

The Firs Lower School

Expected Practice Guide



At The Firs we are passionate about ensuring that we create a highly effective learning environment where everyone works together well and children make rapid progress. The following sets out the expectations regarding the high quality provision we make for pupils:

1. A growth mindset...

- Encourage children to believe that their 'ability' is not fixed and that with effort all can grow, develop and improve.
- Use every opportunity to promote a good attitude to learning e.g. challenging yourself, mistakes being powerful opportunities to learn, the importance of learning positively from feedback etc.

2. High quality curriculum planning, lesson delivery and assessment...

- Positive and productive contribution to school curriculum planning process, ensuring a clear and well thought out 'intent' to its design and thorough 'implementation', which leads to good outcomes for learners.
- Medium term planning follows 'Planning Protocols' provides appropriately detailed guidance including how to provide appropriate support and challenge.
- TAs have full access to planning, which explains their role in developing learning.
- Learning objectives from Development Matters / KPIs (or RS objectives) with success criteria (which may be 'created' in the lesson)
- Use of 'mini plenaries' to reflect on SC and to show 'what excellence looks like'.
- Assess against KPIs / Development Matters and keep G2 / Tapestry 'up to date'. Work together in your team to ensure all stakeholders know/understand them e.g. ensure they are up in your room prominently and use them to make judgements when observing / marking.
- Use of technology to enhance learning e.g. Chrome books, Purple Mash resources etc.
- Planning to be made available to KM, ABr or DR as appropriate. (uploaded to Year group drive on School Google drive).

3. A sense of urgency...

- Communicating enthusiasm and passion for learning A passion for reading, helping children to rapidly become fluent and successful readers and active support for the Read Write Inc. programme to get them there!
- Communicate through words and lesson delivery that 'Every moment is precious' e.g. be conscious of the pace in lessons and do not be 'static' at your desk, move round room intervening with learning!

4. Engagement and behaviour management...

- Expectation of high standards – no moment lost!
- Classroom environment – the expectation is that the classroom will be a tidy, well organised learning environment that encourages a good attitude to school life by supporting, valuing and giving children positive messages about the importance of learning - see Learning Environment Checklists.
- Adhering to and actively supporting the Behaviour policy and RWI / Pivotal approaches e.g. 'Ready, Respect, Safe', use of 'growth mindset', 'magnet eyes' / 'listening ears', clap/hands-up stop signal, '1,2,3' for moving in classroom, praise for compliance in others to tackle off task behaviour, use of 'restorative conversations' and 'smart learners' approaches etc.
- Lots of praise and a strong caring ethos that makes children feel secure.

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- Strategies to include all e.g. Talking to learning partner, 'no hands up' questioning, WOWO boards (hands on shoulders... 1,2,3 show), individual tasks (note taking), use of resources in maths, TA support etc.
- Be there! (To greet children and/or parents at the door, at the beginning of the day or on the playground, promptly, at the end of social times etc.)

5. Developing thinking...

- Learning partners to discuss and develop ideas and to peer assess.
- Questioning that is 'deep/open' to develop thinking (e.g. Blooms Taxonomy)
- Activities to develop problem solving e.g. Use of De Bono Thinking Hats, Ian Gilbert etc.

6. Developing mathematical thinking...

- Children are given opportunities to think and discuss their ideas, make predictions and investigate, devising their own ways to record. E.g. skills such as conjecture and convince, working systematically, generalising, looking for and describing patterns and testing ideas etc.
- An effective use is made of 'real life' / problem solving approaches, using practical apparatus / visual images to reinforce concepts appropriately for different learners. (E.g. use of Nrich materials)
- Appropriate opportunities are provided for pupils to develop their fluency in maths (incl. regular, well planned oral mental starters).

7. Consistent high quality feedback...

- Marking follows 'Marking & Feedback protocols'.
- Oral and written feedback that moves learning on (e.g. identify 'orange' development points and then double tick when a child achieves a previous one.)

8. Safeguarding...

- A strong commitment to pupils' welfare and child protection:
 - Real care and sensitivity shown for children's well-being, which is apparent in all dealings with children and other stakeholders.
 - All concerns are responded to promptly and recorded / followed up appropriately, following the Child Protection Policy / 'Firs Safeguarding Guidance' and Anti-Bullying policy.
 - Strong emphasis on E Safety e.g. curriculum time spent on it and support for 'Internet Safety Day' etc.