

Harbinger Primary School
Teaching and Learning Policy

Lesson Expectations

It is expected that all Harbinger lessons will have the core school values of Learning, Well-being and Togetherness embedded throughout and rooted in Emotional Intelligence. This will be evident in the physical layout and accessibility of the learning environment and its resources including the effective use of additional adults. Relationships between all within the classroom will be mutually respectful and positive. There should be a "happy buzz" of learning where staff foster and develop a growth mindset. It is expected that all lessons will be appropriately prepared and resourced prior to the start of learning.

It is expected that all lessons at Harbinger school will have the following elements (in no particular order):

1. A purposeful **start** and **end** (see professional judgement).
2. A contextualised **learning intention** shared with the children. This is to be usually phrased as "*I am learning to*" however could be adjusted to suit other lessons types such as "*I am revising/I am applying/I am practising*" etc... "*so that/in order to be able to*" etc.
3. A **teaching element**. Where the teacher shares examples, instructs, models, facilitates, questions or addresses misconceptions to build new knowledge, understanding, or skills.
4. A **demonstration** of the task the children are expected to complete. The task should be modelled, explained or clarified.
5. Success criteria. These should be shared or created with the children. This is usually in the form of **WMG** but may take a different form depending on the given lesson and the professional judgement of the teacher.
6. A **task/activity** for the children to complete.
7. **Connections** are made to prior learning throughout the lesson so that children may build upon existing knowledge.
8. **Feedback**. Adults will use their professional judgement as to the most appropriate assessment of/for learning strategy and providing children with feedback relating to the learning intention and **WMG** both during and after the lesson.

It is an expectation that any lesson will have most time spent on points 3 and 6.

Professional judgement

The following elements may be included, dependent on teacher judgement and children's existing knowledge:

1. Big Picture-putting the new learning into context.
2. How the lesson starts. Within the context of a given lesson, it may begin with an immersion experience, a warm-up or otherwise.
3. Use of mini-plenaries within the flow of the lesson.
4. How the lesson ends. This may take the form of a review of the lesson, a recall of learnt material, time for marking or peer assessment, a reflection and moment for praise or an opportunity to extend the learning or expose the children to the content of coming lessons.

Expectations of children

It is expected that children to the best of their ability will always do the following:

1. Use their best handwriting and present their work in an appropriate manner.
2. Speak in full sentences with appropriate grammar and standard English use.
3. Use the class/key phase agreed features *WMG writing/Sentences*.
4. Do the task as explained by the teacher

The above elements will be modelled, upheld and enforced by the class teacher and other adults in the class.