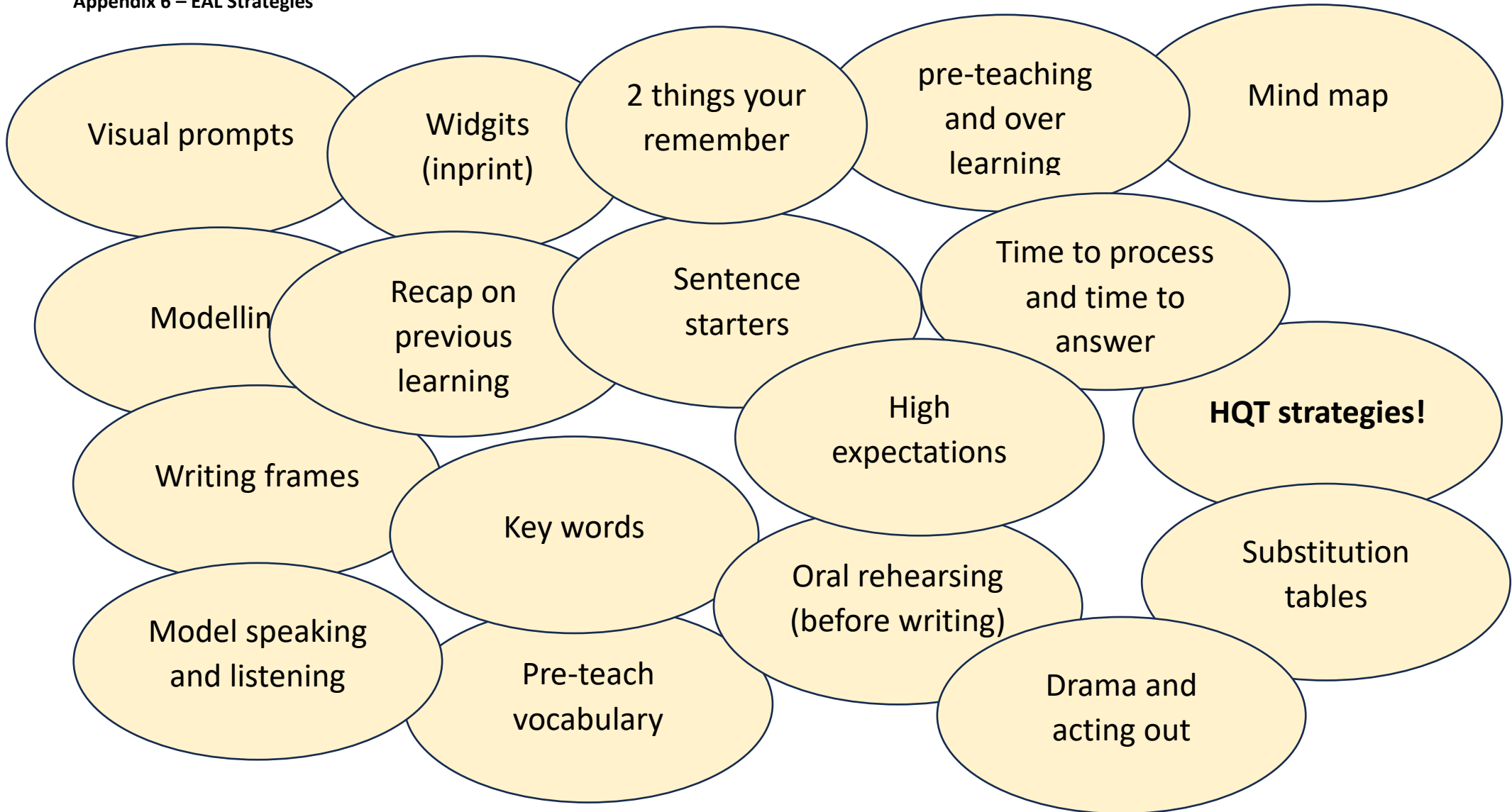
Appendix 4 – Chris Quigley’s Progress Checks



Appendix 5 – Scaffolding Strategies



Appendix 6 – EAL Strategies



## Appendix 7 – Ofsted Framework 2025

| Needs attention  | Expected Standard   | Strong Standard  |
|--|---|--|
| <p><b>Curriculum and teaching are likely to be graded ‘needs attention’ when the expected standard has not been met. This may include when one or more of the following applies:</b></p> <p>Leaders’ ambitions for the curriculum and teaching are appropriate, but weaknesses or inconsistencies in implementation have a negative impact on pupils in general or on a particular group.</p> <p>Leaders have only recently started to take action to improve the curriculum and teaching. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work.</p> <p>Leaders have considered appropriate adaptations to teaching for disadvantaged pupils, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or well-being, but these adaptations are not well matched to pupils’ needs.</p> | <p><b>Curriculum and teaching meet the ‘expected standard’ when all the following apply:</b></p> <p>Leaders have an accurate and informed understanding of the quality of the curriculum and teaching across the school. They draw on this when deciding how to deploy staff and allocate resources, and to identify when timely action is needed to bring about improvement.</p> <p>Leaders ensure that the curriculum is suitable and well planned for each subject and year group. It identifies clear end points and is appropriately sequenced to build on what has already been taught and learned.</p> <p>Leaders ensure that the curriculum is generally taught well. Teachers draw on their knowledge of pupils’ needs and starting points and an evidence-informed understanding of effective teaching and how pupils learn.</p> <p>Leaders make sure that teachers have, or gain, the expertise they need for the subjects and phases they teach. Leaders ensure that all pupils who are at the early stages of learning to read are taught to do so through systematic synthetic phonics.</p> <p>Leaders and staff are particularly aware of pupils who have not yet secured the necessary foundations in communication and language, reading, spelling, handwriting and mathematics. They take appropriate action to secure this foundational knowledge.</p> | <p><b>Curriculum and teaching meet the ‘strong standard’ when the ‘expected standard’ has been met and all the following apply:</b></p> <p>Leaders make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well pupils have learned what was intended.</p> <p>Leaders ensure that the curriculum is of a consistently high quality across subjects and year groups.</p> <p>Leaders have a sophisticated understanding of the differences between subjects, so that pupils’ learning at each stage can be secured quickly and shaped carefully in the anticipation of future learning.</p> <p>Leaders ensure that the curriculum is consistently taught well. Highly effective teaching is embedded across subjects and year groups. Teaching ensures that pupils consistently develop their language and vocabulary, both spoken and written, and increase their reading competency, across subjects.</p> <p>Teachers consistently make highly effective choices about what to teach, and when and how to teach it, in the context of the subject, phase and pupils’ needs.</p> <p>The school’s approach to the curriculum and teaching for disadvantaged pupils, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or well-being is implemented consistently</p> |

|  |  |   |
|--|--|---|
|  | <p>Leaders and staff generally use assessment well to check understanding and make changes to teaching and/or the curriculum, as necessary.</p> <p>Leaders and staff are clear about the importance of high-quality teaching, supplemented with targeted academic support. Any reasonable adjustments or adaptations to the curriculum or teaching for particular pupils are generally considered and implemented carefully. EHC plans are properly considered when designing and delivering the curriculum.</p> | <p>well across the school to remove barriers to achievement for these pupils.</p> |
|--|--|---|

## Grading achievement

| Needs attention  | Expected standard  | Strong standard   |
|--|--|---|
| <p><b>Achievement is likely to be graded 'needs attention' when the 'expected standard' has not been met.</b></p> <p><b>This may include when one or more of the following applies:</b></p> <ul style="list-style-type: none"> <li>■ Although many pupils achieve well, a significant minority have gaps in their learning, which hinders their achievement.</li> <li>■ Leaders have only recently started to take action to improve achievement. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work.</li> <li>■ Pupils' attainment and progress are inconsistent or not as good as they need to be over time.</li> <li>■ Leaders are taking appropriate action to improve the achievement of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. However, currently, a significant</li> </ul> | <p><b>Achievement meets the 'expected standard' when all the following apply:</b></p> <p>On the whole, pupils are ready for the next stage of education, employment or training. They generally have appropriate knowledge and skills across the curriculum, as reflected in the quality of their responses and the work they produce.</p> <p>Pupils develop the foundational knowledge and skills they need, including language and communication skills. Pupils who are at the start of their education (and older pupils, where necessary) largely secure the necessary accuracy and fluency in word reading, spelling, handwriting and number facts. Any gaps in pupils' foundational knowledge or skills are closing quickly.</p> <p>On the whole, pupils achieve well. Typically, this will be reflected in their attainment and progress in national tests and examinations, which are broadly in line with national averages, including for disadvantaged pupils.</p> <p>Disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being generally make suitable progress from</p> | <p><b>Achievement meets the 'strong standard' when the 'expected standard' has been met and all the following apply:</b></p> <p>Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, consistently achieve well, develop detailed knowledge and skills, and produce high-quality work across the curriculum.</p> <p>Typically, this achievement will be reflected in above-average outcomes in national tests and examinations over time, including for disadvantaged pupils. Any gaps are quickly narrowing.</p> <p>All pupils, including the groups above, are consistently well prepared for the next stage in their education, employment or training.</p> |

## Appendix 8 – Teachers’ Standards



Department  
for Education

# Teachers’ Standards

### PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### PART ONE: TEACHING

A teacher must:

#### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### 2 Promote good progress and outcomes by pupils

- be accountable for pupils’ attainment, progress and outcomes
- be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher’s specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### 4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children’s intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### 6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils’ progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### 8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils’ achievements and well-being.

### PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
  - having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers’ Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>