

## Teaching and Learning Policy Whole School and EYFS

This policy is available to parents and prospective parents on the school's website and by request from the School Office. If you require a copy of this document in large print or audio format, please contact the School Office.

### Policy Review Schedule

<b>Policy</b>	TPA Teaching & Learning Policy
<b>Review schedule</b>	Every 3 years
<b>Statutory Policy</b>	No
<b>Policy owner</b>	Principal
<b>Lead Reviewer</b>	Principal
<b>Approver and date of last approval</b>	Principal, March 2026
<b>Key review dates</b>	<b>Changes made</b>
20/01/2015	Written
07/01/2019	Some changes to correspond to updates and curriculum development; updated Management structure
07/01/2022	Some changes to correspond to updates and curriculum development
07/01/2023	Some changes to correspond to updates and curriculum development Gifted and talented incorporated into this policy
07/03/2026	Changes Made to IEPs (changed to One Page Profiles) Teaching & Learning checklists added

## **Policy Statement**

This Teaching and Learning policy lays the foundations for the whole curriculum, both formal and informal and, along with our Mission Statement and Aims, forms the context in which all other policy statements should be read. It is written for the benefit of all members of the school community to ensure that all are aware of the fundamental principles underpinning the work of the school.

This policy works in conjunction with Assessment, Recording and Reporting, Curriculum, Behaviour, Equality, Health and Safety, Acceptable IT Use, Staff Performance Review and Special Educational Needs policies. Other documentation should also be considered such as the staff handbook and staffing ratios including those in the EYFS setting.

## **Aims**

We aim to maintain a high academic standard but also to encourage pupils to make the most of all the opportunities open to them in other areas of school life. We believe in helping pupils to become balanced and interesting people, with the intellectual freedom to be creative, the confidence to initiate, the ability to question and problem solve and the resilience to cope with adversity. It is the school's intention to foster in pupils an interest in their work whilst firing an enthusiasm for life-long learning. We believe that learning and teaching, that is motivating, rewarding, stimulating, leads to success.

In summary our aims are:

- to develop pupils' spiritual and moral values, self-discipline, responsibility, resilience and respect for themselves, others and the environment;
- to develop pupils' awareness of the world that we live in and responsibilities they have as global citizens;
- to recruit staff that are innovative, energetic, passionate about their subject and committed to the value of an all-round education;
- to ensure our pupils achieve their academic potential through outstanding teaching which is forward-looking, encourages independent thinking and lays the foundations for lifelong learning;
- to ensure that our pupils excel academically in reading, writing, mathematics and science all throughout primary school and make exceptional levels of progress from their starting points;
- to ensure that our staff continue to develop in their roles through high quality support, guidance and on-going training;
- to provide a stimulating and supportive learning environment;
- to provide a curriculum that is broad and balanced, offering rich and varied opportunities for the development of academic interest and intellectual curiosity;
- to ensure that our pupils enjoy a creative and enriched curriculum;
- to provide an extra-curriculum that offers a wide range of enriching, enjoyable and challenging activities, which stimulate and develop the interests of each child, and promote a healthy lifestyle;
- to enable our pupils to develop independent learning behaviours.

## **Organisation of Teaching and Learning**

### **Management Structure**

The legal governing body of the school is the Multi-Academy Trust (MAT). It is led by a Chief Executive Officer (CEO) and currently has five independent directors as members. There are two sub committees Operations and Standards. The MAT and Principal meet regularly to discuss issues affecting the School.

Decisions are rarely made without prior wider consultation with the whole teaching staff, teaching assistants and appropriate parents.

Each experienced full-time member of staff is responsible for a National Curriculum or operational area and may also have Early Years, KS1 and KS2 leadership responsibilities. Part time staff may also be given one area of responsibility. Roles are negotiated and reviewed during recruitment, appraisal, at staff meetings and in discussions with the Principal.

### **Staff Deployment**

- Each class has a class teacher who is responsible for the successful academic, emotional, social development of the pupils in his/her class and their well-being.
- The Reception and KS1 (Year 1 and 2) classes have a teaching assistant in each class and KS2 (Year 3-6) classes have at least one assistant to support each year group.
- Teachers who are subject specialists such as PE (Physical Education) will teach classes in all the learning stages.
- Other classroom support is arranged in accordance with the needs of specific classes and individuals within them. This support is timetabled and managed by the Senior Leadership Team (SLT). There is a designated Special Educational Needs coordinator (SENCO), who manages the support for pupils with specific needs, both within and outside the classroom.

### **Structure of the Learning Stages and Curriculum**

The Twickenham Primary Academy curriculum is organised into three phases, in relation to the respective ages of the pupils. These are the Foundation Stage (EYFS Reception), Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3 to 6). Pupils will be given experience in linguistic, mathematical, scientific, creative, technological, physical, social, moral, cultural and health education through the core and extended curriculum.

### **Reception**

Pupils in Reception follow the Early Years Foundation Stage Curriculum, encompassing the seven areas of learning and development:

- Communication and Language
- Literacy
- Mathematics
- Personal, Social & Emotional Development
- Understanding the World
- Physical Development

- Expressive Arts and Design

Pupils learn through adult led and child-initiated activities that are focused through the seven areas of learning. Their timetable will enable all learners to develop strong foundations in the core subjects. For the most part, children will be enabled to learn through exploratory play. A modern foreign language, currently Spanish, is included in their curriculum. Personal, Social, Health and Cultural Education (PSHCE) and Religious education (RE) is taught through story, role play and drama. A form of physical exercise is included each day and discrete PE lessons are timetabled twice a week.

Pupils are assessed against the early learning goals (17) at the end of Reception and this ensures a smooth transition up to Year 1.

### **Years 1 – 6**

The curriculum for pupils in Years 1-6 follows the National Curriculum and the learning is focused through subject areas. The primary focus is on the core subjects of literacy, numeracy and science. Pupils develop their learning of the modern foreign language introduced in Reception.

In Key Stage 2, in addition to the National Curriculum, pupils will experience specialist voice and music learning from Richmond Music Trust. In Year 4 and Year 6, there is also the opportunity to extend learning on residential trips. Years 5 and 6 pupils will have carefully managed transition arrangements in order to ease them into the next stage of their education.

### **Extra-Curricular Activities**

The school also makes provision for a wide range of lunchtime and after school clubs that pupils can select to attend. These typically will include:

Dance and Drama, Ballet, Choir, Computing, French, Football, Craft, Netball Gymnastics, Karate, Coding, Ball Skills, Sewing, Chess, Debate, Creative writing...

### **Effective Learning**

We believe children learn best when the following are in place:

- they are happy;
- they are valued and treated with respect;
- there is a culture of high expectation and praise;
- they are actively involved in their learning;
- they are able to build upon existing knowledge and/or skills;
- they find the work challenging and enjoyable;
- they are encouraged to think creatively and critically;
- they understand that making mistakes can be an important step towards greater understanding and learning;
- they are prepared to take risks and ask questions;
- they are given time to reflect and self-evaluate;
- feedback and strategies for improvement are given frequently;
- the curriculum is well planned and adapted;

- they are supported and given the self-confidence to think for themselves;
- they are actively encouraged to take responsibility for their own learning;
- they are aware of the need to be respectful of those around them and the environment in which they learn.

We offer opportunities for pupils to learn in a variety of different ways. These could include:

- independent play;
- structured play;
- planned role-play;
- whole-class work;
- paired work;
- independent work;
- group work;
- asking and answering questions;
- investigation and problem solving;
- research;
- use of ICT;
- fieldwork and visits to places of educational interest;
- using a variety of learning styles; visual, auditory and kinesthetic;
- creative activities;
- watching electronically recorded media and responding to musical or recorded material;
- discussions, role-plays and oral presentations;
- designing and making things;
- sporting and physical activities.

### **Effective Teaching**

Members of the Teaching Staff will:

- know what excellent teaching is and be committed to high expectations and high achievement
- enjoy teaching and have a passion for learning;
- understand the principles of effective learning outlined above;
- understand the principles of effective listening listed below;
- ensure that the schemes of work taught reflect a broad and balanced curriculum and are based on Omnia Learning Trust values;
- demonstrate appropriate knowledge and understanding of the subject matter being taught;
- understand how thinking and questioning develop learning;
- make effective use of lesson planning which is informed by an understanding of the aptitudes, needs and prior attainment of the pupils;
- ensure effective use of time management in class;
- incorporate a range of learning and teaching styles – which are monitored through peer observations or observations carried out by members of the SLT
- model skills and processes;
- plan for effective classroom discussions, questions and tasks that elicit evidence of learning;

- in accordance with our Assessment, Recording and Reporting Policy assess pupils' work regularly and thoroughly, evaluate pupils' performance in terms of the school's stated aims and in terms of national expectations;
- use assessment information to inform planning;
- ensure that pupils have a clear and common understanding of the high expectations held of them individually, according to their ability and aptitude;
- share with pupils the learning objectives and criteria for success;
- provide opportunities for pupils to analyse and discuss examples of excellence and how best they can meet success criteria;
- provide feedback that focuses on recognition of success and offer strategies for improvement as outlined in the Marking and Feedback Policy;
- praise pupils for their efforts and, by so doing, help to build positive attitudes towards school and learning in general;
- make a special effort to establish good working relationships with all pupils in the class;
- treat the pupils with kindness and respect; so that pupils know they are valued as individuals;
- treat pupils fairly and give them equal opportunity to take part in class activities;
- understand effective behaviour for learning, as outlined below, and where pupils behaviour is inappropriate, follow the guidelines for positive management as outlined in our school Behaviour Policy;
- ensure that the environment in which pupils are working is stimulating, comfortable and safe;
- conduct teaching in an atmosphere of trust and respect for all;
- communicate with parents, involve them in their child's learning, inform them of pupil progress and attainment, as well as maintaining a dialogue to support each pupil's learning as necessary;
- seek out and accept constructive feedback from colleagues, pupils and parents.

### **Effective Listening**

To ensure children listen teachers will:

- speak clearly with expression;
- give clear instructions;
- ask appropriate open-ended questions to elicit high quality responses;
- expect pupils to observe the conventions of discussion;
- value all contributions.

### **Effective Behaviour for Learning**

In order to understand what is expected of the pupils the teacher needs to:

- give pupils a sense of direction, purpose and achievement;
- make sure pupils understand their roles and responsibilities in the learning process;
- make clear to pupils the teacher's expectations about behaviour and be consistent about what standards are accepted;
- make clear what is sensible behaviour outside the classroom e.g. when they help another child who is hurt etc.

### **Effective Planning and Preparation**

We use the National Curriculum and Early Years Foundation Stage for each subject to guide our teaching and learning. We produce long and medium term plans to set out aims and objectives for each subject taught to each year group. Key Stage Leaders and subject specialists are responsible for checking long and medium-term planning.

Teachers plan weekly for each specific lesson. Each plan has:

- clear links to National Curriculum objectives;
- differentiation to show how pupils of all abilities are to be catered for;
- clearly identified learning objectives and success criteria;
- continuity from previous lesson and progression to the next;
- Teaching Assistant deployment;
- information about how resources, including ICT, are to be used to enhance learning
- a clear structure that demarcate the key parts of the lesson i.e., starter, main teaching, plenary;

### **One Page Profiles:**

Pupils for whom English is a second language or who have a special educational need may follow an amended core curriculum as their needs dictate. These pupils will receive a one-page profile.

Pupils with SEND who are in receipt of an Education, Health and Care Plan (EHCP) will have a one page profile which ensures that their education fulfils the requirements of the EHCP and that they have an appropriate, accessible curriculum.

### **Gifted and Talented**

At Twickenham Primary Academy, we recognise that all pupils have individual strengths and may demonstrate particular aptitude in different areas of learning. Through high-quality adaptive teaching, staff provide appropriate challenge so that pupils can deepen, extend and apply their learning. Within our broad and ambitious curriculum, we seek to identify and nurture pupils' strengths, celebrating individual talents and supporting all pupils to achieve their full potential.

### **Effective Homework**

Homework gives pupils the opportunity to practise skills that consolidate classroom learning and supports the development of each pupil's independence, confidence, self-organisation and time management skill. Successful homework sustains progress in order to achieve the highest possible outcomes. Teachers will:

- ensure that homework is planned and prepared alongside weekly learning objectives;
- prepare homework activities that match learners' needs;
- ensure that homework is regularly marked, in line with our Marking and Feedback policy;
- set high expectations about the presentation of homework;
- be mindful of the quantity of homework set, acknowledging the wealth and range of learning experiences that take place outside of school;

- encourage parental involvement and be aware of the role homework plays in promoting the School's purpose and aims to parents.

Teachers may need to set separate homework activities for pupils with an EHCP, newly arrived pupils, who are learning English and any child who is unable to access their age-appropriate curriculum.

Homework is given to all pupils. As the pupils move through the school the quantity of homework set and the amount of time devoted to it increases. All class teachers must notify parents of the day their child's reading books will be changed and of the days homework is given out and collected.

### **Effective use of resources**

Classroom resources are the responsibility of teachers who ensure that:

- there is a range of appropriate, accessible and labelled resources available from which pupils can select materials suitable to the task in hand;
- all pupils know where resources are kept and the rules about their access and use;
- teachers and pupils work together to establish an attractive, welcoming and well organised environment promoting respect, care and value for all resources.

Central resources are generally the responsibility of individual subject co-ordinators, each of whom is responsible for managing, auditing and monitoring the use of resources. The libraries are a valuable resources that pupils are encouraged to use both for selecting books to read for pleasure, as well as a source of information.

Budgets are allocated to subject coordinators and Key Stage Leaders through a process of discussion with the Principal in accordance with needs identified in the subject/key stage development plan. Stationery is co-ordinated and ordered through the Office Manager and Vice Principal.

ICT is an increasingly valuable resource that is used to support and enhance learning across the whole curriculum. Each classroom has an interactive whiteboard and a set of classroom lap tops is available on each floor.

### **Assemblies**

Further opportunities for learning are provided through assemblies. These are held on Monday, Tuesday and Friday mornings.

#### **Monday morning assemblies – KS2**

#### **Tuesday morning assemblies- EYFS and KS1**

These are thinking assemblies. They provide an opportunity to question, listen to ideas, evaluate and problem solve. In addition they introduce the week and inform about events.

#### **Friday morning celebration assembly**

Friday morning assemblies are attended by the whole school.

They provide the opportunity to:

- To promote general knowledge of the world around us and significant events taking place within it;
- Share work of classes, groups of pupils or individuals, reflecting on the learning
- Celebrate pupil successes - selecting star pupils of the week and sporting, musical and significant events.
- Promote positive behavior and good citizenship.
- Sing together

### **Role of Pupils**

We have the following expectations of our pupils that they:

- recognise and appreciate outstanding teaching;
- be enthusiastic, motivated and achieve high standards;
- engage with learning;
- high effort and standard with their homework;
- take learning risks;
- become questioners and to be able to develop learning through thinking effectively;
- give and receive feedback effectively;
- display creativity;
- share and celebrate achievement with their peers;
- take part in extra-curricular activities;
- discuss learning with their parents;
- behave well and be kind, respectful and polite at all times;
- be organised, bringing in necessary kit, taking letters home promptly, returning reading books and homework etc.

### **Role of Parents and Carers**

We understand that parents know a great deal about their children, they have particular insights about their strengths, skills, interests, preferences, aspirations, anxieties and difficulties. Accordingly, the importance of meaningful communication and cooperation between the school and the pupils' parents cannot be over stated.

Parents and carers can contribute by:

- signing our Home School Agreement;
- being interested and actively involved in their child's learning, including homework;
- being aware of and following school procedure and rules;
- provide support for positive behaviour guidance and management within the school and the teacher's role;
- being willing to support activities related to the school;
- being aware of their child's role within the school;
- allowing their child to take increasing responsibility as they progress through the school.

Parents and carers can ensure that their child is ready for the school day by:

- being punctual;
- having reading books and records;
- having named PE kit;
- wearing appropriate school dress;
- encouraging independence;
- being alert and ready to learn.

Parents and carers can make effective communication with staff by:

- reading and responding appropriately to school letters;
- making appointments to see staff about any concerns when necessary;
- providing two emergency contact numbers;
- attending parents' evenings, school meetings and participating in discussions concerning their child's progress and attainments;
- keep staff informed of any changes in the child's circumstances which may affect their learning;
- informing the school of any holidays and absences.

### **Monitoring and Evaluation**

The Principal undertakes regular reviews of the Teaching and Learning aided by members of the SLT. Reviews are carried out through:

- lesson observations;
- pupil work scrutiny;
- learning walks;
- pupil progress meetings;
- staff appraisals;
- drop ins;
- discussions with learners;
- analysis of pupil/parent surveys.

Good practice is also shared and encouraged through our weekly staff meetings and peer observation. INSET needs for teaching and learning will be identified in the School Development Plan and professional development for staff will be on-going and agreed in staff appraisals.

Effective lesson observation is absolutely key to improving teaching and learning and maintaining our high standards. We have an on-going programme of lesson observations to ensure that all teaching staff will have at least three lessons observed each academic year by a member of SLT. Feedback is an important aspect of this process and will highlight strengths and areas for development. Running concurrent with these SLT may undertake drop-ins to lessons to look at specific aspects relating to teaching and learning. Subject specialists are encouraged to visit lessons taught in their subject to gain a first-hand insight into teaching and learning at different age groups across the school. Peer observations are integral to the lesson observation programme. These can be undertaken by any teacher. These take place by the mutual agreement of both teachers and before any observation takes place specific foci of the observation are agreed. An observation form is completed

and the same format of feedback takes place. All staff are given guidance as to how to manage this process in a professional, courteous and constructive manner. A copy of all lesson observations is held on file by the Principal.

The Principal, in conjunction with the SLT, will monitor the implementation of this policy. It will be reviewed on a regular basis so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

# What we do at TPA

## **Our commitment: we show:**

1. Determination to provide provision that is the best that it can be.
2. Willingness to adapt approach to latest best practices.
3. Unwavering commitment to ensuring all children achieve the best possible outcomes; make exceptional levels of progress and to firmly closing gaps between vulnerable groups and their peers at the very start of their educational journey.
4. A deep understanding of the TPA teaching and learning expectations and firmly embed these.
5. Collaboration - if we need help / or want to offer support we know that this will be welcomed. Everyone works together.

## **Teachers and SLT will:**

- Ensure that, high quality interactions are consistently applied through all aspects of the curriculum. Staff are actively engaged in the learning and mobile throughout the classroom. Staff know where they are positioned and monitor and observe within the learning environment.
- Make sure that classrooms, learning environments and resources are prepared to a high standard to allow everyone to be their best.
- Accurately assess children's learning through: weekly plans, targeted observations and use of the school's assessment procedures.
- Effectively adapt the curriculum to meet the needs of all children including SEND and the lowest 20%. Those pupils with gaps are quickly identified and interventions put in place.
- Produce timetables and rotas for each term (sharing with parents and teams as needed). All staff will follow the agreed termly timetables to provide consistent teaching approaches across all areas of our TPA curriculum (and the 7 areas of learning in EYFS)
- Take full ownership of our subject knowledge, so we are well equipped to teach the children to the highest quality and understand where the learning will be going (ensuring all are au fait with the key stages above and below where they teach).
- All staff to fully support how the provision is adapted to ensure all children have achieved and attained highly in their current year group and are ready to progress to the next stage in their learning.

## How do we teach at TPA?

Action	Success looks like:
<p>Ensure that the WALT matches the skill being taught in that lesson.</p> <p>Teacher assessment, marking and feedback as well as peer/ self assessment and reflection is used effectively</p> <p>Make learning explicit through modelling, WAGOLLS and other examples. Concrete resources are the norm in our lessons.</p> <p>Minimal or no worksheets. No lined worksheets in any books - children should be writing on the lines in their books in neat handwriting.</p> <p>Maths learning tasks are clear and focus on reasoning.</p>	<p>WALTs are shared with pupils at the beginning and throughout each lesson; they know what they are doing, why and how to achieve the learning objective.</p> <p>The following is thought about when planning and teaching and expressed to the children: What do we already know that will help us with our learning today? What do we need to do to make our writing clear to the reader?</p> <p>Pupils can articulate their learning and how they know if they have been successful.</p> <p>Staff utilise success criterias or steps to success (where appropriate) and staff and pupils reflect and assess – this must be modelled at first, focusing on specific targeted areas</p> <p>Pupils use the WALT success criteria to self assess and to locate/ highlight criteria they think they have met. E.g. teacher writes use words ending in 'ing', pupils then highlight these so the staff know that the children have 'known knowns' and/or 'known unknowns'</p> <p>Handwriting and presentation is modelled clearly to all Children and expected in all lessons.</p>
<p>Classroom environments are calm and purposeful.</p> <p>All pupils are engaged and encouraged.</p> <p>Classroom environments reflect and celebrate the children's learning.</p>	<ul style="list-style-type: none"> <li>• Teachers and support staff move around the room</li> <li>• Teachers and support staff utilise and model using the classroom environment, including working walls, word mats, number lines etc</li> <li>• Classrooms are well-organised with clear seating plans and displays which match the current learning.</li> <li>• Every classroom has an inviting book corner.</li> <li>• Soft starts each morning are focused, calm and start our day the right way with a greeting on the door and tasks ready to go.</li> <li>• Quiet, calm music is played in lessons, especially during independent work</li> </ul>
<p>Adaptive teaching is evident in all lessons, meaning pupils make progress</p>	<p>Adaptive teaching involves some pre-planning and anticipation of barriers and challenges but it is also 'finger on the pulse', reactive and responsive to individual children's needs at any particular moment in time and at any point in the learning journey.</p> <p>Some pupils may need more steps, scaffolds or support. It will be necessary to 'adapt teaching' for some or all, through the use of strategies such as:</p> <ul style="list-style-type: none"> <li>• Targeted, tailored support both within lessons and as</li> </ul>

	<p>pre/post teaching.</p> <ul style="list-style-type: none"> <li>• A range of metacognitive strategies (knowledge organisers, word banks, scaffolding-writing frames/exemplars, mind maps, recall, peer explanations etc).</li> <li>• Breaking down content into smaller chunks or steps.</li> <li>• Modelling and sequencing (thinking out loud, manipulatives, worked out models etc.)</li> <li>• Consistent visual models/resources</li> <li>• Reframing questions</li> <li>• AfL is highly effective - Questions are pre-planned and pre-empted and adjusted in the moment to support all learners</li> </ul>
<p>Ensure all pupils are on task and learning.</p> <p>Transitions between lessons and areas in our school are smooth and consistent ('when we walk, we don't talk')</p>	<p>Prevent any potential lost learning from ensuring the children know what they are doing, all resources, books etc are prepared and out ahead of time.</p> <p>When bringing children from one area to another e.g. from playground to classroom, all children to be ready (arms by sides, silence, calm) before they are brought into class and expectations clearly explained before so that they enter knowing what to do and how to be successful.</p> <p>During transitions e.g. at the end of the day, learning continues e.g. number songs / story time</p> <p>We do not use screen time during end of the day or 'quiet times' unless it is 'Storyline Online' 'CBeebies Bedtime Stories' or Newsround. The only exception to this is a prolonged wet playtime.</p>
<p>Modelling and 'chunking' is used effectively</p>	<p>Ensure we are all modelling clearly and that we are using the I do, we do, you do. Ensure all children are focused and understanding is checked using open questions.</p> <p>Do not use "Does everyone get this?", instead use "What do we need to do first? Why? ..."</p> <p>Ensure learning is 'chunked' so that children's cognitive load is not 'overloaded' and break down tasks appropriately.</p>
<p>Behaviour management is consistent and is everyone's Responsibility 'Teacher' signals are used effectively and consistently.</p> <p>Hands up are usually used for questions, not answers</p>	<p>CHILDREN FEEL SUPPORTED AND RESPECTED. They know we have high expectations of them and they, in turn, have high expectations of themselves and others.</p> <ul style="list-style-type: none"> <li>• Both in class and all around the school, we are all responsible for ensuring that children are showing expected behaviour at all times.</li> <li>• Non-verbal cues are effective- e.g. a finger to the lips or exaggerated arms by our sides to show how we walk around the school.</li> <li>• Children walk silently and calmly around the school.</li> <li>• Children know they volume they are allowed to work out and maintain this.</li> </ul>

	<ul style="list-style-type: none"> <li>• 'I agree', 'I disagree', 'Magnet Eyes' and other teacher signals, make sure we are all using these phrases.</li> <li>• Ensure that all pupils have their eyes on you and not still working or moving during instruction</li> <li>• MINIMAL or NO HANDS UP! Children show they are ready to answer at all times. Select pupils for AfL. Feeling like 'It could be me'.... means children will be engaged at all times.</li> </ul>
<p>Ensure all books are marked effectively and children given clear actionable feedback which is acted upon.</p>	<p>Majority of marking is done 'in the moment'. Ensure pupils go back through and 'action' any green comments; further mistakes in this area should then be minimal.</p> <p>Learning is 'chunked' so children do a little before moving on and carrying out a page of work.</p>
<p>Ensure there is a clear plan for SEND pupils and that SEN, similar to safeguarding, is everyone's responsibility.</p>	<p>SEND pupils should be receiving quality first teaching and class teacher has a clear awareness of where they are and what they need.</p> <p>Progress of pupils with SEN can be seen in their books and in Discussion</p> <p>One page profiles are up to date and targets are worked on</p>