Lady Joanna Thornhill (Endowed) Primary School

Learning for the Head, Heart and Hand

Teaching and Learning policy

We want to ensure your needs are met. If you would like this document in any other format, please contact us: office@ladyj.kent.sch.uk

Reviewed	**March 2026**
Date of next review:	**March 2028**
Reviewer:	**Emily Burrell (Acting Deputy Headteacher)**
Chair of Governors:	**James Coumbe**

(This policy will be reviewed at least every two years and/or following any updates to national and local guidance and procedures).

Article 29: Education should develop each child's personality, talents and mental and physical abilities to their fullest potential ***(UN Convention on the Rights of the Child, 2001)***

Our Vision:

At Lady Joanna we share a common purpose to ensure that our children:

- Make excellent progress from their starting points
- Are socially and morally responsible
- Are ready for the next stage of their learning
- Are physically and mentally healthy

Curriculum

To achieve these outcomes, we have worked with parents, staff and children to create a curriculum for the Head, Heart and Hand. As David Goodhart writes in the book with this title (2021), children will grow up into a future where all of these areas are sources of meaning, enjoyment and employment and it is our duty to fully prepare them for this. We want children to love learning, to have confidence in themselves and their abilities and find things that they are passionate about. We know that this is the best possible preparation for their next stage of education.

Our curriculum is broad, challenging and expansive, offering opportunities far beyond the basic entitlement of the National Curriculum and building carefully upon children's previous learning. As a UN Rights Respecting School, our curriculum also ensures that children understand the rights of all children and see themselves as active citizens with the agency to change their world for the better. We are committed to offering the children a rich experience of the Arts through participation with external agencies such as the Royal Shakespeare Company and Marlowe Theatre and the use of specialist teachers with a passion for the Arts. In addition, we have created the Lady Joanna Legacy – a commitment to the children that they will have 21 enriching experiences during their time with us; these have been selected through consultation with our community and the children and are woven into the curriculum across their primary years to create active engagement and meaningful learning. Some examples include writing to a local MP about a cause they care about, visiting a museum, and participating in a residential trip.

Teaching and Learning Guides

We have used the expertise of our skilled Subject Leaders to create Teaching and Guides for each subject (see Appendices for examples). These draw on the Ofsted Research Reviews (for subjects where these are available) as well as specific guidance from subject associations to create a coherent overview of the best practice for teaching and learning in each subject. The guides feature in ongoing CPD and are used by all staff to reflect on and improve the quality of teaching and learning across the school. Whilst differing in content as appropriate for their subject, each guide addresses the following areas:

- Key knowledge (disciplinary and substantive)
- Pedagogy
- Planning
- Timetabling
- Assessment
- SEND
- More able
- Documents and research to support subject knowledge

Their adoption allows for consistency across the school and supports all teachers, but especially Early Career Teachers and those new to the school, in developing their practice in line with the expectations of the school.

Research-informed

We endeavour to stay abreast of the latest developments in the field of education, using the Education Endowment Foundation reports, Ofsted Research Reviews, summaries of research, blogs and podcasts by educational researchers to ensure that our pedagogy reflects the most current thinking in terms of best practice in all subjects. Our Subject Leaders use a bespoke Subject Leader toolkit (designed as part of the Headteacher's Master's thesis) to deepen their understanding of their subject. They have created a set of Teaching and Learning materials (see Appendix for examples) which set out in detail how their subject is to be taught at Lady Joanna Thornhill Primary School.

Underpinning beliefs

We fully endorse the 'Creating Learning without Limits' philosophy (Swann et al, 2012) which suggests that we cannot know what children are capable of and that teachers have a fundamental role in helping children push the boundaries of their potential. We encourage children to develop a positive mindset and act as co-creators of their learning, making sure that we do not artificially limit their learning through low level tasks and pre-conceived expectations. In this way we know that we can grow their 'learning potential'.

Insights from cognitive science

While we are conscious that the research on how to incorporate insights from cognitive science into daily classroom practice is far from established, (EEF Report: 'Cognitive Science approaches in the classroom: a review of the evidence), we endeavour to use our professional judgement to engage with this research and implement strategies which take account of the most well-proven aspects of the body of research.

Importance of retrieval practice (and spaced practice)

In order to ensure that new concepts and information are remembered over the long term, it is helpful for children to have frequent opportunities to recall the information. This can take a variety of forms from questioning (alongside cold calling to ensure all are making an effort to retrieve), low-stakes quizzes, creating mind-maps, lists, think-pair-share, etc. Teachers ensure that opportunities to retrieve previously learnt information are embedded throughout the day and they use detailed planning to identify this key learning.

These opportunities also ensure that, to some extent, material is practised across time e.g., 'spaced' rather than in a block.

Cognitive Load

An important insight from cognitive science is that working memory is very limited and this impacts on the learning process. We think about the cognitive load involved in tasks and take steps to minimise it as follows:

1. Break learning down into smaller steps
2. Ensure that foundational concepts are introduced first so they can be built upon
3. Avoid extraneous information on powerpoints and worksheets
4. Minimise distractions
5. Utilise worked examples, modelling and other scaffolds to avoid cognitive overload

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Metacognitive Strategies

In the Education Endowment Foundation's recent report, 'Metacognition and self-regulated learning: guidance report' (EEF, 2021), the authors set out key recommendations which include the importance of school leaders ensuring that staff develop an understanding of metacognitive strategies and how to implement them. We therefore ensure that our ongoing CPD programme includes segments on metacognition and self-regulation each year. We aim to help children plan, monitor and evaluate their learning through explicit teaching, teacher modelling of their thinking, the use of success criteria, developing metacognitive talk amongst others. Our own understanding of metacognition is refreshed and updated through staff who take part in the NPQ training each year and share their learning back in school.

Rosenshine's Principles of Direct Instruction:

We feel that Rosenshine's Principles of Instruction (2010) incorporate many of these key insights and are therefore a useful reminder of key ingredients in effective teaching and learning.

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2
teachinghow2s.com

01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



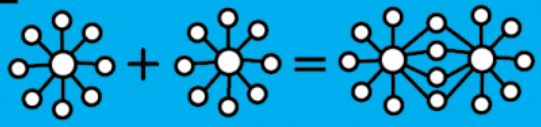
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successul teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



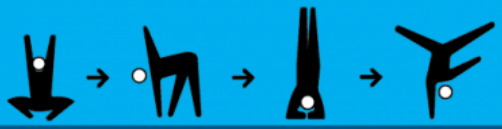
A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

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Oracy

As a school we concur with the All Party Parliamentary Group's inquiry which explained in their report (2021) that teaching oracy promotes academic achievement, social and emotional development and is particularly important for children from disadvantaged backgrounds. We want children to be able to articulate their views clearly, use language to persuade and debate, listen carefully to others and use their oracy skills to work effectively in groups. We know that strong oracy skills will support their learning across the curriculum. In recognition of its importance, we have developed an oracy progression document and provide staff with ongoing support with teaching techniques for developing oracy and weaving it throughout the curriculum.

Continuous provision in Key Stage 1

We build on the excellent practice in our Early Years, by extending the use of Continuous Provision within our Year 1 curriculum. Research and our school experience tell us that young children learn best through play and exploration, and that young children benefit from a curriculum where there is a greater degree of choice. By carefully aligning our provision to the National Curriculum through our learning for the Head, Heart and Hand and the interests of the children, we can provide increasingly challenging and valuable learning opportunities.

Inclusion and adaptive teaching

As an inclusive school we believe that all children have the right to:

Article 15 – I have the right to meet with friends and to join in groups
Article 23 – If I have a disability, I have the right to special care and education
Article 29 – I have the right to an education which develops my personality, respect for other's rights and environment

In addition, we aim to ensure that all children have:

- An education which enables them to become full, independent and active members of the community.
- An education that is broad and balanced with the maximum possible access to the curriculum.
- Have their contributions and achievements recognised.
- Be seen as individuals with differing interests, knowledge and skills.
- An education where support, if needed, is seen as an entitlement rather than a special addition.
- Careful monitoring and assessment of their individual needs in an appropriate context, ensuring that there are high expectations and appropriate targets.

Our Inclusion team support teachers to identify special educational needs early and to provide effective adaptations and support to ensure that children reach their potential. We aim to create a positive and inclusive culture which values children's unique strengths and sees strong relationships as the key to ensure that all children flourish in school.

Teacher Development

We know that the quality of teaching is the most important factor in children's learning and we therefore plan carefully how we develop teachers at different stages of their career. Our approach takes on board the EEF's ('Effective Professional Development, 2021) findings that effective professional development should focus on:

1. Building knowledge
2. Motivating teachers
3. Developing teaching techniques
4. Embedding practice

Our Early Career Teachers meet weekly with experienced mentors and undertake the rigorous two-year programme led by the Thames Gateway Hub and the Education Development Trust. For teachers at other points in their career, we have created our own exemplification of the Teacher Standards which outlines what excellent practice looks like in each of the eight Teacher Standards. Our coaching system is linked to the exemplification document with teachers setting personal targets for development each year and these are supported through both internal and external training and coaching. Our weekly staff learning sessions are tied to our School Development Plan and provide teachers with opportunities to collaborate through Teacher Research Groups (TRGs) and take part in high-quality training to develop teachers' subject and pedagogical knowledge.

Monitoring and Evaluation

Teaching and learning within the school is monitored rigorously throughout the year. We have developed an overview which ensures that all aspects of teaching and learning (and all subjects) are considered and we use a variety of ways to gather information which we use to create our School Develop Plan and support teachers with their own development:

1. Regular learning walks
2. Lesson observations with developmental feedback carried out by peers, Subject Leads, senior leaders, external consultants and mentors.
3. Use of video to support self-reflection
4. Pupil interviews
5. Book scrutiny
6. Planning scrutiny
7. Pupil progress meetings
8. Review of provision maps
9. Data analysis

Subject leadership is undertaken in the context of our subject teams: STEM, Literacy, Humanities, The Arts, Physical Health and Wellbing. Termly teaching and learning reviews focus on a different subject team each term and allow for collaboartive exploration and evaluation of our strengths and areas for development in different subject areas.

Review

This policy will be reviewed annually.

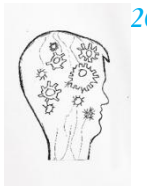
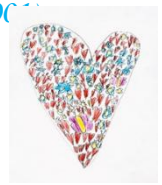
Links to other policies

1. Assessment Policy
2. Marking and Feedback Policy
3. Home Learning
4. Continuous Provision in Key Stage 1
5. Behaviour Policy
6. SEND Policy
7. EYFS Policy
8. Equality policy

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Appendices

1. Example Teaching and Learning Materials
2. Teacher Standards Exemplification document


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Teaching and learning materials – **History**

Vision

The History curriculum at Lady Joanna Thornhill is underpinned by the school values of curiosity, resilience, compassion and collaboration. We use an inquiry-based approach to challenge the children to critically analyse events that happened in the past. A strong focus on the disciplinary concepts allows the children to learn and build upon the key skills and apply their developing understanding to evidence from the past. This is further enhanced by a strong emphasis on chronology. This not only enables children to have a clear understanding of the chronology of the History of the United Kingdom to 1066, but also make links to concurrent world events.

We strive to ensure our curriculum is diverse and encourage children to reflect on the moral aspects of historical events as well as make links to the world today. Understanding is further strengthened by the substantive themes that run through the curriculum. The collaborative, investigative approach to learning, gives hands on experiences which allow the children to become Historians and develop a love of learning about the past.

The long-term plan and related medium-term plans contain key disciplinary skills alongside substantive knowledge based around our threads through the curriculum. Our plans reflect the need to develop skills for Historical Enquiry and use the subject knowledge as a vehicle to ensure that children do not just learn the facts, but have a set of skills that match with the aims of the National Curriculum, ensuring excellent progress. The skills begin in Early Years and are revisited and build upon through Key Stage 1 and Key Stage 2 where, in Year 6, they are well prepared to move onto their next stage of learning in KS3.

We assess History after each unit, in line with our assessment policy, whilst using strong formative assessment throughout.

Our History curriculum supports learning for the head, heart and hand.

History for the Head

We want pupils to develop their knowledge and understanding of the curriculum not only by the historical facts they gain but also through a deep understanding of what a historian is and the skills required for this. We want them to have a clear understanding of chronology and use this to build a picture of the History of our country. They will be challenged to think critically and use evidence to draw their own conclusions about events in the past.

History for the Heart

Our curriculum allows children to understand the complexity of historical events, challenge ideas and opinions from the past and explore change over time. By gaining a real understanding of the diversity of societies and relationships between different groups and by looking at themes through history, children are able to develop both an understanding of their own identity and also the challenges of our times.

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History for the Hand

We want children to learn History through hands on activities. The inquiry-based approach allows us to give the opportunity to carry out practical investigation of sources, explore ideas through drama and use physical learning to consolidate and demonstrate historical ideas and themes. The learning in school will be brought to life by workshops by external providers and local trips will be used to further enhance what is learnt in the classroom.

Introduction

Our History curriculum has been carefully designed to meet the purpose of study of the national curriculum. The ambitious nature of the purpose of study is mirrored through our expectations of the curriculum within the school and we build upon this in the progression across the year groups.

Our curriculum focuses on both the substantive knowledge required but also the disciplinary understanding necessary to tackle that knowledge. These two concepts are as follows:

Substantive Knowledge	Disciplinary Concepts
The subject matter or 'stuff' we learn. • What knowledge do we need to gain to help our enquiry. • What knowledge are we building on and moving towards.	How we interact with the subject matter. • How do we need to consider the knowledge to identify its importance.

Substantive strands in the curriculum.

The substantive strands run through the curriculum. Not all are covered in each unit, however, they are regularly revisited to ensure links can be made to prior learning. The strands are as followed:

- Legacy
- Society
- Economic
- Settlement (Empire)
- Achievements
- Culture

Disciplinary knowledge

Disciplinary knowledge is the nature of the subject and is knowing how the substantive knowledge was established, its degree of certainty and how it continues to be revised. Our curriculum should model to pupils the way historians ask questions (and are curious) about the past and make judgements on evidence to draw their own conclusions. We want them to 'become Historians' and explore sources to find our about the past. They need to understand that Historians cannot find the exact answer to what happened and instead have to look at a range of evidence and decide what they think is the most likely conclusion.

The disciplinary skills that we have highlighted fit in line with the aims of the curriculum. The skills have been mapped to ensure coverage and progression across the school, ensuring each unit includes the skills of chronology and evidence.

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Disciplinary knowledge

Chronology

A clear understanding of chronology should be at the forefront of all History planning. The way the curriculum is planned lends itself to this. References should be regularly made to prior learning and children should be clear where each period studied fits within a wider timeframe.

KS1:

- A consistent model should be used to show the linear passing of time.
- Emphasis should firstly be on History 'within living memory' before building a picture of 'beyond living memory' and both should be shown as a span of time and not single fixed points.
- Children should be clear that there is 'time' in between each event studied.
- Dates can be introduced but only when there is an understanding of place value.

KS2:

- Build an overview of History as a chronological narrative and not just a series of individual 'topics' and understand how time periods are linked.

Evidence

Children should be able to explore the past by accessing a wide range of evidence. They should develop their understanding of how different evidence helps us to learn about the past. They should learn how to critically evaluate sources and understand how they can build a picture of a wide range of aspects of the past.

KS1:

- Oral History from the community as primary sources for History within living memory.
- Use images to help to answer questions.
- Use artifacts and role play to explore a situation and use it to answer enquiry questions.

KS2:

- Look at consistencies and differences between different sources about the same thing.
- Summarising a piece of evidence and then using it as a tool to help answer enquiry questions.
- Combine evidence from a number of different sources and use it to draw conclusions.
- Understand the concept of bias and how this may impact the reliability of resources.

It is important for children to access a wide range of evidence across the whole curriculum including primary and secondary sources. They should understand what we can learn from different sources and how we can make mistakes interpreting it.

Similarities and Differences

This skill is designed to move beyond the simple view of the past. Children need to look beyond the stereotypical view of a time period and investigate how different groups experienced the same event or time period. It ties into the evaluation of different evidence.

KS1:

- Develop understanding that experiences within living memory will be different for different people but may also be the same.
- Identify how events beyond living memory may have impacted different groups of society (e.g. rich, poor, the monarch) in different ways.

KS2:

- Use to develop an understanding of how consecutive time periods may have differed as well as any similarities.
- Use to compare different experiences of life for different groups of society as well as any similarities.
- Identify similarities and differences in different geographical locations during the same time period.
- Use to evaluate two different pieces of evidence about the same event.

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Continuity and Change

This aspect of History allows children to investigate trends and see turning points by looking at how a particular aspect has changed over time and what has stayed the same. It can be used to study these aspects over a long period or as a focused study of a shorter time period to look at the impact of and event on a group of people.

KS1:

- Look at continuity and change within the children's memory.
- Look at continuity and change within living memory and map on a timeline.
- Investigate continuity and change by looking at a specific aspect of History and map on a timeline.
- Look at continuity and change across a shorter time period.

KS2:

- Track key elements of life across a longer studied time period and across two different, consecutive time periods to analyse continuity and change.
- Study a significant turning point or event and look at the continuity and change that happened as a result of it.

Significance

'Sufficiently great or important to be worthy of attention.'

It gives children a meaningful context as to why we study the past. It also gives purpose and value to children's studies.

KS1:

- What is significance?
- How is it related to area of study?
- Focus on aspects which explain why something is significant.
- Compare two events to find the most significant.

KS2

- Build on KS1 by recapping learning.
- Children build own criteria for significance.
- Use to apply knowledge of a time period and give meaningful context to show understanding.
- Make links to other subjects e.g. significant artists, scientists, religious figures or musicians.

Criteria for judging significance according to Historian Ian Dawson:

A person or event might be considered significant if it/he/she:

- *Changed events at the time they lived*
- *Affected many lives by improving them or making them worse*
- *Changed people's lives*
- *Had a lasting impact on their country or the world*
- *Had been a really good/bad example to people of how to live and behave*

Cause and Consequence

This element allows children to see the Historical narrative and understand that each event that happens is caused by something but also has a consequence which impacts people and future events. There may be many causes and many consequences for a single event and the time period over which it happens could be long or short.

KS1:

- Explore a single event and see what caused it and the positive and negative consequences.
- Identify the cause and consequence of a particular individual's achievement.

KS2:

- Investigate push and pull factors for invaders.
- Look at the cause of an event and the consequences for different groups of people.
- Look at how the behaviour of different groups can cause and event which leads to different consequences.
- Investigate a timeline of causes that build to lead to an event and the consequence of that.

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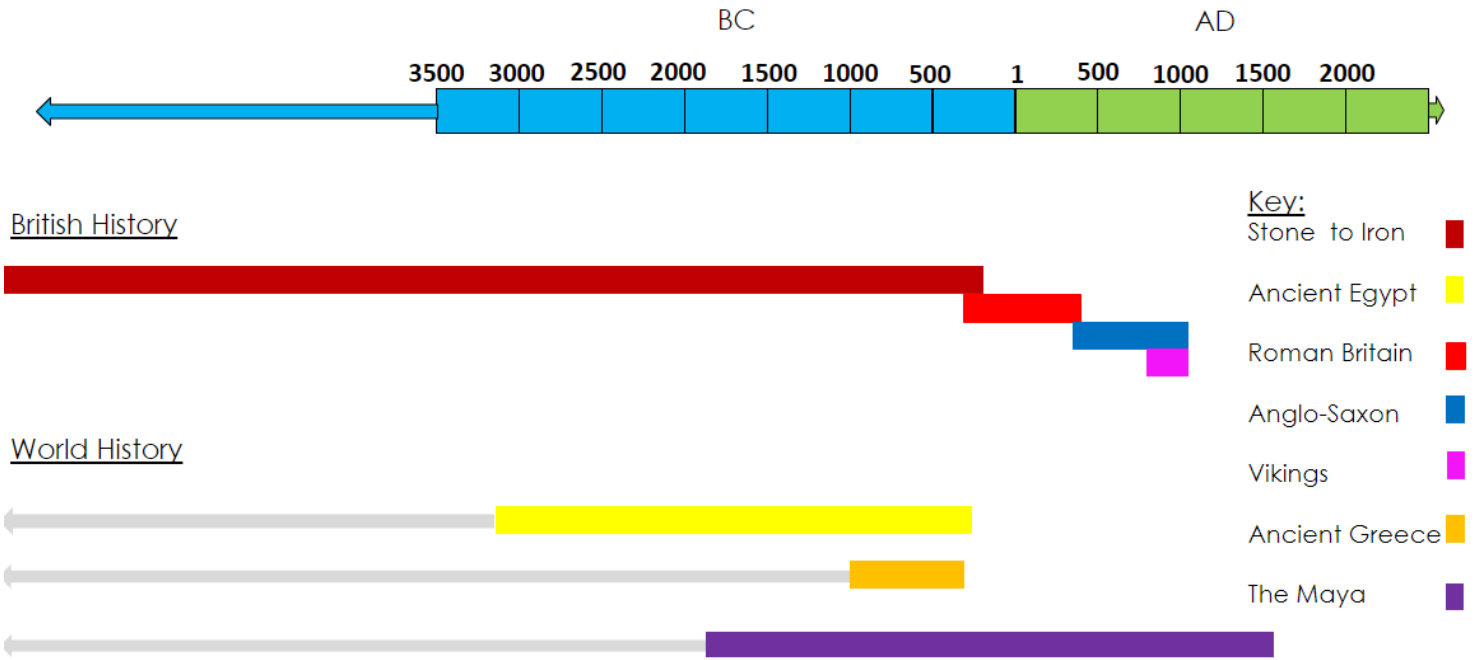
Chronology

Chronology is essential to underpin the whole curriculum. As such, there is a heavy emphasis on developing understanding of this fundamental concept. In EYFS, the children begin their understanding of the passing of time by looking at chronology in their daily lives and building their understanding of now, yesterday, when we were little and a long time ago. This continues into Key Stage 1, where children develop their understanding of 'living memory' and 'beyond living memory'. They understand how to place things on a simple timeline and understand that time passes between events. In Key Stage 2, the understanding of chronology develops further through looking at chronology within a studied time period but also how each time period links to others. The concept of concurrence is investigated and the impact of historical time periods on each other also studied.

Example of KS1 timeline:



Example of KS2 timeline:



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History workshops

History workshops are a tool that we use to enhance the provision we provide in school. These can be done through online workshops, such as those provided by organisations like the National Archives. They can also be done through Living History workshops. These may be done at the start of a unit of work as a hook into a topic or at the end of a unit to further reinforce learning.

Medium term plans

- Medium term plans component and sequencing has been completed.
- Class teachers construct the lessons, based on the detailed framework.

Timetabling

- 3 units of 6 weeks of History are taught each academic year though some of these units in Key Stage 2 will stretch across two 6 week terms.

Pedagogy in History

We want pupils to experience curiosity about the past and learn to make links between time periods but also explore the impact of events on our lives today.

- Teachers need to ensure that pupils build both the forms of historical knowledge and develop their disciplinary understanding.
- Developing analytical skills to interpret historical evidence and draw conclusions.
- Teachers emphasise the interconnectedness between forms of knowledge when introducing new component knowledge. Building from what pupils know or are familiar with gives them security in their understanding and so helps them commit knowledge to their long-term memory.
- Pupils need multiple opportunities to recall previous learning in order to gain automaticity, without overloading pupils working memory.
- Teachers break larger concepts into small chunks and teach a small number of these at any one time.
- We want pupils to think like a Historian. Historians analyse evidence and use multiple sources to draw conclusions themselves. We want the children to understand there are not exact answers and we need to interpret the information ourselves.
- In line with our curriculum vision, History lends itself to enquiry-based learning and as such this approach should be used at the planning stage. In order for this to be successful there are 4 essential characteristics:

1. It is question driven and encourages a questioning attitude towards the knowledge
2. Pupils analyse historical sources of information as evidence
3. Pupils interpret information for themselves to develop understanding
4. Pupils reflect on their learning

(Before using an enquiry approach in history class teachers will check: pupils are secure in the knowledge they need to carry out the enquiry; there is a fine balance in lessons including: sufficient teacher instruction, guidance and scaffolding for pupils to learn the intended content.)

- Key vocabulary is highlighted on all Medium-Term Plans and should be referred to, pre-taught as required and linked so that pupils can use this in a context.
- Pupils should complete an elicitation task in some way before the start of a unit, so that teachers can plan and address any potential gaps.

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Assessment in History

- Formative assessment is an essential part of the History curriculum and is central to our curriculum vision.
- History is assessed at the end of each unit of work. Findings from assessments inform teachers about how to adapt their teaching appropriately and build on what pupils know.
- Sonar is updated 3 times per year so we have a clear picture of pupil achievement in History over time.

SEND / more able historians

SEND

- Support for SEND will vary depending on the area of SEND. We have ambition in history for all pupils.
- Gaps in children's knowledge has the potential to be the biggest barrier. Pre-teaching / prioritising this will enable pupils to be successful, particularly those with SEND.
- Conducting pre-assessments / entry tasks will allow class teachers to understand what pupils remember / know / understand before a topic begins.
- Teaching assistants are well-briefed in the History that is to be learned during class teacher – teaching assistant liaison times.

More able

- Pupils who are able in History are likely to:
- Communicate effectively in both the written and spoken word, using subject specific vocabulary accurately
- Reason, argue and think logically, and understand and be able to explain complex processes and interrelationships, for examples between historical periods.
- Enjoy using graphs, charts, maps, diagrams and other visual methods to present information
- Be confident and contribute effectively when taking part in less formal teaching situations, for example readily taking part in role-play situations or simulations and happily contribute to outdoor fieldwork.
- Relate well to other people, showing an ability lead, manage and influence others, appreciating others' views, attitudes and feelings.
- Be willing to share their knowledge and understanding and steer discussion
- Have a more highly-developed value system than most pupils of their age and have well-considered opinions on issues such as the environment and the inequalities of life in different places.
- Have a wide-ranging general knowledge about the world, where places are and about topical issues.
- Be able to transfer knowledge from one subject to another
- Be creative and original in their thinking, frequently going beyond the obvious solution to a problem.

Documents/research to support subject knowledge

- The Historical Association [Historical Association – the UK national charity for history]

Teacher Standards Exemplification

STANDARD 1: 'A teacher must 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

Lady Joanna Excellent Practice	Early Career Framework: Learn how to:	Early Career Framework: Learn that:
• Class teachers have consistently high expectations of *all* pupils and generate high levels of enthusiasm, participation and commitment to learning for all groups of learners. • Highly motivated learners respond very positively to consistent and extremely high expectations. Learners are active partners in process and outcome. • Excellent relationships are evident; almost all learners have the confidence to contribute and to take risks in lessons. Almost all learners work confidently and purposefully and maintain this independently. • Ethos of the school is fully embedded in classroom practice and class teacher acts as a role model of professional behaviour and conduct. • The physical environment actively promotes, stimulates and celebrates learning and diversity, valuing and developing the learning of all pupils. The children are actively involved in developing their classroom environment. • Use of pupil coaching to set shared targets.	Communicate a belief in the academic potential of all pupils by: • Using intentional and consistent language that promotes challenge and aspiration. • Setting tasks that stretch pupils, but which are achievable, within a challenging curriculum. • Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine. • Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes). **Demonstrate consistently high behavioural expectations, by:** • Creating a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils). • Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration). • Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate. • Acknowledging and praising pupil effort and emphasising progress being made.	• Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. • Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. • Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. • Setting clear expectations can help communicate shared values that improve classroom and school culture. • A culture of mutual trust and respect supports effective relationships. • High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.

STANDARD 2 'Promote good progress and outcomes by pupils'

- Be accountable for attainment, progress and outcomes of the pupils.
- 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.

Lady Joanna Excellent Practice	Early Career Framework: Learn how to:	Early Career Framework: Learn that:
• The class teacher assumes a high level of responsibility for the attainment, progress and outcomes of the pupils they teach and this is demonstrated through astute, sequenced planning and assessment. • A varied and stimulating range of strategies are used skilfully to reinforce, refine and extend learning. • Most learners make substantial and sustained progress because of an astute understanding of pupil progression and attainment across a range of subjects, both within individual lessons and over time. Planning takes full account of prior learning and learners' capacity to make exceptional progress. • Engaging and effective methods that support pupils in reflecting on their learning are embedded in classroom practice. • Highly effective teaching strategies are informed through a robust understanding of how pupils learn which impacts on substantial and sustained progress. • Almost all learners demonstrate the ability to work autonomously and make excellent progress as a result of their informed choices. • We have high expectations regarding pupil effort and praise the effort that children make to support the development of intrinsic motivation.	**Avoid overloading working memory, by:** • Taking into account pupils' prior knowledge when planning how much new information to introduce. • Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps). • Reducing distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content). **Build on pupils' prior knowledge, by:** • Identifying possible misconceptions and planning how to prevent these forming. • Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known). • Sequencing lessons so that pupils secure foundational knowledge before encountering more complex content. • Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed. **Increase likelihood of material being retained, by:** • Balancing exposition, repetition, practice and retrieval of critical knowledge and skills. • Planning regular review and practice of key ideas and concepts over time. • Designing practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work. • Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements).	• Learning involves a lasting change in pupils' capabilities or understanding. • Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas. • An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory. • Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. • Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge. • Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly. • Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned. • Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall. • Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.

Article 29: Education should develop each child's personality, talents and mental and physical abilities to their fullest potential ***(UN Convention on the Rights of the Child, 2001)***

STANDARD 3: 'Demonstrate good subject knowledge and curriculum knowledge'

- Have 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, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Lady Joanna Excellent Practice	Early Career Framework: Learn how to:	Early Career Framework: Learn that:
• Extensive subject knowledge is skilfully utilised to reinforce and deepen learning. It is presented in ways that challenge and inspire learners to discover and process knowledge for themselves. • The class teacher is astutely aware of their own development needs in relation to extending and updating their subject, curriculum and pedagogical knowledge. • As a subject leader they are a champion of their subject, develop it across all phases and have an acute understanding of standards within it. • Knowledge is underpinned by theoretical reading and experimenting within practice to ensure learners make excellent progress. • A very high standard of written and spoken communication in all professional activities is evident and opportunities to develop learners' skills in communication, reading and writing are identified and exploited. • The teaching of reading, writing, communication and mathematics is cohesively planned and implemented across the curriculum to ensure that children make substantial and sustained progress. • Knowledge of the whole child, in line with the curriculum vision.	**Deliver a carefully sequenced and coherent curriculum, by:** • Identifying essential concepts, knowledge, skills and principles of the subject and providing opportunity for all pupils to learn and master these critical components. • Ensuring pupils' thinking is focused on key ideas within the subject. • Working with experienced colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations. • Using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by experienced colleagues that carefully sequence content). • Being aware of common misconceptions and discussing with experienced colleagues how to help pupils master important concepts. **Support pupils to build increasingly complex mental models, by:** • Discussing curriculum design with experienced colleagues and balancing exposition, repetition, practice of critical skills and knowledge. • Revisiting the big ideas of the subject over time and teaching key concepts through a range of examples. • Drawing explicit links between new content and the core concepts and principles in the subject. **Develop fluency, by:** • Providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables). • Providing retrieval and spaced practice to build automatic recall of key knowledge.	• A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning. • Secure subject knowledge helps teachers to motivate pupils and teach effectively. • Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed. • Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable. • Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial. • In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about. • In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important. • Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context. • To access the curriculum, early literacy

• The use of training opportunities are taken within school and externally to develop practice and understanding.	**Help pupils apply knowledge and skills to other contexts, by:** • Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject. • Interleaving concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems. **Develop pupils' literacy, by:** • Demonstrating a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling. • Supporting younger pupils to become fluent readers and to write fluently and legibly. • Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught. • Modelling reading comprehension by asking questions, making predictions, and summarising when reading. • Promoting reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to children). • Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary). Teaching different forms of writing by modelling planning, drafting and editing.	provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode. • Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.

STANDARD 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 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).

Lady Joanna Excellent Practice	Early Career Framework: Learn how to:	Early Career Framework: Learn that:
• Learners achieve excellent progress within the subject(s) and related skills because planned activities consolidate,	Plan effective lessons, by: • Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. • Enabling critical thinking and problem solving by first	• Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning. • Effective teachers introduce new

build upon and extend learning to meet the changing needs of individuals and groups. • Adults and learners adapt the use of time to maximise learning. Pace is maintained and excellent progress is made. • Class teachers map a 'learning journey' for lessons that use imaginative and creative strategies that match individuals' needs taking into account pupil attainment/achievement data and interests to enable them to learn exceptionally well across the curriculum. • Planned opportunities always enable learners to apply their learning in and from an extensive range of other learning contexts. • Planning demonstrates excellent use of an extensive range of out of class opportunities, including homework, to deepen individual and collaborative learning. • Teachers are highly reflective in critically evaluating their practice and teaching strategies are evaluated very effectively to assess their impact on learning. • Learners are very skilfully involved in the evaluation and are empowered to provide accurate feedback on their learning experience and progress. • Class teachers take a lead in developing the school's curriculum development activities and event, maximising opportunities for learning beyond the classroom.	teaching the necessary foundational content knowledge. • Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material. • Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills. • Breaking tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes). Make good use of expositions, by: • Starting expositions at the point of current pupil understanding. • Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate. • Using concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples). Model effectively, by: • Narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils' attention to links with prior knowledge). • Making the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories). • Exposing potential pitfalls and explaining how to avoid them. • Stimulate pupil thinking and check for understanding, by: • Planning activities around what you want pupils to think hard about. • Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers). • Providing appropriate wait time between question and response where more developed responses are required. • Considering the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped). • Providing scaffolds for pupil talk to increase the focus and	material in steps, explicitly linking new ideas to what has been previously studied and learned. • Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible. • Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases. • Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success. • Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems. • High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary. • Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success. • Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice. • How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation. • Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set.

	rigour of dialogue.	

STANDARD 5: 'Adapt teaching to respond to the strengths and needs of all pupils.'

- Know when and how to differentiate appropriately, using approaches which enables 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 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.

Lady Joanna Excellent Practice	Early Career Framework: Learn how to:	Early Career Framework: Learn that:
• Skilled task design is finely tuned to the needs of individuals and groups. Groupings are adapted to meet the needs of all pupils. • Lessons are adapted as a direct response to all learners' needs and this has optimum impact on progress. • A variety of assessment strategies are used to evaluate progress and an acute understanding of how to 'narrow the gap' for lower performing pupils is consistently applied. Expertise of other adults in the school is harnessed effectively. • As orchestrated by class teacher, other adults are involved in planning and assessment of learning. They demonstrate a level of autonomy to be able to adapt tasks to meet the needs of individual learners and groups. • Children from different groups make excellent progress as a result of very high quality liaison between staff and with external services. • High quality learning in books demonstrates exemplary practice in ensuring equality of opportunity and	**Develop an understanding of different pupil needs, by:** • Identifying pupils who need new content further broken down. • Making use of formative assessment. • Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the DSL. • Using the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively. **Provide opportunity for all pupils to experience success, by:** • Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. • Balancing input of new content so that pupils master important concepts. • Making effective use of teaching assistants. **Meet individual needs without creating unnecessary workload, by:** • Making use of well-designed resources (e.g. textbooks). • Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge. • Building in additional practice or removing unnecessary expositions. • Reframing questions to provide greater scaffolding or greater stretch. • Considering carefully whether intervening within lessons with individuals and small groups would be more efficient and effective	• Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. • Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. • Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. • Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils. • Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils. • There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial. • Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective

clearly differentiated task design. • Through strong communication with parents and carers they are knowledgeable of their children's learning and are active partners in trying to achieve next steps and targets. • Class teachers use advice and guidance from SENDco and other colleagues to best support pupils.	than planning different lessons for different groups of pupils. **Group pupils effectively, by:** • Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum. • Changing groups regularly, avoiding the perception that groups are fixed. Ensuring that any groups based on attainment are subject specific.	strategies is essential.

STANDARD 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 assessment 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.

Lady Joanna Excellent Practice	Early Career Framework: Learn how to:	Early Career Framework: Learn that:
• Teachers have an exemplary understanding of assessment across all subjects and accurately assess pupils' attainment against national benchmarks. • Teachers are fully prepared for pupil progress meetings and have an acute understanding of relevant data and target setting for improvement which ensures all groups of children make excellent progress. • Teachers systematically and effectively check learners' understanding throughout lessons, anticipating where intervention may be needed and doing so with notable impact on the quality of learning. • All learners are enabled to use an extensive range of assessment methods and feedback mechanisms with confidence, skills and precision to evaluate and articulate where they are and what their next steps for learning progress will be.	**Avoid common assessment pitfalls, by:** • Planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps). • Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments (e.g. appreciating that assessments draw inferences about learning from performance). • Choosing, where possible, externally validated materials, used in controlled conditions when required to make summative assessments. **Check prior knowledge and understanding during lessons, by:** • Using assessments to check for prior knowledge and pre-existing misconceptions. • Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions). • Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. • Monitoring pupil work during lessons, including	• Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs. • Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. • Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use. • To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect. • High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve. • Over time, feedback should support pupils to

• Teachers are highly effective in assessing learners' progress and work with pupils to accurately target further improvement and secure rapid progress. • Where written feedback is used in books, it is exemplary across all subjects and learners are involved in a variety of assessment strategies to evaluate progress. Pupils respond to marking and the impact of this is evident in future learning. • Children make rapid progress due to the high quality verbal feedback they receive. • 'In the moment' feedback is explicit and constructive and provides clarity for all pupils.	checking for misconceptions.	monitor and regulate their own learning. • Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.

STANDARD 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

Lady Joanna Excellent Practice	**Early Career Framework: Learn how to:**	**Early Career Framework: Learn that:**
• Class teachers are highly effective in establishing and applying rules and routines consistently and fairly. Pupils follow the behaviour policy conscientiously and show very high levels of engagement, courtesy, collaboration and cooperation in and out of lessons, and beyond the school into the wider community. • Behaviour for learning is exemplary due to very high expectations set by the class teacher and other adults; pupils listen attentively to adults and each other and have excellent, enthusiastic attitudes to learning,	**Develop a positive, predictable and safe environment for pupils, by:** • Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom. • Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues). • Giving manageable, specific and sequential instructions. • Checking pupils' understanding of instructions before	• Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. • A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs. • The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.

• Exemplary behaviour of all groups creates a positive ethos in which pupils manage themselves and support each other. This has a major impact on their successful learning. • Learners develop and maintain excellent relationships between themselves and with adults. Learners can apply the school values both individually and collaboratively. • Class teachers work effectively with and actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated. • Class teachers use evidence-informed research to best support an inclusive classroom. •	a task begins. • Using consistent language and non-verbal signals for common classroom directions. • Using early and least-intrusive interventions as an initial response to low level disruption. • Responding quickly to any behaviour or bullying that threatens emotional safety. **Establish effective routines and expectations, by:** • Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points). • Practising routines at the beginning of the school year. • Reinforcing routines (e.g. by articulating the link between time on task and success). **Build trusting relationships, by:** • Liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations. • Responding consistently to pupil behaviour. **Motivate pupils, by:** • Supporting pupils to master challenging content, which builds towards long-term goals. • Providing opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school. • Helping pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.	• Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. • Building effective relationships is easier when pupils believe that their feelings will be considered and understood. • Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). • Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.

STANDARD 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.
- 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.

Lady Joanna Excellent Practice	Early Career Framework: Learn how to:	Early Career Framework: Learn that:
• Class teachers are proactive in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school. • Class teachers are actively involved and promote extra-curricular clubs throughout the school year. • They build strong professional relationships and are an ambassador for collegiate work to promote learning for *all* groups of pupils. • Support Staff are expertly deployed at all times to maximise excellent progress. • They are proactive in seeking specialist support, guidance and advice from relevant professionals in relation to pupils with individual needs. • Feedback is received professionally and positively and class teachers deliberately seek out opportunities to develop their own professional learning. • Clear, concise communication with parents and carers is highly effective, both verbally and in writing in relation to pupils' achievements and well-being, not only formally but when individual pupils' emergent needs occur. • All members of the school are members of our wider Wye community and we contribute to this.	**Develop as a professional, by:** • Engaging in professional development focused on developing an area of practice with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice. • Strengthening pedagogical and subject knowledge by participating in wider networks. • Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment. • Engaging critically with research and discussing evidence with colleagues. • Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement. **Build effective working relationships, by:** • Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school. • Seeking ways to support individual colleagues and working as part of a team. • Communicating with parents and carers proactively and making effective use of parents' evenings to engage parents and carers in their children's schooling. • Working closely with the SENCO and other professionals supporting pupils with additional needs, making explicit links between interventions delivered outside of lessons with classroom teaching.	• Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. • Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. • Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues. • Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success. • Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers. • SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate

•	• Sharing the intended lesson outcomes with teaching assistants ahead of lessons. • Ensuring that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher. • Knowing who to contact with any safeguarding concerns. **Manage workload and wellbeing, by:** • Using and personalising systems and routines to support efficient time and task management. • Understanding the right to support (e.g. to deal with misbehaviour). • Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks). • Protecting time for rest and recovery.	support is in place for pupils. • Engaging in high-quality professional development can help teachers improve.