

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, including staggered starts where appropriate.
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 Reading

1. Every morning between 9.00-10.00am there will be a one hour reading lesson.
2. In KS2, teachers follow the teaching of reading model for reading. All work will be recorded in guided reading books and De Bohun expectations for Feedback and Marking will be followed.
3. In KS1, 9.00-9.30 will be a guided reading session. Year 1 follow DSR, Year 2 follow the teaching of reading skills model. Between 9.30 and 9.45am, teachers will share whole class texts.
4. Teachers will record all assessments on the Enfield Reading Record.

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. Everest challenges 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.

English and Maths

English and Maths should have equal weighting in hours taught across the week.

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 | | |
|----------------|---|--|
| Scafell Pike | Working towards Age Related Expectations | |
| Ben Nevis | Age Related Expectations | |
| Mont Blanc | Greater depth within Age Related Expectations | All lessons to be pitched at this level. |
| Everest | 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 (green for growth)** substantial areas for improvement (such as – editing sentences, improving reasoning answers, explanations or recalculating sums) which the children will action immediately using their red pens. This must happen at least once a week.
3. Teachers will ensure that positive comments, stickers or stamps are used for good work or a great effort.

| Conferencing | Reviews |
|--|--|
| Brief discussion at the point of learning (teacher highlights where to make amendments; child responds in red immediately - no need for teacher comment in green other than to acknowledge or correct the children's response) | Pupil will use a sentence starter to begin their review |
| Teacher may not have time to speak to everyone during a lesson so may highlight and make a comment so that the child knows what to do in order to improve. The child will always respond to this. | Pupil will make their own comment referring to what they have learned or what they have done well. |
| There may be times where a longer 'conferencing' session needs to take place. As this is assessment, it can be done in PPA but can also happen at other times during the day e.g. directed time (PE or assemblies) | Pupil will ask the teacher for help or to clarify something that they did not understand. |

Pupil voice

All pupil response to feedback, marking and review is in **red** pen. Teachers must ensure that they check children have marked accurately.

EYFS

1. Assessment criteria labels used in child friendly language.

KS1

1. Sentence starter stickers can used to identify pupil voice when appropriate
2. 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.

Independent work

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