

Elton Church of England Primary School – Agreed Teaching Standards

Key Aspect	Teacher Standards	Core Expectations (Good)	Enhanced Expectations (Outstanding)
Learning Environment	1a, 1b, 2c, 2e, 3a, 3b, 3c, 3d, 3e, 4b, 4c, 5b, 5d, 6d, 7a, 7b, 7c, 7d,	<p>Displays and resources are relevant to all pupils, and provide stimulation and challenge regardless of background or ability.</p> <p>Displays are “fresh”, vibrant and tidy and promote school policies (eg handwriting)</p> <p>Displays support pupils’ current learning (scaffolding).</p> <p>There are model examples of “at” and “above” mathematics and writing linked to topic/focus</p> <p>Working walls/lines link immediately to current work and provide exemplars.</p> <p>Key words/concepts/stimuli are on display and changed as appropriate</p> <p>High expectations are demonstrated through pupils’ high quality work (displayed).</p> <p>Displays include homework wall.</p> <p>Values are clearly displayed and used to support behaviour policy - behaviour chart.</p> <p>RE – reflection area or access to school reflection area.</p> <p>Resources are labelled to support independence.</p> <p>Reading areas are inviting, engaging and ensure that pupils have a love of reading.</p> <p>Classrooms are always left tidy and ready for the next session.</p> <p>Work and achievements are celebrated, shared and displayed prominently.</p> <p>Teachers report anything they consider to be detrimental to the safety and wellbeing of any child in their class</p>	<p>Pupils take responsibility for organising and promoting the environment.</p> <p>Displays are interactive and pupils regularly use them in their learning, which as a result, is increasingly independent.</p> <p>Resources are linked to “I can” statements for ARE and GD to promote independent work when tasks are completed.</p> <p>Explicit links are made across learning areas for the promotion of life- long learning skills “bonus bank”/“golden envelope”/challenge area</p> <p>Classroom brought to life – artefacts/environment/roleplay</p> <p>All teachers are aware of the medical needs of all children within school, and adapt the environment and resources accordingly.</p> <p>Pupils can mitigate risk and deal with unexpected situations appropriately.</p>

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<p>Behaviour and Attitudes</p>	<p>1c, 2d, 2e, 3a, 4b, 4c, 5b, 5c, 5d, 7a, 7b, 7c, 7d, 8a, 8e</p>	<p>All teachers and members of staff demonstrate high expectations for behaviour by consistently enforcing the behaviour policy. In the classroom, and in moving around the school, the atmosphere between all stakeholders is one of mutual respect. Children demonstrate a thorough understanding of behavioural expectations at all times and for all adults in and around school. Teachers promote behaviour management strategies appropriate to all children (including those with Social, Emotional and Mental Health needs) and these are shared sensitively with the class. Children wear the correct school uniform, and are prepared and organised after each transition. There is a positive and purposeful atmosphere in all classes: pupils are engaged and on task and can confidently talk about their learning. They are enthusiastic and question and extend their learning independently. Children take a pride in their own environment and recognise their roles and responsibilities – they look after their own property and respect the property of others, returning items when they have finished using them. Teachers promote excellent attitudes to learning through celebrating achievements (photos, work sent home, phone-calls, displays etc) Teachers create a culture whereby personal achievements are celebrated and mistakes are viewed as essential steps to learning. Teachers show tolerance and respect for the rights of others.</p>	<p>All teachers are aware of risk management strategies pertinent to individuals throughout the school, not just those they teach. They consistently apply any strategies which are particular to a child, in line with their risk/behaviour/individual plan. Children take the lead in contributing to school/class rules and developments (pupil voice) and share their ideas confidently with the adults in the school, knowing that they are valued. Opportunities are provided for children to express their opinions and attitudes in class discussions. These are underpinned by an understanding of the school’s values system, and of British Values. Discussions are encouraged throughout all aspects of the curriculum, but particularly after “big” world events. The Big Question and its associated concepts are fundamental in this. Inspirational teaching means that children have a thirst for learning, often continuing to continue their work at home or in their own time. The behaviour and attitudes of the children is praised and acknowledged by people outside the school environment (community, trips, events, performances etc)</p>
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Planning	<p>1b, 2a, 2b, 2c, 2d, 3a, 3b, 3d, 3e, 4a, 4b, 4c, 4e, 5a, 5b, 5c, 5d, 6c, 6d, 7c, 8c,</p>	<p>Planning builds on prior knowledge and takes into account individual starting points/stages of development (differentiation) whilst showing an awareness of where every child needs to get to (end of year expectations)</p> <p>Planning ensures a broad and balanced curriculum covering NC2014 expectations with development of both skills and subject knowledge.</p> <p>Planning informs learning experiences which are ambitious and have high expectations for all, yet appropriately scaffolded for those who require extra support.</p> <p>Planning ensures that other adults are used to support, scaffold and extend learning opportunities. Other adults clearly know their role, and the children in the class are aware of this too.</p> <p>Planning ensures that children understand the lesson objective and what the outcome should look like (success criteria). These are explained in child-friendly language.</p> <p>Planning considers the careful use of open and closed questions, and incorporates children’s questions and ideas from previous learning sequences.</p> <p>Planning is engaging – wow events/awareness of different learning styles/opportunities for practical activities/trips/visitors and opportunities to discuss learning in groups, pairs and to work individually.</p> <p>Core learning skills are personalised through daily homework tasks.</p> <p>Teachers are adept at adjusting lesson plans/pedagogy according to the needs of the class if the planned learning sequence is not working.</p> <p>Teachers plan in time for children to reflect on their learning.</p> <p>Teachers reflect effectively on their practice and adjust accordingly.</p> <p>Resources are planned and sourced to support and extend learning showing excellent curriculum/subject knowledge.</p>	<p>Planning sequences show evidence of child-led input – “I would like to know... to do this I need to...”</p> <p>Parents are encouraged to be involved in planning (expert/finding out stage)</p> <p>Extra-curricular opportunities are planned to enhance curriculum learning.</p> <p>Planning facilitates “pupils as teachers” as well as learners – time is given to this explicitly.</p> <p>Planning incorporates new developments (pedagogy/world news/subject) demonstrating that the teacher is seeking to improve and willing to take risks.</p>
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<p>Learning Opportunities to be read in conjunction with the Teaching and Learning policy 2017, and the Marking and Feedback policy 2017</p>	<p>2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 4a, 4b, 4c, 4e, 5a, 5b, 5c, 5d, 6b, 6c, 6d, 7c, 8a, 8c, Part 2</p>	<p>Teachers respond immediately to the needs of individuals within the class, enabling equal opportunity for all to make good or better progress.</p> <p>Opportunities are given for learning to be recorded and evidenced: expectations are consistently high throughout the school and pupils show great pride in presenting their work.</p> <p>Children are pro-active in providing and creating resources and displays.</p> <p>Teachers uphold British Values including: democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.</p> <p>Teachers ensure that personal beliefs are not expressed in ways that might exploit or influence the children in their care.</p>	<p>Pupil voice directs not only the topic, knowledge and skills taught, but also is an integral part of learning and planning sequences (eg Charity Day 2016)</p> <p>Pupil voice evidences the impact of the learning</p> <p>Teachers draw on specialist support to generate new ideas/pedagogy which enhance learning opportunities</p> <p>Opportunities for sharing work with the wider school community provide evidence of home-school links.</p>
<p>Data and Assessment</p>	<p>2a, 2b, 3a, 4e, 5a, 5b, 5d, 6a, 6b, 6c, 6d, 8c, 8e</p>	<p>Learning objectives link directly to ARE and the use of formative assessment (success criteria) informs future planning and summative assessment.</p> <p>Teachers have knowledge of prior attainment for every child and their target for the year across the curriculum.</p> <p>Assessment enables teachers to identify specific gaps in learning and plan appropriate intervention opportunities.</p> <p>Teachers know the end of year expectations for the year group/subject they teach and lessons are expectation-led rather than activity-led</p> <p>Teachers provide opportunity for half-termly summative assessment activities to inform teacher assessment. This is then fed into the school tracking system and shared with parents and governors. Children in danger of not meeting ARE or not making good or better progress from their starting points are made the focus of half-termly Pupil Progress meetings and linked to staff Professional Development/Performance Management targets.</p> <p>Children’s progress is shared with parents over the course of the year – “no surprises”</p>	<p>Teachers know the EYFS and end of KS1 data across the core subjects for each child in their class, and have put into place measures to ensure that, where possible, children continue on the same/better trajectory for end of KS2 results.</p> <p>Teachers in EYFS, Y2 and Y6 are aware of LA and national data comparisons, and can confidently use ASP and FFT to compare and analyse results.</p> <p>Subject teams and Y6 are aware of LA and national data comparisons, and can confidently use ASP and FFT to compare and analyse results.</p> <p>Teachers understand how those with SEND are assessed and can talk confidently about progress in this area.</p>

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		<p>Teachers’ assessments are validated by internal and external moderation processes.</p> <p>Subject leaders have an accurate whole-school picture of achievement across the school, and are aware of any gaps/year groups where there are areas of weakness. They are pro-active in addressing these areas.</p> <p>Children are aware of what they can do, and what their next steps are, and can articulate this confidently using the correct age-appropriate terminology.</p>	<p>Teachers use appropriate intervention/diagnostic programmes to help assess gaps and plan next steps.</p>
Professional Development	2d, 3a, 3b, 3c, 3d, 3e, 4a, 4b, 4c, 4d, 4e, 5c, 5d, 6a, 7c, 7d, 8a, 8b, 8c, 8d, 8e, Part 2	<p>Teachers have a secure knowledge of the curriculum subjects they are teaching (including ARE, gaps, next steps etc)</p> <p>They demonstrate enthusiasm for all subjects so that children respond positively.</p> <p>Teachers promote high standards of literacy and numeracy across all subject areas.</p> <p>Teachers treat all pupils with dignity and observe appropriate boundaries appropriate to their professional position.</p> <p>Teachers understand their statutory duty with regard to safeguarding.</p> <p>Teachers uphold British Values including: democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.</p> <p>Teachers ensure that personal beliefs are not expressed in ways that might exploit or influence the children in their care.</p> <p>Teachers have positive relationships with parents – timely communication ensures that there are no “surprises” and that parents are an integral part of their child’s learning.</p> <p>Teachers are willing to try out new ideas and pedagogy to extend their range of teaching strategies.</p> <p>They reflect on the effectiveness of their teaching, and adapt accordingly.</p> <p>Teachers respond positively to advice and feedback from both colleagues and members of the wider community.</p>	<p>Teachers share pertinent information with their key governors in order to enhance the governors’ understanding of teaching and learning throughout the school.</p> <p>Teachers are pro-active in offering support to colleagues and sharing ideas (both in school and with other colleagues)</p> <p>Teachers are pro-active in establishing their own areas of development and seeking appropriate training.</p> <p>Teachers work with others (internally and externally) to lead Professional Development opportunities.</p> <p>Teachers seek to make links with other professionals (subject specialists, parents with areas of expertise etc) to enhance pupils’ learning.</p> <p>Teachers maintain a visible presence and are approachable at all times.</p>

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	<p>Teachers support the wider life of the school and attend those events, services and lead extra-curricular clubs that contribute to the development of the children, and to the ethos of the school.</p> <p>Teachers model the school values through their interactions with others and promote wider social values (including British Values) through integrating SMSC in all learning opportunities.</p> <p>Teachers behave professionally with their colleagues at all times – they support other through peer coaching, team-teaching and sharing subject/pedagogical expertise.</p> <p>Teachers maintain a record showing evidence of their ongoing professional development.</p>	
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