



Darlinghurst

ACADEMY

Teaching, Learning and Assessment Policy

September 2026

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Our Guiding Principles

Our mission is to Achieve Excellence Together.

This encompasses all who engage in shaping the lives and futures of children at Darlington Academy: staff, governors, parents and carers, trust colleagues, specialist services and the wider community.

Our vision is to be an exceptional academy; inclusive and progressive, where everyone matters and everyone achieves.

This vision is underpinned by our values:

- Achievement
- Belonging
- Confidence
- Determination
- Excellence

We promote and uphold the British Values of:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance

At Darlington Academy, we believe education is transformational.

Our role is to support every child to succeed, irrespective of their starting point, background, need or circumstance.

We recognise that treating all children equally does not always lead to equitable outcomes. Some children require different levels of support, adaptation, scaffolding or intervention to achieve success.

We therefore adopt an equitable approach, providing children with what they need to access learning, thrive and achieve ambitious outcomes.

Relationships are at the heart of successful learning.

Through relational practice, adults build trusting relationships that support children to feel safe, valued, regulated and ready to learn.

We are committed to developing children academically, socially and emotionally, ensuring they leave Darlington Academy as confident, capable and compassionate young people. We teach children that characteristics and personal attributes support them to become responsible citizens who demonstrate humanity, belonging and confidence, enabling them to flourish within modern society:

- Kindness
- Honesty
- Integrity
- Courage
- Trustworthiness
- Resilience,
- Self-worth and self-respect

Aims

At Darlington Academy we:

- Ensure every child feels safe, valued, included and able to belong.
- Have high expectations and ambitious aspirations for every learner.
- Deliver excellent, inclusive teaching through Quality First Practice.
- Develop communication, vocabulary and oracy as foundations for learning and life.
- Secure strong knowledge, understanding and mastery across the curriculum.
- Adapt learning to meet individual needs and remove barriers to success.
- Promote independence, resilience and self-regulation.
- Use assessment to inform responsive teaching and maximise progress.
- Celebrate effort, achievement and personal growth.
- Work in partnership with families and professionals to support every learner.
- Prepare children to thrive academically, socially and emotionally in the next stage of education and beyond.

The Darlington Excellence Framework

The Darlington Excellence Framework provides the foundation for high-quality teaching and learning across the academy. It translates our vision, values, Inclusion Strategy and Teaching and Learning Policy into consistent classroom practice. Through a shared focus on relational practice, explicit instruction, purposeful talk, adaptive teaching, retrieval practice and high expectations, the framework promotes both consistency and constancy for all children. The framework establishes a common language and a clear set of evidence-informed expectations that support high-quality teaching in every classroom. Whilst recognising the professional expertise of staff and the importance of responding to individual needs, it ensures that all children experience predictable, inclusive and effective learning environments where they feel safe, valued and ready to learn. The framework serves as a vehicle for professional development, coaching and continuous improvement, supporting staff to refine their practice and secure the very best outcomes for children. Through this collective commitment, every child benefits from high-quality teaching, strong relationships and equitable opportunities to achieve, belong and thrive.

Inclusion, Equity and Success for All

We recognise that mastery begins with strong foundations. Secure communication, language, reading, writing and mathematical skills are central to children's success and are prioritised across the academy. Through explicit instruction, purposeful practice, adaptive teaching and carefully designed scaffolds, we support children to develop, consolidate and master the essential knowledge and skills that underpin future learning. We understand that children learn at different rates and may require additional time, practice and support. Teachers use ongoing assessment to identify strengths, gaps and next steps, ensuring provision is responsive to individual need and stage of development. Alongside high-quality whole-class teaching, children may participate in targeted number groups, writing groups, phonics provision, precision teaching, pre-teaching or bridging groups. These approaches provide bespoke instruction to secure key skills, close gaps and build confidence.

Our commitment to inclusion is rooted in equity rather than equality; children receive the support they need to achieve success. Through focused teaching, targeted interventions and specialist support where required, we ensure that every child makes strong progress from their individual starting point. Ambition remains high for all learners, fostering motivation, engagement, independence and achievement. Children are supported to work at an appropriate stage of development whilst remaining connected to ambitious curriculum outcomes and high aspirations for the future. By securing strong foundations and removing barriers to learning, we equip every child with the knowledge, skills, confidence and self-belief needed to thrive and enjoy the best possible life chances.

Provision is delivered through a graduated approach, ensuring support is responsive to individual need whilst maintaining high expectations and inclusion. While all children benefit from high-quality first teaching, some may require targeted support through bespoke groups, intervention programmes, additional scaffolds or personalised plans. For a small number of children, provision may be enhanced through collaboration with specialist services. At every stage, our aim is to remove barriers and build independence.

Quality First Teaching

Quality First Teaching is the foundation of all learning at Darlington Academy. We believe that excellent teaching, delivered consistently and inclusively, has the greatest impact on children's achievement, wellbeing and future success. Teaching is underpinned by the Darlington Excellence Framework, which provides a shared understanding of highly effective practice across the academy. Through a common approach to relational practice, explicit instruction, purposeful talk, adaptive teaching, retrieval practice and responsive assessment, the framework promotes both consistency and constancy in the learning experience of all children. High-quality teaching is characterised by clear learning intentions, strong subject knowledge, carefully sequenced learning, effective modelling and high expectations for participation, behaviour and achievement. Teachers establish positive relationships and create emotionally safe learning environments where children feel valued, supported and ready to learn.

Mastery of Foundational Skills

We recognise that secure foundations in communication, reading, writing and mathematics are essential to success across the curriculum and beyond. These core skills are prioritised across all phases of the academy and are taught through carefully sequenced learning, explicit instruction, guided practice and regular opportunities to revisit, apply and retain knowledge over time. The development of fluency, vocabulary, comprehension, writing composition, spelling, handwriting, number sense and mathematical reasoning is central to our curriculum. Teachers systematically build knowledge and understanding in manageable steps, ensuring children develop confidence, competence and mastery.

Oracy, Vocabulary and Communication

Oracy is at the heart of teaching and learning at Darlington Academy. We recognise that talk underpins thinking, learning and achievement and serves as a foundation for successful reading, writing and wider curriculum learning. Children are taught to articulate their thinking, explain ideas, justify responses and engage purposefully in discussion. Through structured talk, vocabulary-rich learning and effective questioning, children develop the confidence and language needed to participate fully, deepen understanding and communicate effectively. Teachers explicitly teach vocabulary, model high-quality spoken language and provide regular opportunities for discussion, partner talk and verbal reasoning to support learning across the curriculum.

Writing

Writing is a priority across the academy and a key driver of academic success and future opportunity. Our Writing Framework provides a consistent approach to teaching writing from Early Years to Year 6, ensuring progression in both transcription and composition. We recognise that high-quality writing begins with communication, vocabulary development and oral rehearsal. Teaching incorporates high-quality texts, explicit instruction, modelling and crafting writing. We ensure purposeful practice and opportunities for editing and improvement. Writing skills are applied across the curriculum so that children can write confidently, accurately and purposefully for a range of audiences and purposes.

Adaptive Teaching and Challenge

Children learn in different ways and at different rates. Teachers use ongoing assessment to adapt teaching, removing barriers to learning whilst maintaining ambitious expectations for all children. Adaptive practice may include additional modelling, scaffolded support, pre-teaching of vocabulary, guided practice, visual supports, concrete resources or flexible groupings. Such support is carefully planned and responsive to need, enabling children to access learning successfully whilst developing increasing independence. Challenge is an entitlement for every child. Teachers promote deeper thinking through reasoning, problem-solving, discussion, application of learning in unfamiliar contexts and opportunities to explain and justify their thinking. Children are supported to work at an appropriate stage of development whilst remaining connected to ambitious curriculum outcomes and high aspirations for the future.

Assessment

At Darlington Academy, assessment is used not simply to measure attainment, but to improve learning, remove barriers and secure the best possible outcomes for every child. Through responsive teaching, timely feedback and a commitment to understanding each learner, assessment helps ensure that every child experiences success, makes strong progress and develops the knowledge, skills and confidence needed for future learning and life beyond the academy.

Assessment for Learning

Assessment is an integral part of teaching and learning at Darlington Academy. It is used to identify what children know, understand and can do, enabling teachers to plan effectively, adapt provision and secure strong progress for all learners. Assessment is not viewed as a separate event but as an ongoing process that informs learning before, during and after teaching.

Responsive Assessment

Assessment is embedded within daily classroom practice and forms a central part of the Darlington Excellence Framework. Through skilled questioning, purposeful discussion, observation, retrieval activities and the review of children's work, teachers continually gather information about learning. Children are encouraged to articulate their thinking, explain their understanding, recall prior learning, make connections and respond to challenge. This enables teachers to identify misconceptions quickly and respond immediately through additional modelling, clarification, scaffolding, adapted questioning or increased challenge. Assessment is used to shape learning in real time, ensuring teaching remains responsive to pupil need and that children receive support or challenge at the point it is most effective.

Feedback That Moves Learning Forward

We believe that effective feedback should be timely, purposeful and acted upon. In line with our Excellence Framework, feedback is delivered predominantly through verbal interactions, live marking, modelling and questioning during lessons, allowing children to address misconceptions and improve their work whilst learning is taking place. Dedicated opportunities are provided for children to review, edit, refine and improve their work. Through immediate feedback and responsive teaching, children are supported to recognise next steps, deepen understanding and take increasing ownership of their learning. Feedback is used to celebrate success, reinforce high expectations and move learning forward, ensuring that children experience progress within lessons and across sequences of learning.

Retrieval and Securing Learning Over Time

Teachers use retrieval practice routinely to strengthen memory, increase fluency and support the long-term retention of knowledge and skills. Opportunities to revisit previous learning are carefully planned within lessons and across sequences of learning, helping children to connect new knowledge with prior understanding and apply learning with increasing confidence and accuracy. Knowledge organisers, retrieval activities, vocabulary review and opportunities to Show What You Know support the development of secure, transferable learning across the curriculum. This approach helps children to build strong foundations and ensures learning becomes increasingly embedded over time.

Using Assessment to Inform Progress

Assessment information is used to inform planning, adaptations, groupings, intervention and future teaching priorities. Teachers draw upon a range of formative and summative assessment information to build an accurate understanding of pupil achievement, progress and next steps. This may include ongoing classroom assessment, observation, pupil discussion, work scrutiny, retrieval activities and curriculum-based assessments. In addition, the academy utilises a range of assessment tools and measures, including NFER assessments, phonics assessments, the Multiplication Tables Check (MTC), statutory assessments and teacher assessment. Half termly phonics assessments ensure progress and groupings match needs. Digital platforms, such as My Mastery assessments and Times Table Rock Stars heat maps, are also used to identify strengths, gaps in learning and areas requiring additional practice or intervention. Assessment outcomes are analysed alongside professional judgement to identify misconceptions, evaluate curriculum effectiveness and inform responsive teaching. Information gathered may be used to adapt teaching, plan retrieval opportunities, organise targeted support, review interventions and celebrate progress.

Assessment for children with SEND

Assessment for children with SEND is personalised, responsive and focused on individual progress. We recognise that children may demonstrate learning, understanding and success in different ways and that assessment should accurately reflect their stage of development, strengths, needs and next steps. Teachers use ongoing formative assessment alongside Individual Support Plans (ISPs), personalised targets, sensory profiles, specialist assessments and professional advice to monitor progress and inform provision. Assessment considers academic achievement alongside communication, language development, independence, engagement, self-regulation, sensory needs, wellbeing and wider developmental outcomes where appropriate. Progress is reviewed regularly through collaboration between teachers, support staff, families and external professionals, including Speech and Language Therapists, Occupational Therapists, Educational Psychologists, Behaviour Change Teams, health professionals and Local Authority specialist services. This ensures that provision remains responsive, barriers to learning are identified and removed, and support is adapted to meet changing needs. Assessment is used to celebrate success, recognise progress from individual starting points and maintain ambitious aspirations for every learner. Through careful assessment and targeted support, we ensure that children with SEND continue to develop the knowledge, skills, confidence and independence needed to thrive within academy and beyond.

A Shared Commitment to Excellence

The success of every child at Darlington Academy is a collective responsibility. Through strong relationships, shared expectations and a commitment to our values, all members of the academy community play an important role in creating an environment where children can achieve, belong and thrive.

Teaching Staff

Teaching staff are committed to delivering high-quality, inclusive teaching that reflects the expectations of the Teachers' Standards, the Darlington Direction and the Darlington Excellence Framework. They establish positive relationships, create emotionally safe learning environments and maintain consistently high expectations for learning, behaviour and achievement. Through expert subject knowledge, adaptive teaching and responsive assessment, teachers support all children to make strong progress from their individual starting points. They explicitly teach, model and scaffold learning, whilst promoting independence, resilience and confidence. Teachers use assessment thoughtfully to identify next steps, address misconceptions and ensure that every child experiences success.

Parents and Carers

Parents and carers are valued partners in their children's education. By working closely with the academy, they support attendance, punctuality, behaviour, learning habits and the development of positive attitudes towards academy. Through open communication and shared aspirations, families help to reinforce the values, expectations and learning experiences that enable children to flourish both within and beyond the classroom.

Children

Children are active participants in their own learning and play a vital role in the life of the academy. They are expected to follow the Darlington Direction, demonstrate the academy values and contribute positively to the academy community. Children are encouraged to be ready to learn, respectful in their relationships and safe in their choices. They are supported to develop confidence, resilience and independence, embrace challenge and take pride in their achievements. Through their efforts, attitudes and contributions, children help to create a sense of belonging where everyone can learn, succeed and thrive.

Senior Leaders

Senior leaders champion a culture of excellence, inclusion and continuous improvement. They provide strategic direction, model the values and expectations of the academy and ensure that high-quality teaching and learning remain at the heart of all decision-making. Through coaching, professional development and collaborative working, leaders support staff to refine practice and achieve consistently strong outcomes for children. They celebrate success, address barriers promptly and work alongside staff to ensure that every child receives the support, challenge and opportunities they need to thrive.

Governors and Trustees

Governors and Trustees provide strategic oversight and challenge to ensure that the academy continues to deliver high-quality education for all children. They support the academy's vision, monitor the impact of key priorities and hold leaders accountable for securing strong outcomes and continuous improvement. Through their role as critical friends, Governors and Trustees help ensure that the academy remains ambitious, inclusive and focused on the success of every child.

Conclusion

At Darlington Academy, we believe that every child deserves to be:

- known,
- valued
- and empowered to succeed.

Through strong relationships, high expectations and consistently excellent teaching, we create the conditions in which all children can learn, achieve and thrive. Guided by the Darlington Excellence Framework, our commitment to Quality First Teaching, inclusive practice and responsive assessment ensures that every learner is supported to develop secure foundations, build confidence and make strong progress from their individual starting points. Through ambitious teaching, purposeful support and a culture of belonging, we remove barriers to learning whilst nurturing independence, resilience and a lifelong love of learning. Together, as a community of children, staff, families, Governors and Trustees, we share a collective responsibility for enabling every child to flourish academically, socially and emotionally, and to develop the knowledge, skills and character needed for future success and the very best life chances.

Our vision is simple:

- Everyone Matters - every child is known, valued and emotionally safe.
- Everyone Belongs - every child feels included, connected and able to participate.
- Everyone Achieves - every child makes progress, experiences success and realises their potential.

Through this commitment, we make a difference by providing children with the S.P.A.C.E. to grow as:

Successful Learners
Prepared for Change
Active Citizens
Confident Individuals
Effective Contributors

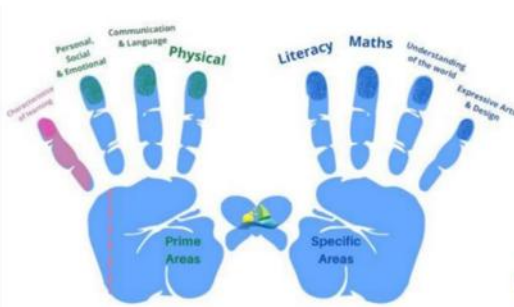
Darlinghurst Design

Our children are at the centre of all that we do!



Values Driven

A bespoke curriculum – hands on!



Golden Thread



Building character and resilience to succeed



Relational Practice

THIS IS HOW WE DO IT HERE - Achieving Excellence Together

Darlinghurst Difference



Successful Learners

- "Try Hard. Think Big. Never Give Up."
- "Learning Today, Leading Tomorrow."
- "Curious Minds Achieve More."



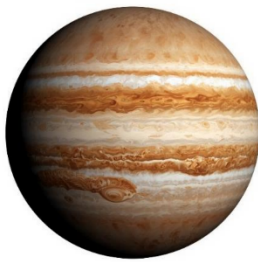
Prepared for change

- "Ready for Anything, Strong in Everything."
- "Growing Through Every Challenge."
- "Building Resilience for Life."



Active citizens

- "Our Voice Matters."
- "Making a Difference Near and Far."
- "Thinking Globally, Acting Locally."



Confident individuals

- "Believe It. Be It."
- "Proud to Be Me."
- "Confidence Starts Here."



Effective Contributors

- "Together We Achieve More."
- "Sharing Ideas, Shaping Futures."
- "Everyone Has Something to Give."

**We nurture strong academic foundations, personal growth.
Preparing children to succeed in their next stage and thrive in a changing world.**

Ready

We are prepared and ready to learn

Looks like



- Correct uniform
- Ready position
- Follow signals
- Resources ready
- Tracking the teacher

Sounds like



- Calm classroom
- Joining in
- Talk partners
- Positive noticing
- Positive voices

Feels like



- Purposeful
- Feels safe
- Happy
- Valued
- Calm
- Trying my best (in agreement)

Respect

Respect means I care about myself, other people and our world

Looks like



- Treating everyone fairly
- Including others
- Sharing and taking turns
- Listening when others talk
- Caring for things and our environment
- Being patient
- Think before you speak
- Following our British Values
- Follow academy values

Sounds like



- "Good Morning", "Good Afternoon"
- Kind and positive words
- Please, thank you and excuse me
- Listen and respond politely
- "I notice you...That is exactly how we do it here"
- I disagree respectfully
- Kindness
- Spot It
- Question It
- Challenge It

Feels like



- Relaxed
- Calm
- Kindness
- Self respect
- Safe



Safe

We keep ourselves and others safe

Looks like



- Fantastic walking
- Lining up
- Working or Playing fairly
- Regulation
- Taking care of our bodies and space
- Personal space
- Being in the right place at the right time
- Make safe choices
- Use power for good

Sounds like



- Calm voices
- Asking: "May I...?"
- Using kind words
- Asking for help
- Speaking up
- Kindness

Feels like



- Calm
- Respected
- Comfortable
- Included
- Ready to learn and have fun
- Confidence
- Courage



DA Excellence Framework 2026 – 27 (revised)

Action	Examples
1. Create a culture of inclusion	- All children feel valued, wanted, heard and respected - Planning is adapted to appeal to individuals and to feel relevant and interesting - Children in writing/number groups are taught the same content as their peers but learning is simplified and differentiated accordingly. Exemplars are more concise, writing planning templates are adapted. Children feel successful - Children are quick to settle, morning/entry jobs given to those who need them - All children are partnered up before the lesson begins (even if children are seated at tables – KS1) - Movement breaks (calming or energising) are either planned for and shared ahead of the lesson, or employed in response to need - Calming strategies including breathing techniques are used at the right time - TTYP used as a scaffold for all children to enable verbal rehearsal of 'do' task. Use of mini plenary to reshare/remind/reformulate articulations - Focus tools deployed where appropriate to focus learners - Cosy corner effectively established, ch. use to refocus learning
2. Follow the positive behaviour policy	- Establish the 3 rules and follow the Darlington Direction - Always be relational in approach and respond to behaviour with deliberate calm - Know individuals (including chn that are disadvantaged, SEN or need support with wellbeing) and respond to needs accordingly - Support chn in their emotional literacy – using colours to talk about emotions - Use the classroom support strategies to manage behaviour
3. Redirect behaviour	- Respond to behaviour with deliberate calm (be proportionate in response) - Talk about the 'behaviour', 'standards' and next steps – avoiding personal: 'you', 'me'. - First response to disengagement / disruption – 'Remember our rule of XXX, I need you to ...' - Further response, 'I notice you are struggling to XXX Is there anything you need from me?' - Further response, This behaviour breaks our rule of XXX... and implement support strategies. - If a ch needs time' use the 1 minute / 2 minute intervention - Use scripts to support both the ch and T – use neutral language avoiding emotion - Work with other adults (SLT, Pastoral etc) if further support needed. This includes engagement with families and personalised plans
4. Promote positive transitions and movement	- Warm exchanges and visible kindness around the academy - Smooth starts: use meet and greet (start of day, lessons, morning line up's) positions and routines - Smooth transitions – ordered entry (register order) and good timing. State expectations ahead of movement. - Promote independence and readiness - Line ups and movements from breaks - Positive pronouncements - corridor/ playground recognition - Fantastic walking (on the left) - Smooth ends: use end and send (end of day, lessons) – praise, plenaries, positive noticing.
5. Show visible consistency and kindness	- Show mutual respect - Model politeness – no shushing/podging - Be firm and certain – no shouting (neutral emotions) - Address beh, privately not publicly avoiding name/shame
6. Narrate the positive Give recognition and affirmation	- Positively notice and give recognition to the right behaviour – you will be noticed. - Create a positive emotional climate for learning with recognition and acknowledgement - Watch and catch good conduct /good work - identify successful examples and say why - Give recognition to values and rainbow words, using recognition boards and positive notes
7. Be discerning in your use of praise – give it value	- Praise the effort (not ch.) Avoid referencing gender. - Ensure praise is specific to what has been done well – effort/good examples - Praise ch. for going 'above and beyond', triangulate praise - Acknowledge good role models and those that help others - Recognise application of learning and life skills through 'I can see you are showing...'
8. Show enthusiasm and passion	- Stand/sit tall and still when giving instructions, smile/relax and enjoy the lesson, use of animation/gestures/actions - Face the chn in assembly. Positive role model. Engage in TTYP – movement to gather response
9. Make significant and sustained contributions to planning – sequential learning	- Contribute to discussions in planning meetings, consider all vulnerable groups – thrive /achieve - Share plans / resources in good time with colleagues to ensure preparation and practice - Lessons are mapped and taught according through a clear sequence of lessons (plans match work in books)
10. Practice the lesson thoroughly to respond live during the lesson	- Sufficient research into lessons - Pre-read materials/ presentations for high quality delivery - In reading lessons – read the book and prepare questions/bare bones etc - Subject knowledge is strong (able to expand/respond to Qu)
11. Prepare for the lesson in good time	- Visual timetables and schedules are followed. Changes are communicated ahead of time particularly to chn who find change hard - Resources are out and ready for use (not distributed in the lesson) - The use of monitors are established with assigned roles - maintaining pace
12. Plan and use target cards/milestones / ISPs support personal progress	- Use target cards to drive standards and next steps (ch/ T) - Address gaps (target cards and assessments) in carefully planned lessons / intervention to meet needs - Targets cards and milestone cards match work in books and chn's understanding - ISPs are used to support targeted actions for SEN, they are working documents and ready/available in classrooms
13. Keep the learning environment calm	- Create a learning environment/climate that ensures physical, emotional and psychological safety - Space is organised to ensure conducive and purposeful activity, positioning supports focus Personal space and ease of movement / accessibility - Tables / chair layout can see board/ Track T (V formation in phonics) - Uncluttered spaces, clear and calm - supportive of vulnerable children - Purposeful flipchart paper/IWB slides are neat/uncluttered Consider physical, sensory, visual, auditory needs

DA Excellence Framework 2026 – 27 (revised)

14. Maximise learning time through predictable, refined routines	- Ready to learn - Rehearse, reinforce and articulate routines, structure of upcoming lesson is articulated - Ch. immediately respond to instructions, questions + signals, calm/quick transitions lead to no learning lost, toilet/drink breaks limited where possible, systems to ensure resources easily accessed/distributed are in place, name-call register Timings are signposted throughout the lesson with clear task endings, lessons finish on time, sufficient time is given to address misconceptions, reorganize resources for the next lesson and prepare for transitions
15. Stop / Ready to learn. Use silent behaviour management signals	- Silent signal first – chn respond in 5 secs – expectation - Ready position – chn to show they are ready to learn empty hands, active listening, arms folded T response with positivity (non verbal or quick thanks) - Should embellishments be needed use <u>quick phrase</u> 'eyes on me, ready to learn. Thank you' - If/when appropriate – use positive noticing (recognition for those who go above and beyond) - Teach/talk only when ch. are focused
16. Instructions are explicit and reiterated through TTYP/MTYT	- Explicit instruction – teacher led approaches are embedded i.e. think aloud - The purpose of lesson is shared/repeated – key points - Set explicit and clear instruction - concise/precise vocab Instructions are reduced to no more than 3 at any time, visuals/symbols displayed to support memory - Keep instructions simple and in the order they are to be carried out (processing time) - Instructions are chunked
17. Use visuals and actions to support learning of subject specific vocabulary	- Explicit teaching of key vocabulary in every lesson - avoid long lists - Select words that are key to learning and can support chn in subject or their writing - Actions relevant to subject and aid memory/understanding e.g. punctuation and maths operations, NN/LSAs mirror actions used by T
18. TTYP is firmly embedded and used for every question. Appropriate response time given	- Use the signal for TTYP for every question (use partner 1 and 2 to build on partner ideas) - Consider processing/thinking/talk time for responses - Bring back as discussion tails off – the lull. Should discussions need to be paused or stopped – use the phrase, 'hold it there' with chn turning to T without hesitation. Follow immediately with silent signal. (this can also be used if chn immersed in learning) - Give the time deadline before the task so chn listen Hands up used <u>only</u> by ch. to ask questions <u>not</u> for answering, including no alternatives to hands up e.g. fingers on nose/thumbs up
19. Ensure ALL ch. participate in my-turn-your-turn (MT/YT)	- All Ch. engage in MT/YT - Identify and engage reluctant / quiet chn - Positive reinforcement is used, if needed for 100% engagement - Ch speak clearly during feedback/listen to one another - Ch to speak in full sentences. Use the extend signal to encourage lengthened answers. - Use consistent standard English and model correct grammatical structure.
20. Ensure questioning is varied	- Planned and live questioning moves learning on - A range of open/closed/Qs stems are used suitable to the task/need/chn understanding - Consider number of questions and how commenting can also encourage conversation.
21. Ask purposeful questions that deepen and sustain thinking	- Always reference the key question - Question ch throughout lesson: during whole class input TTYP is used and in all other lesson parts (active listening/do tasks/live marking) - Questioning extends thinking, leading to detailed response/explanation or courageous conversation, including reference to SMSC (where appropriate)
22. Actively listen while ch. use talk partners for feedback	- T / LSA moves around room to listen to as many ch. as possible. - Live listening allows for moving learning forward – correct response, addressing misconception - Live listening supports the feedback strategy of , paraphrase – I heard XXX say.... Or choose 2 - Choral, word wave and popcorn allow for individual or collective response to generate ideas or share knowledge - Cold calling (Y6) only and should not hinder confidence or pace of a lesson.
23. Observe and assess pupils' progress throughout lesson	- Move around space, scan room, listen to partner talk, repeat ch.'s responses so all can hear. Regularly visit and observe focus pupils (neurodiverse chn, PP, poor attendees). - Ch. sit where they can be assessed easily; intervention, support and interaction - Focus on the most vulnerable to ensure accelerated progress
24. Use retrieval practice within lessons/series of lessons	- Skills and knowledge are rehearsed/referenced/applied - Links to prior learning and new learning are clear - Opportunities to show knowledge and build memory are used well - Sequential learning and progression is evident and clear
25. Practice and revisit Identify/address misconceptions	- Use a repertoire of retrieval practice to engage and inspire - use of mini-plenaries as a form of checking and reinforcing points or addressing misconceptions. - Revisit, repeat and check children's knowledge - change direction/adjust/repeat teaching where needed. Always address misconceptions. - Mark meets/pre/post teaching supports key ch.
26. Actively promote high standards of presentation and spelling	- Penpals handwriting is modelled by all staff - Poor presentation /spelling of learned common exception words is addressed / repetition of error is minimized (blue pen) - Books are consistent: name label, <u>stickers</u>, covers on books, - Celebrate presentation best - evidence of PB stars
27. Follow marking policy	- Live mark throughout lessons. - All work is acknowledged by blue pen. Ch green pen - Ch. engage well in edit lessons with clear evidence in books - Spelling errors (common exception words / high frequency/ taught words) are identified using the symbol ~~~ - Verbal and written feedback moves learning forward
28. Promote and support chn in their roles and engagement in learning and academy life	- Ensure active citizens fulfil their roles and responsibilities – supporting leadership skills - Promote active groups and engagement in wider activities - Support chn to be: successful learners, prepared for change, active citizens, confident individuals and effective contributors - Teach and promote learning and life skills - Prepare chn for their next phase and future ready skills