MALTBY LEARNING TEACHING & LEARNING STANDARDS

1. LIVE FILES

a. **Live Files**: Printed Individual Education Plan (IEP) filed. Strategies enacted and impactful.
- Teacher clearly knows all students and addresses needs. (5.2, 3 & 4)

b. **Use of Other Adults:** (where applicable)
- Plan completed (drawn on specialist advice) and printed. Strategies enacted and impactful. (8.2 & .3)

2. PRECISE PLANNING

a. **Accessible Learning Question and Progressive Outcomes:** designed to secure investment (appeal emotively.)
- contextually relevant (specification.)
- informed by diagnostic use of assessment, marking and feedback. (6.3 & 1.2)

b. **Clarity on success criteria and modelling**: Planning ensures teacher provides real clarity on what success looks like including examples e.g. modelling of answers, listing the success criteria.
- Students can clearly and confidently articulate what success looks like. (3.2)

c. **Effective Differentiation:** Planning ensures: every activity ambitiously and appropriately challenges every student from their starting point (particularly the most-able).
- Scaffolding supports all students to meet the high levels of challenge.
- Every student has access to every activity given their need. (5.1 & 3)

d. **Literacy development at every relevant opportunity:** Clear planning, informed from previous marking, to impactfully address common literacy and spelling, punctuation and grammar (SPAG) errors. (3.3)

e. **Homework/ Prep learning** embedded and purposeful:
- Read, Apply, Research or Extend to consolidate or prepare; maximise lesson time. (4.1)

3. CLASSROOM CULTURE

a. **Quality classroom environment;** visual metaphor of teachers' expectations:
- Clean, tidy, organised, bright classroom. Up-to-date, attractive displays support learning.
- Professional-look PowerPoints and resources follow Academy expectations. Books neatly and carefully stored. (1.1)

b. **Sharp start.** Organisation delivers purposeful and impactful start:
- Teacher at door welcoming students. 'Data based' seating plan in place and use
- Planner, conduct card, equipment, all class books/portfolios out on desks.
- Engaging and purposeful 'Do Now!' starter on desks or interactive whiteboard stimulates and challenges all.
- Register complete (first 10 minutes) doesn't interrupt 'flow.' (2.4)

c. **Independent, active engagement by all students;** fully absorbed in stretching 'learning challenges':
- tackling with positivity, showing solid inner resilience.
- motivated; enthusiastic, purposeful body language and work output. Purposeful pace and atmosphere. (7.3)

d. **Active engagement by teacher** in delivering lesson; positive role model:
- Teacher not sat at desk, other than when lesson delivery requires it.
- Between 'knowledge input', constantly navigating classroom, checking student progress, marking on the move, supporting and sharing misconceptions (where relevant.)
- Teacher models passion for subject. Aspirational dialogue fosters academic standards. (1.3)

e. **Consequences** and range of strategies to maintain positive behaviour for learning and pace used effectively:
- Praise and rewards evident/ embedded and motivational.
- Active listening routine used effectively to achieve silence. (7.1, 2 & 3)

5. PROGRESS

a. **Data** evidences good progress over time, for all cohorts. (2.1)

b. **In lesson** All students make clear progress as evidenced via effective AfL (5.4)

c. **Assessment Books:** Work shows good level of challenge. STAR marking regular, improvement driven and subject specific. Common SPAG errors regularly identified, using literacy codes.
- Substantial, good quality student response to feedback/marking shows clear improvement .
- Teacher re-marks the student response.
- Presentation is of a high standard.

d. **Class books:** Work shows good level of challenge. Marked in line with department policy.
- Common SPAG errors regularly identified, using literacy codes.
- Substantial, good quality student response to marking shows clear improvement.
- Presentation is of a high standard. (2..1, 3 & 5, 3.3, 5.4, 6.1 & 2)

4. DELIVERY: ASSESSMENT FOR LEARNING (AFL), QUESTIONING & ORACY

a. **Challenging Pitch and Appropriate time allocated** to activities; maximising learning and maintaining pace:
- Teach to the top and expect high success rates.
- Give clear and concise instructions to students.
- Guided practice to develop expertise and deliberate independent practice.
- Move on quickly once students mastered learning ensuring adequate time on more challenging activities and extended writing (not cut short due to poor planning or over running).
- No low-level 'down time' tasks e.g. cutting out, colouring in, watching a partner do something, poster work etc. (2.2 & 4, 3.2 & 4.1)

b. **Effective Assessment for Learning (AFL):** identifies learners' current position:
- Throughout with e.g. mini-whiteboards, verbal Q&A etc.
- Teacher uses to adapt lesson; maximising progress and maintaining challenge. (6.2)

c. **Good quality discussion (oracy/ structured talk):** Ample opportunities to engage in sharp, concise and purposeful discussion and dialogue.
- Effectively prepares for questioning, involving all.
- Teacher models technical/enabling (Tier 2 & 3) vocabulary.
- Students discuss with confidence and energy.
- Use of Oracy structures (back of book) and verbal sentence starters develops quality.
- Use of specific and effective techniques to improve quality of students' articulacy. (3.3)

d. **Effective targeted questioning:** Teacher skilfully uses a large number of both closed and open questions to gain an accurate idea of understanding and extend learning.
- Planning for questioning evident.
- Thinking time and No-hands up policy used.
- Deeper and more challenging follow-up questions used to extend learning and involve more students. (6.2 & 4)

e. **Articulating Progress:** High expectations of students to clearly and confidently articulate:
- What they are learning in line with the outcomes.
- The progress they have made. (2.3)