



What makes outstanding learning?

January 2017

Introduction

As a staff we are fully committed to trying to ensure that we give the pupils outstanding learning opportunities through outstanding teaching. This booklet is not a comprehensive checklist, but it does try to identify the key characteristics of outstanding teaching and learning that we considered at our CPD day in September. We continually reflect upon how, individually, each of us contributes to that aim.

Have I got the basics right?

Is my planning of a high quality?

Am I confident in my subject knowledge?

Am I using resources effectively to support the lesson objective, including providing concrete experience?

Do I make sure that the children are well behaved and that they are actively learning as soon as they come into the classroom?

Teaching assistants briefed, clear about their role and actively supporting learning??

Do I have high expectations that every child in my class can succeed in being an excellent learner?

Is learning differentiated?

Have I built in time for the children to assess/reflect?

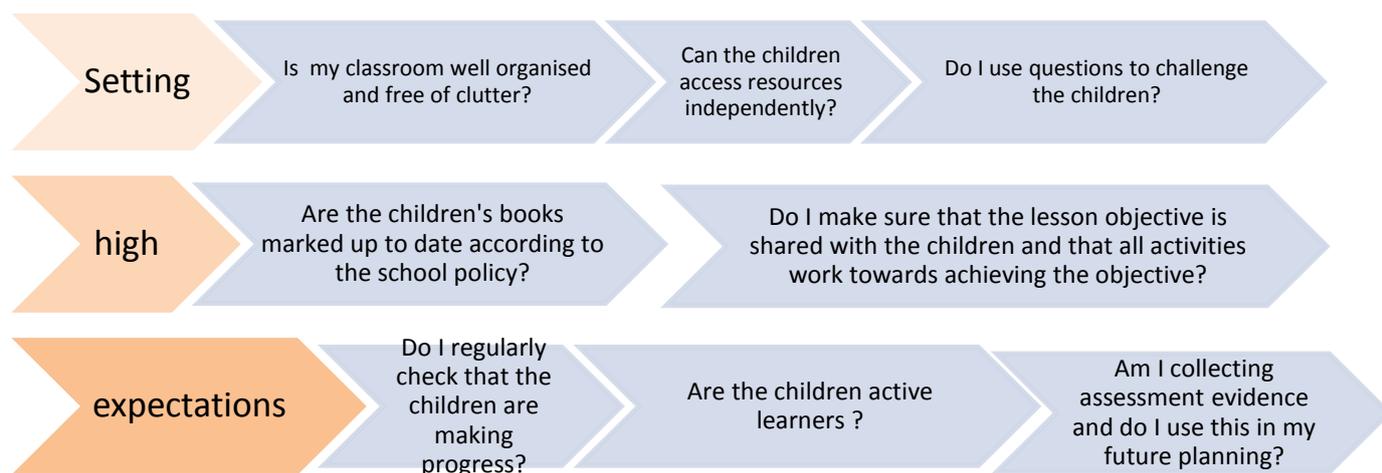
Is the objective of my lesson clear to the pupils?

Can the children work towards the objective independently?

Will every child make outstanding progress and how will I/they know this?

Are the success criteria clear?

Does my classroom reflect high expectations?



In an outstanding lesson EVERY learner makes excellent progress. Each child needs to know how they can improve and that there is no limit to their achievement.

We need to see increasing evidence at Snettisham that we are moving from.....:

A focus on teaching

Assessment of learning

Teacher as the leader

..... and moving to:

A focus on learning

Assessment for learning

Children learning to learn

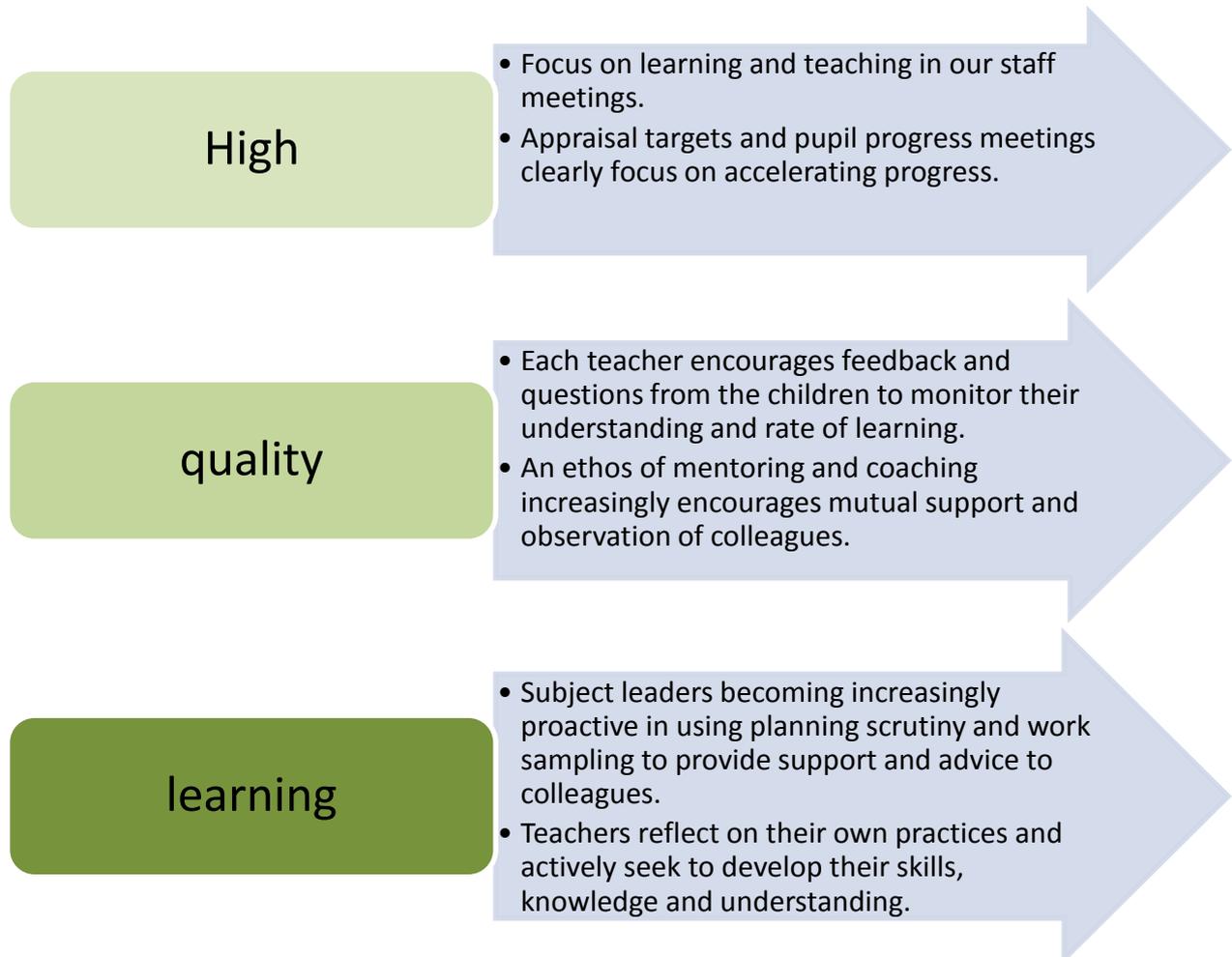
Are we using our teaching assistants effectively?

Our teaching assistants are a very valuable resource but we need to ensure that they have a direct impact on pupils' learning. We have looked at the Education Endowment Fund's findings regarding making best use of learning support assistants and we will work towards the following principles:

- ➔ The focus is always on **high quality first wave teaching**. Teaching assistants supplement our teaching they do not replace it.
- ➔ Our teaching assistants should work across the ability range.
- ➔ The quality of language and the questions our teaching assistants use is shown to have an impact on pupils' ability to be independent learners i.e. ask the pupil to solve the problem, decide on the resources needed rather than being given the answer.
- ➔ We will try to ensure that we build in time for teachers and teaching assistants to meet to plan their work together
- ➔ Teaching assistants are most effective in targeted interventions working one to one or with small groups where they have been provided with training or appropriate support for the intervention they are running.

What does the evidence point to?

Research consistently points to the fact that the most successful schools are those in which high quality teaching and learning stems from teachers who are continuously looking to improve their practice. In our school we are trying to develop this reflective culture by:



Thinking about lesson objectives

A lesson objective should be:

SPECIFIC

CHALLENGING

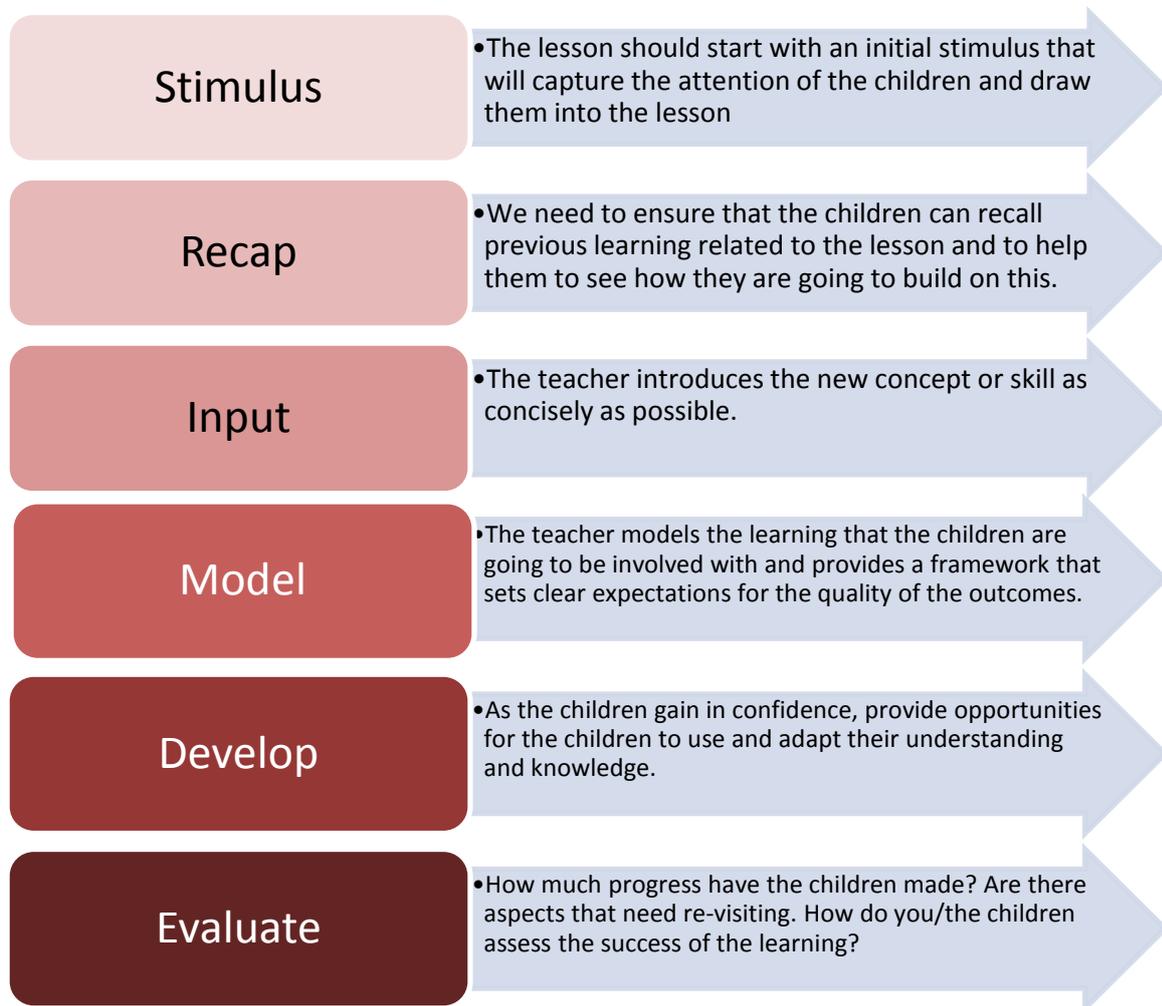
THE FOCUS FOR ACTIVITIES

Objectives that begin with “to know” or “to understand” can be vague whereas a more specific verb can help to focus teaching and learning – “to compare”, “to justify”, “to analyse”.

An activity cannot be a lesson objective but it can be the means by which the child makes progress towards the objective. So for example, “to draw a picture from observation” is not in itself an objective. We need to look at the skills the child will need to be able to carry out the activity. The objective might be “to use different pencil marks to represent areas of shade”.

What might an outstanding lesson look like?

There are six stages that every lesson should incorporate:



We must not underestimate the importance of effective starters and plenary sessions. The starter should engage the children and set a brisk pace. All the children should be challenged to join in through the use, for example, of talking partners, quick fire questioning or whiteboards. The starter connects what has been learnt to what is going to be learnt.

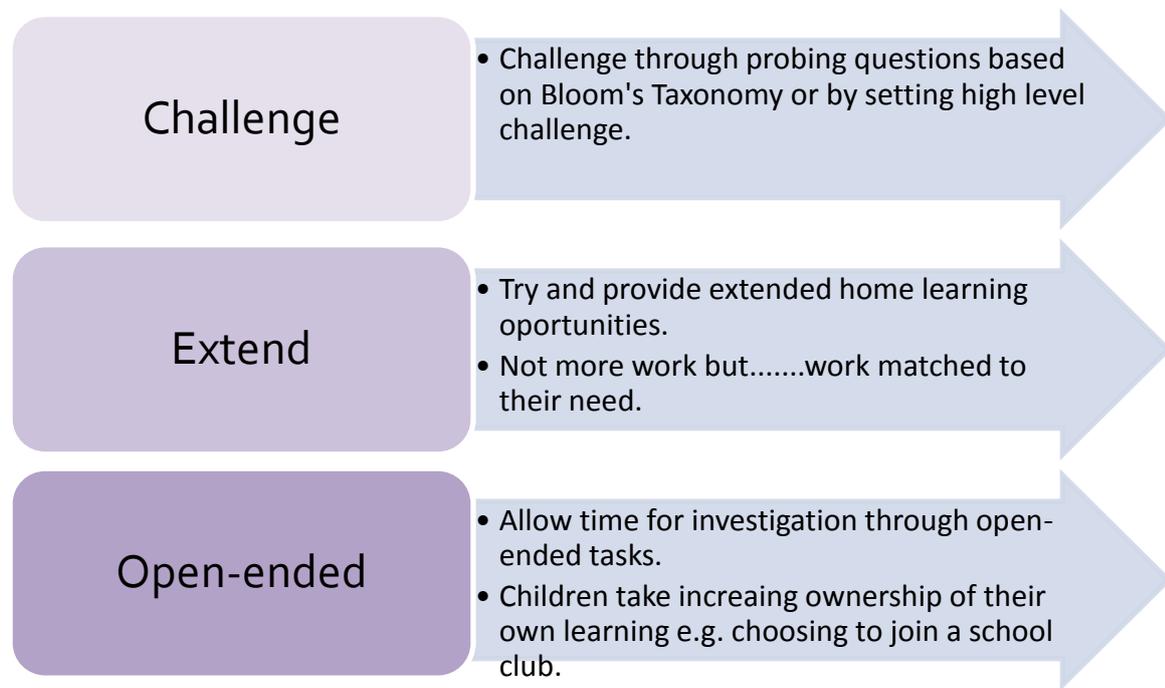
The plenary can both draw together and review the learning that has taken place. It provides an excellent opportunity to assess and the children to self-assess their learning. It is important to highlight not only what has been learnt, but also HOW it has been learnt. It is not expected that every lesson will end with a plenary.

The successful learning environment (the classroom!)

If we are asking the children to become successful, independent and quality learners, then we need to support them with an environment that gives the same message. All the classrooms at Snettisham have some elements of the following prompts, but there are improvements we can still make:

- Are resources clearly labelled, accessible and used independently by the children?
- Are displays of children's work of a high quality with work mounted and labelled? Do I have any displays that prompt the children to think around the topic?
- Is the learning wall/environment used by the children?
- Do the children know what the next learning step they are working towards?
- Is my room free of clutter or am I using it as a storage area for things that would be better stored elsewhere?
- Do the children take pride in their learning and are they able to articulate what high quality learning and work looks like/feels like?

Meeting the needs of the gifted and talented child



Meeting the needs of the EAL child

Language

- Try to ensure that every child is actively learning - consider use of support and whether, in the early stages of English acquisition, a different activity is required.
- Identify key words for each activity and teach spelling rules.

rich

- Include the child in class routines such as giving out books, taking messages etc. and make sure that you teach the appropriate vocabulary for the activity.
- Make sure that text, including work sheets where used, use simple sentences wherever possible.
- Links and communication with parents is vitally important.

learning

- Make use of visual stimuli wherever possible and give the child every opportunity to speak in English.
 - Value the mother tongue of each child.
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Meeting the needs of the SEN child

We try to ensure that every child can access the learning objectives in each lesson, but for children with special educational needs, there are some additional points we try to consider. These points need to be read in conjunction with the SMART targets found in a child's Individual Education Plan (IEP).



How can I improve my teaching?

Use this grid to identify any areas that you feel you need to work on. Do you need additional time or help to achieve your goal? If the answer is "yes", talk to one of the Senior Leadership Team about this so we can help ensure that you are successful. If the answer is "no", talk to one of the Senior Leadership Team so that we know what you are working towards and can support you in being successful!

	Assessment 1 - 10	How can I improve?
Clear learning objective		
Assessment for learning		
Variety of questions use		
Child self-assessment		
Supporting EAL children		
Supporting SEN children		
Supporting G&T children		
Differentiating learning		
Teaching is lively and engaging		
Children are challenged		
Effective use of TAs		
Develop independent learners		
Assessment feeds into planning		
Use of ICT/IWBs		
High quality displays		
Children's behaviour is good		
Stimulating home learning		
My targets for the term: ✓ ✓ ✓		