

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 curriculum planning, ensuring a clear and well thought out 'intent' to its design, thorough 'implementation' and good outcomes for learners.
- Planning follows 'Planning Protocols', provides appropriately detailed guidance including how to provide appropriate support and challenge.
- TAs have full access to planning, so they make an effective contribution to developing learning.
- Learning objectives from Development Matters / KPIs (or RS objectives) with success criteria (which may be 'created' in the lesson).
- Differentiation is used effectively to overcome any barriers to accessing lesson objectives. (Interventions are used where appropriate to carefully target gaps in learning.)
- Use of 'mini plenaries' to reflect on SC and to show 'what excellence looks like'.
- Formative and summative Assessment (against KPIs / DM) is used successfully to inform planning and give concise and useful feedback. (Targets tracked regularly so support can be given immediately).
- Use strategies appropriate for the children / context e.g. flexible grouping, logical scaffolding, explicit instruction and technology to enhance learning (Chromebooks, Purple Mash, data loggers in science) etc.
- Extend Forest Schools learning with opportunities to learn outside, in all areas of the curriculum.
- All planning to be made available to Subject Leaders. (On year group drive on School Google drive).

3. A sense of urgency...

- Communicating enthusiasm and passion for learning.
- Communicate through words and lesson delivery that 'Every moment is precious' e.g. be conscious of pace, not being 'static' at your desk or one place.

4. Engagement and behaviour management...

- Expectation of high standards – no moment lost!
- Classroom environment – classroom will be tidy, well organised encouraging a good attitude to school life - see Learning Environment Checklists.
- Adhering to and actively supporting the Behaviour policy and RWI / Pivotal approaches e.g. 'Ready, Respect, Safe', 1st attention to best conduct, 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.
- Strategies to include all e.g. LP work, '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. Providing Challenge and Developing thinking...

- Ensure there are *, ** and *** star challenge levels in learning design.
- Use learning partners to discuss and develop ideas and to peer edit / assess.
- Questioning that is 'deep/open' to develop thinking (e.g. Bloom's Taxonomy)
- Activities to develop problem solving e.g. Use of 'Thinking Hats, Ian Gilbert, 'Learning Pit' etc.

6. Provide a Fantastic Curriculum

- A passion for **reading** and positively supporting Read Write Inc., helping children to become fluent, successful readers.
- Foster an enjoyment of **writing** in all areas, whilst developing writing skills and stamina. Ensure the programme provides for reluctant boy writers.
- In **numeracy**, promote mathematical thinking, allowing children to talk (conjecture and convince)
- An effective use is made of 'real life' / problem solving approaches in **numeracy**, using practical apparatus / visual images to reinforce concepts for different learners. (E.g. use of Nrich materials)
- Pupils develop their fluency in **numeracy** (daily, well planned oral mental starters incl. counting).
- Be enthusiastic about **science** and develop a sense of excitement and wonder in discovery.
- In **science** all children are challenged (use of 'Ch' in books to evidence challenging ideas) providing links to real life examples / work of scientists in the past etc.)

7. Consistent high quality feedback...

- Marking follows 'Marking & Feedback protocols'.
- Oral and written feedback that moves learning on.
- Use of 'over the shoulder' approaches to make feedback 'in the moment' as much as possible.
- Partnership with parents developed by good communication, quality feedback and opportunities to support parents/carers in building on learning at home. (eg. follow homework protocols).

8. Supporting vulnerable children

- Know children as individuals and meet their needs as individuals, always considering their vulnerabilities and emotional and personal circumstances.
- Be active in supporting any disadvantaged pupils and ambitious in closing gaps to their peers.
- Provision plans for SEND pupils are accurate, SMART & reviewed regularly. (Assess, Plan, Do, Review).
- Remember inclusion is Equity not just equality-what opportunities have my vulnerable children had?

9. 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.
 - Promote teamwork and positive feelings about collaboration; developing good skills in working and socialising with others.
 - 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.