

Teaching and Learning Non-Negotiables

Through learning, teaching and caring, we achieve together

The non-negotiables which run throughout Kirkbymoorside CP School are. . .

- ◆ Each child moves forward in their learning in every lesson. Time is precious in class—all children should be on task and focused.
- ◆ Questioning is used at the start as a tool to review prior/most recent learning.
- ◆ At the start of each session—the teacher shares the learning intention—so the children know what they are doing and why (display this for all children to see and refer to in the lesson).
- ◆ Steps to success/success criteria are well matched to children's abilities and shared with them so that they understand what they need to achieve.
- ◆ Focused talk partners to be used to increase discussion opportunities and response (avoid over reliance on individual questioning and feedback). Talk partners have a purpose, an added value.
- ◆ Pace is appropriate to learning and enables all children to explore ideas and concepts.
- ◆ Focus groups in every lesson—with the teacher 'teaching' a planned sequence within the group.
- ◆ Teacher modelling—reading, writing, thinking, questioning, counting.
- ◆ Teachers facilitate dialogue by 'bouncing' responses and engaging all learners.
- ◆ Plenaries/mini plenaries to be evident in lessons—reviewing/assessing learning but also moving learning forwards or reviewing misconceptions as they arise. These must be precise and purposeful.
- ◆ Behaviour for Learning—have high expectations in the way the children talk, sit and behave in their learning
- ◆ Children should sit still and listen when being taught or when someone is saying something. There should be no talking over people and no fussing including points of transition.
- ◆ Noise levels—appropriate for the task—calm and quiet classrooms and 'appropriate' noise levels for collaborative learning.
- ◆ 'Face the speaker' child or adult.
- ◆ Learners know their next steps.
- ◆ The classroom is the 'silent teacher' and conforms to the school policy on learning environments. All displays are beautifully presented and have labels that explain the learning, questions for further learning and contain pupil reflections. By Year 2, no lined paper for writing up—use a line guide.
- ◆ T.A.s contribute effectively to learning at all times. T.A.s will be actively involved in the main session.
- ◆ Children in KS1 to remain on the carpet for no more than 20 minutes at a time. Teacher talk no longer than 20 minutes.
- ◆ Teaching for EAL, SEND and G+T children should be clearly evident in planning.
- ◆ Guided Reading—The guided reading session is planned and assessed. Bloom's Taxonomy question stems are used to develop all levels of thinking. Each independent task is planned for and children know the purpose of the session. Even browsing for books (limited to one group) has a clear purpose. Children are able to articulate how the session is contributing to their learning.
- ◆ Feedback marking must be precise. Phrases such as 'add more description' or 'vary openers' are not precise enough. Children must always respond to feedback through improvements in learning.

Feedback will be given after each learning walk. Every class, every lesson, every day!

**Kirkbymoorside
C.P.
School**



Presentation

- ◆ No doodling on/in books
- ◆ No rubbers
- ◆ Use of rulers for diagram, underlining dates, titles and margins.
- ◆ Pencils in all books until handwriting is secure
- ◆ Use of coloured pen for marking and feedback comments.
- ◆ Presentation must be of the highest standard in all areas of the curriculum. Writing should be as high in History as it is in Literacy.

Pride and Respect