



We are kind - We show respect - We work hard - We are honest

To promote the best teaching & learning at Standhill Infants' School staff will:

**1. Understand the content**

|  |   |   |
|--|---|---|
| have deep & fluent knowledge & flexible understanding of the content you are teaching.                                     | have knowledge of the requirements of curriculum sequencing & dependencies in relation to the content & ideas you are teaching. | have knowledge of relevant curriculum tasks, assessments & activities their diagnostic & didactic potential; being able to generate varied explanations & multiple representations/analogies/ examples for the ideas you are teaching |
| have knowledge of common student strategies, misconceptions & sticking points in relation to the content you are teaching. |   |   |

**2. Create a supportive environment**

|  |   |   |
|--|---|---|
| promote interactions & relationships with all students that are based on mutual respect, care, empathy & warmth; avoiding negative emotions in interactions with students; being sensitive to the individual needs, emotions, culture & beliefs of students. | promote a positive climate of student-student relationships, characterised by respect, trust, cooperation & care. | promote learner motivation through feelings of competence autonomy & relatedness. |
| create a climate of high expectations, with high challenge & high trust, so learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change.   | promote a calm, caring, consistent environment so each child is enabled to learn.                                 | provide an attractive environment that is an exciting place to be.                |

**3. Maximise opportunity to learn**

|   |  |  |
|---|--|--|
| manage time & resources efficiently in the classroom to maximize productivity & minimize wasted time (e.g. starts, transitions); giving clear instructions so students understand what they should be doing; using (& explicitly teaching) routines to make transitions smooth. | ensure that rules, expectations & consequences for behaviour are explicit, clear & consistently applied. | prevent, anticipate & respond to potentially disruptive incidents; reinforcing positive student behaviours; signaling awareness of what is happening in the classroom & responding appropriately |
| use a variety of methods & environments both indoors & outdoors   | act as a role model for learning   | model our core values at all times   |
| celebrate success by recognising effort, progress & attainment  | encourage independence by having accessible, appropriate resources                                       |  |

#### 4. Activate hard thinking

|  |  |  |
|--|--|--|
| <p>structure: giving students an appropriate sequence of learning tasks; signaling learning objectives, rationale, overview, key ideas &amp; stages of progress; matching tasks to learners' needs &amp; readiness; scaffolding &amp; supporting to make tasks accessible to all but gradually removed so that all students succeed at the required level.</p> | <p>explain: presenting &amp; communication new ideas clearly, with concise, appropriate, engaging explanations; connecting new ideas to what has previously been learnt (&amp; re-activating/ checking that prior knowledge); using examples (&amp; non-examples) appropriately to help learners understand &amp; build connections; modelling/demonstrating new skills or procedures with appropriate scaffolding &amp; challenge; using worked/part worked examples.</p> | <p>question: using questions &amp; dialogue to promote elaboration &amp; connected, flexible thinking among learners (e.g., 'why?', 'compare', etc.); using questions to elicit student thinking; getting responses from all students; using high quality assessment to evidence learning; interpreting, communicating &amp; responding to assessment evidence appropriately</p> |
| <p>interact: responding appropriately to feedback from students about their thinking/knowledge/understanding; giving students actionable feedback to guide their learning.</p>   | <p>embed: giving students tasks that embed &amp; reinforce learning; requiring them to practice until learning is fluent &amp; secure; ensuring that once-learnt material is reviewed/revisited to prevent forgetting</p>  | <p>activate: helping students to plan, regulate &amp; monitor their own learning; progressing appropriately from structured to more independent learning as students develop knowledge &amp; expertise.</p>  |
| <p>plan effectively, with clear learning objectives which are made known to pupils</p>   | <p>ensure children know what to do to be successful in their learning through clear success criteria</p>   | <p>plan so that learning objectives are delivered in a range of learning styles, providing equal opportunities for all</p>   |
| <p>will work together as a team planning &amp; sharing resources so that all children have the same access to the curriculum</p>   | <p>set achievable but challenging targets for learning which are shared with pupils through targets in writing, colour coded reading objectives in reading &amp; clear success criteria in mathematics</p>   | <p>plan challenge by ensuring activities will move children forward in their learning</p>  |
| <p>provide opportunities for children to learn individually, in pairs &amp; in groups as well as in a whole class group</p>  | <p>,during whole class &amp; focus groups, lead children on in their creative thinking by posing open-ended questions which hone their listening skills during the task</p>  | <p>provide independent tasks which are open ended, &amp; encourage creative thinking</p>   |
| <p>use assessment for learning strategies to gather information on children's progress against learning objectives.</p>  | <p>use formative assessment throughout to plan next steps</p>  | <p>evaluate pupils' understanding by providing opportunities for them to demonstrate their learning both practically &amp; verbally</p>  |
| <p>involve children in the assessment process, using self-assessment &amp; peer assessment.</p>  | <p>provide intervention as &amp; when necessary (see local offer)</p>  | <p>provide opportunities for pupils to discuss &amp; evaluate their own &amp; others learning, self- assessing to specific success criteria where appropriate</p>  |

## 5. Involve parents

|   |  |  |
|---|--|--|
| work closely with parent/carers so child feels secure & receives a consistent message | share appropriate targets with parent/carers so that they are informed & can support the child to make best progress |  |
|---|--|--|

Updated November 2025

Review November 2027