

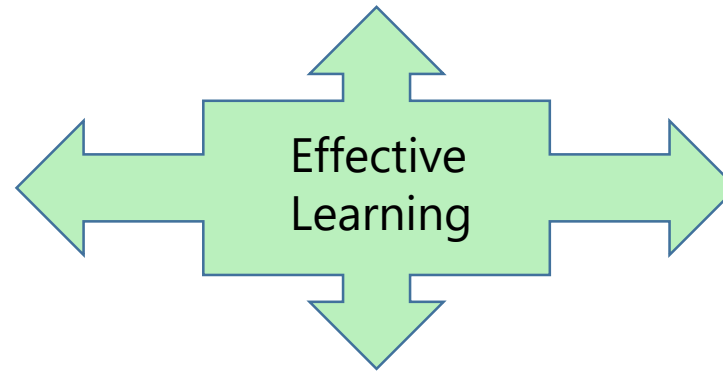
Effective questioning is used to check understanding and address misconceptions. Children are expected to respond in full sentences.

All lessons are based on objective led learning. Children are clear about what they are learning and what they are expected to achieve by the end of the lesson.

Children are given examples of excellence in every subject and teachers model what is expected. Learners then generate success criteria (what makes good) and understand how to use this to support learning.

There is a culture of high expectations for all in which all children can flourish. Resources, visuals, scaffolds and challenges are provided where appropriate.

Children aim to be in the learning zone. They can challenge themselves through 'dive deeper' strategies and quick grasper tasks. Children access the 6Bs to develop independence and get out of the panic zone.



Children are taught about the importance of a growth mindset and that ability is not fixed. Children work in mixed ability pairs with a learning partner that changes weekly.

All learners receive regular and clear feedback. Priority is given to immediate verbal feedback. Current learning, examples of excellence, vocabulary and whole class misconceptions are displayed on the working wall.

Lessons are designed so that children are thinking about what they are learning. New information is introduced in small steps so that learners are not overloaded.

Learners are given opportunities for deliberate and spaced practice in their learning.

Talk is important. Children are encouraged to talk to each other and the class in full sentences. Teachers use cold calling, lolly sticks and thinking thumbs to choose children to respond.