



Brook House Primary School Teaching Pedagogy

- **Miro Boards and Planning** is clear and detailed with provision made for all pupils, role of adults, and annotated based on outcomes from previous lessons. **All lessons are delivered in context.**
- Children's seating /classroom organisation promotes: **collaboration** through the **use of talk partners**, access to visuals/resources. Teaching support is targeted appropriately and to need.
- Effective relationships between adults, children and peers provides a calm and positive working environment. Behaviours for learning are in place, exemplified by children's **assessment proficiency.**
- **Classroom environment supports learning:** visual prompts, learning aids, working wall, vocabulary and is referenced etc. Working walls reference targets and are regularly used within the lesson.
- **Learning objective and success criteria** are clearly displayed and shared with children at the start of lesson either through discovery or through a hook. Key vocabulary is shared with children. LI and SC regularly referenced throughout the lesson to support teaching and learning.
- Teacher makes reference to **class, group and individual targets.**
- **Resources** are well prepared and support differentiated learning. A range of interactive strategies used: whiteboards, flash cards etc.
- **Questions** are pitched to challenge children at all levels: Questions are used to gain the attention of all children. **Key questions are planned and delivered to ensure that the children are able to discuss the learning with their talk partners.**
- **Strategies/skills/knowledge needed are modelled** effectively with children to make good progress (see impact in independent learning). This is referenced to the success criteria regularly through the modelling.
- ICT is used effectively during all aspects of the lesson, where appropriate, and it should support the learning.
- **Teachers' subject knowledge** is sound and allows for teaching and learning outside the confines of the lesson.
- Teachers and adults model Standard English and cursive handwriting helping pupils to rephrase

non- standard models. Teachers expect the children to explain their answers in the context of the learning.



- **The pace of learning** keeps children engaged but allows sufficient time for children to think, articulate their thoughts and explain strategies.
- Clear explanations and clear organisational instructions ensure smooth transition to group/ independent work. Assessment strategies identify children that are ready to move to their independent learning and those that would require additional input.
- **Independent tasks clearly relate to the learning objective and are differentiated** according to children's abilities. Materials and resources for tasks are available and accessible and scaffolding is provided where necessary e.g. Writing frames.
- Children have been taught strategies for working independently.
- Children are provided with opportunities to work collaboratively.
- **Teachers and additional adults have a focus group.** Children are supported through the modelling/ demonstrating/teaching/ recapping of key skills linked to the objectives and their targets.
- **The children are able to discuss and articulate their learning** and can refer to their targets and areas for development.
- The teacher intervenes, assesses/draws the learning together and highlights misconceptions reinforcing the learning and skills. This should be done via collaboration. This is also an opportunity for children to self and peer assess and to extend children's learning.
- The children are able to discuss and articulate their learning and skills and can refer to their targets and areas for development or where they have achieved a target.
- **Assessment for Learning:** The teacher is aware of children's learning and uses questioning, thumbs up/thumbs down, whiteboards and mini-plenaries to assess learning and keep learning active.