

# Teaching Expectations

*'We will give every child the opportunity to surprise us across the curriculum.'*

## Teaching Input Expectations

1. All whole class teacher input must be at Greater Depth.
2. Effective AfL strategies will be used continuously to assess understanding.
3. As children understand the objective, they can start independent work.
4. At this point, the teacher will refine their pitch to Age Related Expectations.
5. As children understand the objective at this level, they can start independent work.
6. Children will not have set tables; they will sit where the resources are that best support their learning

## Teaching Resourcing Expectations

1. All tables must have the necessary resources available for all pupils to achieve the objective.
2. All work must be available for all children in order that they can readjust their learning journey within the lesson, independently.
3. The Everest challenge must be available in every lesson in order to give all children the opportunity to excel. This must not be achievable in a short space of time.

## Marking station

In every lesson children will have access to the answers or success criteria so that they can independently assess their work.

## Magic 5

In maths, reading and SPaG, children will not answer more than 5 questions correctly without moving on to the next mountain.

## Mountain boxes

Four boxes (red, yellow, green and blue) should be labelled and accessible to all pupils, containing the four different levels of work in all lessons.

| Mountain Model      |   |  |
|---------------------|---|--|
| <b>Scafell Pike</b> | Working towards Age Related Expectations      |  |
| <b>Ben Nevis</b>    | Age Related Expectations                      |  |
| <b>Mont Blanc</b>   | Greater depth within Age Related Expectations | All lessons to be pitched at this level. |
| <b>Everest</b>      | Mastery - opportunity to excel.               |  |

# Feedback & Marking Expectations

## During the lesson

### Teacher input

1. Teachers and additional adults will mark secretorially in books every lesson. This will be done in green pen.
2. Teachers and additional adults will highlight (in green) areas for improvement which the children will action immediately using their red pens.

### Pupil voice

All pupil voice is in **red** pen.

### EYFS & KS1

1. Sentence starter stickers are used to identify pupil voice.
2. Sentence starter stickers are used once a week in Maths, English and Science books.
3. Sentence starter stickers are used at the end of a unit in topic work during wow weeks.

### KS2

1. Sentence starter scaffolds are used to identify pupil voice.
2. Sentence starter scaffolds are used once a week in Maths, English and Science books.
3. Sentence starter scaffolds are used at the end of a unit in topic work during wow weeks.
4. Pupil voice must include what the child has done well and what the child needs to improve.
5. A brief acknowledgement of the pupil voice must be made.

### Children's marking

1. Children can mark their own work, using their red pen. Corrections must be made at the point of marking, showing their new working.

### Independent work

Independent work is marked with an 'I'. This can be used for whole pieces or sections of work.