



High Quality Teaching and Learning Principles



High Expectations for All

- Every child is expected to achieve their best, regardless of background or ability.
- Teachers set ambitious goals and scaffold learning to help all pupils succeed.

Clear Learning Intentions and Success Criteria

- Lessons begin with clear objectives and intentions that are referred to throughout the lesson.
- Pupils understand what success looks like and how to achieve it in every lesson.

Engaging and Purposeful Teaching and Learning

- Lessons are stimulating, relevant, and, where appropriate, connected to real-life contexts.
- Teachers use both open-ended and targeted questions to deepen thinking.
- Pupils are encouraged to ask questions and explore ideas.

Learning Environments

- Classroom displays are purposeful, up-to-date, and closely aligned with the current curriculum topics.
- Displays celebrate pupils' work, reinforce key learning points, and serve as interactive tools that support ongoing learning and reflection. Displays may include vocabulary walls, visual prompts, working walls, and examples of high-quality pupil work.
- Pupils have access to appropriate resources and learn in a tidy, well-organised environment.

Inclusive and Adapted Instruction

- Tasks are adapted to meet the needs of all learners.
- Support and challenge are embedded into lessons.
- Activities are varied to cater to different learning styles (visual, auditory, kinesthetic).
- Communication / instructions are given in clear, short and precise chunks considering the language being used. Check for understanding to allow children to complete the task / follow the instruction.

Assessment

- Ongoing formative assessment informs teaching and future planning is adapted accordingly.
- Feedback is timely, specific, and helps pupils improve. This may be written, verbal or peer/group feedback.

Positive Relationships and Classroom Culture

- All members of the school community are expected to be ready, respectful and safe.
- Pupils feel safe to take risks and embrace challenges, fostering a positive and high aspirational classroom culture.
- Pupils collaborate to solve problems and share ideas in group work, which may be mixed ability or mixed age, developing communication and teamwork skills.

Metacognition and Self-Regulation

- Pupils know how to review and reflect on their learning – using strategies such as: planning, editing, thinking aloud or peer support.
- Pupils use the Zones of Regulation to self-regulate and building resilience and confidence.

Curriculum Coherence and Progression

- Learning builds systematically over time, enabling children to make progress.
- Cross-curricular links, where appropriate, help embed knowledge and enhance understanding and retention.