

# Garswood Primary School – Teaching and Learning Model 2025



*'Creating a shared language of what great teaching looks like built on an understanding of what effective learning is.'*

**At Garswood Primary**, we ensure a model of great teaching is in place which is underpinned by our core principles to be *kind, ambitious and respectful*. We guarantee a well sequenced curriculum personalised to meet the context of the communities they serve living out the school's motto:

*Roots to happiness, branches to learning.'*

The Teaching and Learning Model below, is based on relevant educational research including the work of Evidence Based Education (Great Teaching Toolkit Evidence Review), Education Endowment Fund, Peps McCrea, Tom Sherrington and Oliver Caviglioli and Dylan Williams.

Successful implementation of the curriculum is driven by living out our school's guiding principles, which inform and shape the domains within this Teaching and Learning Model.

This document sits alongside Garswood schools bespoke curriculum policies for each core and foundation subject as well as our SEND strategy and Professional Learning Review process.

## Guiding Principles:

- 🌱 **Kind:** Nurture empathy, compassion, and care for self and others.
- 🌱 **Ambitious:** Inspire curiosity, resilience, and a drive to achieve personal bests.
- 🌱 **Respectful:** Foster responsibility, inclusivity, and appreciation of diversity.

## Our aim:

in teaching and learning is to foster a love of learning that results in rapid progress and high aspirations for the future.

## Our objectives:

1. To ensure that all learners benefit from teaching and learning that is outstanding to ensure that progress is outstanding.
2. To provide a basis for monitoring, evaluating, and reviewing teaching and learning.
3. To ensure that teachers are given feedback on their strengths and areas for development within their teaching and targets set
4. To continually improve the quality of teaching and learning to improve progress and raise standards.
5. To provide opportunities for teachers to collaborate and develop cohesive approaches across the school.
6. To instil the school values, through teaching and learning in all areas of the school.

## Our priorities:

At Garswood we have reviewed existing research studies and frameworks that are relevant to the components and routes to improvement of teacher effectiveness. Our aim is to help teachers make better decisions about what they can best do to improve their effectiveness. We have identified four priorities for teachers who want to help their students to learn more:

1. understand the content they are teaching and how it is learnt
2. create a supportive environment for learning
3. manage the classroom to maximise the opportunity to learn
4. present content, activities and interactions that activate their students' thinking

Garswood presents a model that comprises these four overarching dimensions, with a total of 17 elements within them. An 'element' is defined as something that may be worth investing time and effort to work on to build a specific competency, skill or knowledge, or to enhance the learning environment. There is no implication that the complexity of teaching can be reduced to a set of techniques, but evidence suggests the best route to expertise is likely to involve a focus on developing competencies, guided by formative feedback in a supportive professional learning environment.

**Overall outcomes:** This will result in learners who are:

- 🌱 **Confident individuals** – who can live safe, healthy and fulfilling lives.
- 🌱 **Successful Learners** – who enjoy learning, make progress, and achieve.
- 🌱 **Responsible Citizens** – who make a positive contribution to a Modern British Society.

For each of these **four broad dimensions**, we break it down into a set of nine elements, something that is worth investing time and effort to work on. It will capture a specific skill, technique or area of knowledge that Garswood teachers should have:

|   |                                   |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                               |
|---|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Understanding the content         | <b>Knowledge:</b> Having deep and fluent knowledge and flexible understanding of the content you are teaching                                                                                                                                                                                                                                               | <b>Sequence:</b> Knowledge of the requirements of curriculum sequencing and dependencies in relation to the content and ideas you are teaching                                                                                                                                                                                                                                                                                                                     | <b>Curriculum:</b> Knowledge of relevant curriculum tasks, assessments and activities, their diagnostic and didactic potential; being able to generate varied explanations and multiple representations/analogies/ examples for the ideas you are teaching | <b>Strategy:</b> Knowledge of common student strategies, misconceptions and sticking points in relation to the content you are teaching                                                                                                                                                                                                                                       |
| 2 | Creating a supportive environment | <b>Space:</b> Promoting interactions and relationships with all students that are based on mutual respect, care, empathy and warmth; avoiding negative emotions in interactions with students; being sensitive to the individual needs, emotions, culture and beliefs of students                                                                           | <b>Support:</b> Promoting a positive climate of student-student relationships, characterised by respect, trust, cooperation and care                                                                                                                                                                                                                                                                                                                               | <b>Motivate:</b> Promoting learner motivation through feelings of competence, autonomy and relatedness                                                                                                                                                     | <b>Expectation:</b> Creating a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change                                                                                                                                               |
| 3 | Maximising opportunity to learn   | <b>Transitions:</b> Managing time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g., starts, transitions); giving clear instructions so students understand what they should be doing; using (and explicitly teaching) routines to make transitions smooth                                                 | <b>Habits:</b> Ensuring that rules, expectations and consequences for behaviour are explicit, clear and consistently applied                                                                                                                                                                                                                                                                                                                                       | <b>Barriers:</b> Preventing, anticipating & responding to potentially disruptive incidents; reinforcing positive student behaviours; signalling awareness of what is happening in the classroom and responding appropriately                               |                                                                                                                                                                                                                                                                                                                                                                               |
| 4 | Activating hard thinking          | <b>Structuring:</b> giving students an appropriate sequence of learning tasks; signalling learning objectives, rationale, overview, key ideas and stages of progress; matching tasks to learners' needs and readiness; scaffolding and supporting to make tasks accessible to all, but gradually removed so that all students succeed at the required level | <b>Explaining:</b> presenting and communicating new ideas clearly, with concise, appropriate, engaging explanations; connecting new ideas to what has previously been learnt (and re-activating/checking that prior knowledge); using examples (and non-examples) appropriately to help learners understand and build connections; modelling/ demonstrating new skills or procedures with appropriate scaffolding and challenge; using worked/part-worked examples |                                                                                                                                                                                                                                                            | <b>Questioning:</b> using questions and dialogue to promote elaboration and connected, flexible thinking among learners (e.g., 'Why?', 'Compare', etc.); using questions to elicit student thinking; getting responses from all students; using high-quality assessment to evidence learning; interpreting, communicating and responding to assessment evidence appropriately |
|   |                                   | <b>Interacting:</b> responding appropriately to feedback from students about their thinking/ knowledge/understanding; giving students actionable feedback to guide their learning                                                                                                                                                                           | <b>Embedding:</b> giving students tasks that embed and reinforce learning; requiring them to practise until learning is fluent and secure; ensuring that once-learnt material is reviewed/revisited to prevent forgetting                                                                                                                                                                                                                                          | <b>Activating:</b> helping students to plan, regulate and monitor their own learning; progressing appropriately from structured to more independent learning as students develop knowledge and expertise                                                   |                                                                                                                                                                                                                                                                                                                                                                               |

They will also understand **what they are doing, how well they have done** and **how they can improve**. As a result, learners' progress will be at least good or better. These intended outcomes will be achieved through the successful implementation of the above strategies as evidenced by research groups such as the Sutton Trust and Education Endowment Foundation,

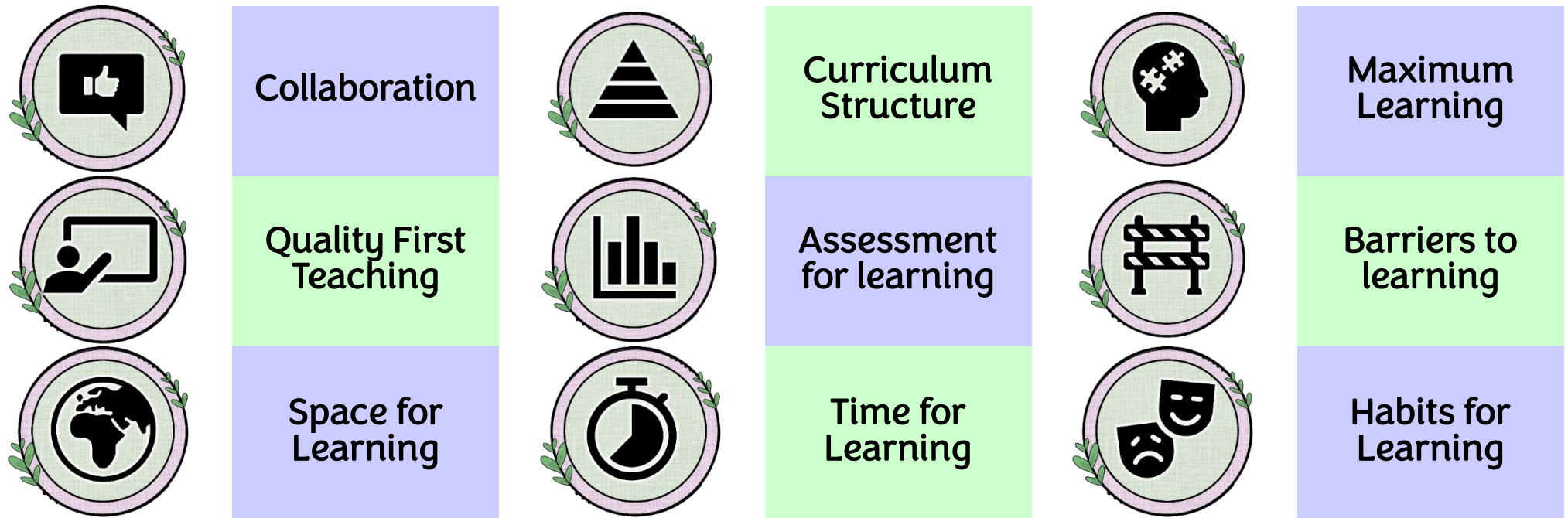
**We will divide them into the following 9 elements.**

|                                                                                     |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <b>Collaboration</b>          | <ul style="list-style-type: none"> <li>Working with agencies within St Helens local authority such as Virtual School, St Helens TESSA, SHMHST, CAHMS, etc....</li> <li>Collaboration with professionals such as Educational Psychologists and Specialists in Autism, Dyslexia, ADHD for advice and ensure advice is followed within classroom practice,</li> <li>Teachers and staff, especially 1-1 teaching assistants, attend training and seek advice from St Helens local authority services, ensure a bespoke offer can be generated for children's specific needs.</li> </ul> |
|    | <b>Curriculum Structure</b>   | <ul style="list-style-type: none"> <li>The curriculum is broad, balanced and ambitious, ensuring all pupils can engage with knowledge and skills that prepare them for the future.</li> <li>Units are coherently sequenced to build on prior learning and create meaningful connections across subjects.</li> <li>Respect for diversity is embedded, ensuring representation and inclusion in all areas of the curriculum.</li> </ul>                                                                                                                                               |
|   | <b>Maximum Learning</b>       | <ul style="list-style-type: none"> <li>Lessons are designed to maximise active engagement and deep thinking.</li> <li>Teaching strategies ensure every child is appropriately challenged and supported.</li> <li>Ambition is celebrated, with pupils encouraged to take risks in their learning and strive for excellence.</li> </ul>                                                                                                                                                                                                                                               |
|  | <b>Quality First Teaching</b> | <ul style="list-style-type: none"> <li>Teachers use clear explanations, modelling and scaffolding to support understanding.</li> <li>Adaptive teaching ensures that learning is accessible for all pupils, including those with SEND or additional needs.</li> <li>Respectful relationships between teachers and pupils underpin positive classroom climates where pupils feel safe to learn.</li> </ul>                                                                                                                                                                            |

|                                                                                     |                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     | <b>Assessment for Learning</b> | <ul style="list-style-type: none"> <li>● Ongoing assessment is used to identify next steps, guide teaching and provide constructive feedback.</li> <li>● Pupils are taught to reflect on their own learning and set goals with ambition and kindness to themselves.</li> <li>● Data is used thoughtfully to ensure fairness, respect and equality of opportunity.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                              |
|    | <b>Barriers to Learning</b>    | <ul style="list-style-type: none"> <li>● Teachers identify and respond to barriers such as language needs, SEND, emotional wellbeing, or external factors.</li> <li>● Staff work in partnership with families and agencies to ensure barriers are removed or reduced.</li> <li>● A respectful, nurturing environment is prioritised so that pupils feel secure, valued and ready to learn.</li> </ul>                                                                                                                                                                                                                                                                                                                                                     |
|    | <b>Space for Learning</b>      | <ul style="list-style-type: none"> <li>● Learning environments are safe, well-organised, and stimulating to support focus, creativity, and collaboration.</li> <li>● Classrooms and shared spaces are arranged to allow independence, group work, and active learning opportunities.</li> <li>● Resources are accessible to all pupils, promoting responsibility and self-directed learning.</li> <li>● feel secure to take risks in learning within a kind and supportive environment.</li> </ul>                                                                                                                                                                                                                                                        |
|   | <b>Time for Learning</b>       | <ul style="list-style-type: none"> <li>● The school day is structured to maximize learning opportunities, balancing focused teaching, independent work, and enrichment.</li> <li>● Pupils are encouraged to manage their learning effectively, developing organisation, focus, and self-discipline.</li> <li>● Lessons are planned to make efficient use of time, reducing unnecessary transitions or disruptions, ensuring maximum learning for every pupil.</li> <li>● Time is allocated to reflection and goal setting, encouraging pupils to strive for ambition and continuous improvement.</li> </ul>                                                                                                                                               |
|  | <b>Habits for Learning</b>     | <ul style="list-style-type: none"> <li>● Pupils are supported in developing lifelong learning habits, including curiosity, resilience, perseverance, reflection, and responsibility.</li> <li>● Positive behaviours such as preparation, engagement, and self-motivation are consistently reinforced.</li> <li>● Pupils are encouraged to take initiative, ask questions, and embrace challenges, reflecting ambition in their approach to learning.</li> <li>● Learning routines are embedded to develop consistency, independence, and confidence, while maintaining a kind and respectful attitude toward others.</li> <li>● Staff model and celebrate these habits, providing guidance and feedback in a supportive and respectful manner.</li> </ul> |

## 9 teaching and learning elements.

These 9 teaching and learning elements are further divided into a set of expectations that we expect from staff at Garswood to adhere to in order for the children in our care to reach their maximum potential in whatever they want to achieve



The above elements have been expanded below to demonstrate an overall outcome from each element and a set of expectations that are shared with all staff, trainee teachers and volunteers to ensure a consistent approach that the children will be familiar with when moving between year groups and classrooms, making difficult transitions and overall expectations more clear and manageable for all. While also ensuring the highest expectations from all learners and staff during their time at Garswood.

| Teaching and Learning element                                                      | Outcome              | Garswood Expectations                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------|----------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | Collaboration        | <p>Understanding and managing ourselves and our expertise, so we know when to seek advice from others, and continue to get better.</p> | <p><b>Professional values:</b></p> <ul style="list-style-type: none"> <li>Entitlement of all pupils that we are role modelling collaborative skills. Create / be part of a culture of seeking help, development and learning.</li> <li>Take ownership of PD to ensure the core tasks of teaching are embedded with the specific needs of the children we are teaching.</li> <li>Participate fully within Professional Learning Review process to learn and develop expertise.</li> <li>Work in collaboration with others, especially local authority services. Be self-reflective and proactively seek to improve and develop.</li> <li>Keep up-to-date with educational thinking through training around trauma informed practice, ACEs, autism, dyslexia and keep up to date with research bespoke to our children's specific needs.</li> <li>Children's voice heard to inform professional development and ensure correct services are collaborated with to give our children the best offer in school.</li> <li>Ensuring sought advice is adhered to and put into practice such as EHCP suggestions from professionals with the learning support network.</li> </ul> |
|  |                      | <p>Mapping the learning journey, breaking it down into steps, and identifying where students should go next.</p>                       | <p><b>Teachers will...</b></p> <ul style="list-style-type: none"> <li>Have a fluent knowledge and flexible understanding of the content being taught. See and utilise connections between, prior learning, new learning across subjects.</li> <li>Know how prior learning has prepared pupils for new learning, and if not, identify and address the gaps before moving on.</li> <li>Have knowledge of common misconceptions and sticking points in relation to planned new learning.</li> <li>Be able to articulate the sequencing of learning in a lesson.</li> <li>Be able to articulate the sequencing of learning across a series of lessons.</li> <li>Be able to articulate the sequencing of learning across a series of units of work.</li> <li>Have clearly defined endpoints for each step within the sequence of learning.</li> <li>Identify essential vocabulary.</li> <li>Use adaptive teaching. Plan for the whole class, make changes to the curriculum or resources to match learners needs and readiness so they can achieve the same goal</li> </ul>                                                                                                   |
|                                                                                    | Curriculum Structure | <p>Developing an understanding of who our students are, where they are on their journey and how to find this out.</p>                  | <p><b>Appropriate use of summative and formative assessment Teachers will...</b></p> <ul style="list-style-type: none"> <li>Use summative assessment to utilise gap analysis to inform how to adapt planning and identify interventions (assessment of learning).</li> <li>In lessons use formative assessment to adapt explanations, tasks and activities to reflect the levels of understanding pupils are demonstrating (assessment for learning).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |



## Maximum Learning

Supporting students to invest attention and effort in their learning and behave in ways that help others learn.

### Motivating learning by...

- promoting competence, autonomy and relatedness
- empowering pupils to self-assess and monitor their own learning
- allowing 'thinking time' to process new learning
- promoting a positive climate of pupil-pupil relationships, characterised by respect, trust, cooperation and care
- increasing success rate through 'precise pitching' (challenging yet achievable)
- acknowledge learners' small steps of success. Say it when you see it.
- regularly pointing out the cause of pupils' success and mistake/misconceptions. Help them see how effort and approach can make a difference.
- pre-empt failure.
- looking back at progress over time to prove to pupils that their proficiency is flexible, and something they can directly influence.
- Completing pre-learning tasks with pupils who require additional support.

Questioning is a key component of responsive teaching and a key element of critical thinking

### Shaping learning by using questioning and dialogue to...

- check understanding to shape next steps
- to challenge and address misconceptions
- promote elaboration and connected, flexible thinking. (e.g., why? Are you sure? Compare)
- expose thinking
- encourage critical thinking
- promote class discussions to check understanding
- secure responses from all children. (e.g., ask a number of children to relay back what they have understood)
- enable students to actively participate in their own learning.

Effective feedback is a Key influence on learning and achievement and informs adaptive teaching

### Guiding the learning by using feedback (written or verbal) to...

- respond to children about their thinking/knowledge/understanding
- provide actionable steps to guide their learning (whether from the teacher or another source e.g., peer marking).
- be specific and encouraging so the learner understands where they could improve and how.
- give an immediate response
- give a more considered response over time
- reflect the individual learners needs in the way feedback is given
- practise and build confidence
- build resilience, gain confidence and independence before pupils seek further feedback.

|                                                                                    |                                      |                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                    |                                      | <p>Progress means knowing more and remembering more</p>                                                                       | <p><b>Retrieve the learning by...</b></p> <ul style="list-style-type: none"> <li>Application of the school's retrieval strategy</li> <li>Maximise opportunities in lessons</li> <li>in units of work (start, middle, end)</li> <li>between units of work (Stand-alone retrieval sessions)</li> <li>in other subjects (locations in history/geography, water cycle Yr 4 science/geography)</li> <li>in the environment (including working walls)</li> <li>incidental.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|  | <p><b>Quality First Teaching</b></p> | <p>Providing ideas, experiences and resources to help students learn - to take them from A to B (via C) on their journey.</p> | <p><b>Structuring the lesson</b></p> <p>Careful consideration must be given to role of additional adults at each point of the lesson to maximise learning opportunities.</p> <p><b>Lessons start with:</b></p> <ul style="list-style-type: none"> <li>a short review of previous learning to establish knowledge and concepts already gained.</li> <li>connecting new ideas to what has previously been taught using retrieval strategies to reactivate and check prior knowledge.</li> <li>Consider and shape (reshape?) the next step in the lesson.</li> </ul> <p><b>Deliberate learning:</b></p> <p><b>1. Setting the scene</b><br/>State learning objective, rationale, overview, key ideas and how we will know we have been successful.</p> <p><b>2. Guide pupils through deliberate practice breaking down learning into a series of components, which are deliberately practised in turn.</b></p> <ul style="list-style-type: none"> <li>Identify the new knowledge or skill.</li> <li>Clarify the new knowledge or skill.</li> <li>Practise and apply the new knowledge or skill.</li> <li>Assess the new knowledge or skill in order to move on to next component of new learning.</li> </ul> <p><b>Combining components together</b><br/>(endpoint which could be a task, performance or product).</p> <p><b>Lessons end with:</b></p> <ul style="list-style-type: none"> <li>Reflection time to reflect their learning back to others, improving retention of knowledge.</li> <li>Evaluation to inform future planning. i.e., endpoint activities, retrieval grids.</li> </ul> |



## Quality First Teaching



R

N

L

R

A

R

### Lesson start guidance:

- Ensure once-learnt material is revisited to prevent forgetting-regular retrieval practice.
- Spaced learning - revisit learning at regular intervals. i.e., revisit learning around shape before the start of a lesson on decimals.
- Fluency and automaticity opportunities.
- Retrieval should consider non examples and plausible alternatives.

### Deliberate learning practice guidance

#### Identify the new knowledge or skill.

- Teach the target vocabulary or ideas first.

#### Clarify the new knowledge or skill.

- Use examples (and non-examples) appropriately to help learners understand and build connections.
- Model new skills or procedures with appropriate support and challenge using worked or part worked examples (including target vocabulary). WAGOLLS and WABOLLS.
- Target vocabulary is visible and on display throughout the lesson.

#### Practise and apply the new knowledge or skill.

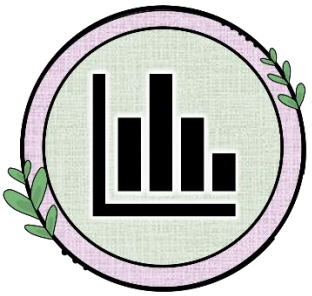
- Present new information in small, carefully thought-out steps providing lot of opportunities to practise specific skills before going to the next small step.
- Independent practise applying what has been modelled and shared.
- Scaffold and support to make tasks accessible to all, where necessary, gradually remove so that all children succeed at the required level.

#### Assess the new knowledge or skill in order to move on to next component of new learning.

- Check pupil understanding systematically throughout and provide feedback.
- Ask a range of questions and check the response of all pupils.
- Use formative assessment to provide further modelling and targeted support to children who need it most.
- Combining components together (endpoint which could be a task, performance or product).

#### Lesson end guidance

- Implement school's end of lesson assessment process.

|                                                                                     |                                |                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------|--------------------------------|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <b>Assessment for Learning</b> | <p>Developing good habits in teaching means recognising and minimising obstacles</p>                                   | <p><b>Minimising barriers to learning by...</b></p> <ul style="list-style-type: none"> <li>making sure all children are listening before giving instructions</li> <li>managing time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g. focus on starts, transitions)</li> <li>providing clear, concise instructions being mindful of cognitive load (max 3 steps)</li> <li>avoiding superfluous information / stimulus/noise i.e., within verbal explanations or visual representations</li> <li>ensuring that rules, expectations and consequences for behaviour are explicit, clear and consistently applied (insistent, persistent, consistent)</li> <li>circulating around the classroom within the lesson to see, predict and act effectively using the information you know about the class</li> <li>gauge when questioning and feedback is a distraction to learning rather than an aid</li> <li>ensuring pupils can see the teacher's face and the teacher can see all the children</li> <li>proactively preventing, anticipating and responding to potential disruptive incidents.</li> </ul>                                   |
|    | <b>Space for Learning</b>      | <p>Organising spaces, resources and furnishing to maximise learning opportunities and promote engagement of pupils</p> | <p><b>Create a classroom for learning by...</b></p> <ul style="list-style-type: none"> <li>working walls and resources adhering to policy for supporting retrieval practice</li> <li>having an appropriate layout of classroom furniture</li> <li>having tidy learning environment and workspaces</li> <li>having a text aware environment including displays and resources i.e., appropriate size and font, balanced between print and handwritten</li> <li>ensuring high quality resources are available on all tables: sharp pencils, working pens, rulers</li> <li>ensuring high quality learning prompts are readily available – current phonics resources, word banks, manipulatives and symbols</li> <li>ensuring teaching tools are fit for purpose e.g., clearly visible for all pupils</li> <li>limiting superfluous distractions i.e., position clock out of eye line, noise from outside classroom, unnecessary decoration / display.</li> </ul>                                                                                                                                                                                                                             |
|  | <b>Time for Learning</b>       |                                                                                                                        | <p><b>Children's expectations within learning time:</b></p> <ul style="list-style-type: none"> <li>We make the most of our learning time – working hard in lessons, independent tasks, and enrichment activities.</li> <li>We take charge of our learning – staying organised, focused, and trying our best.</li> <li>We use time wisely – making smooth transitions, keeping lessons calm and on track.</li> <li>We think about our goals – reflecting on what we've done and aiming to improve.</li> </ul> <p><b>Professional Standards:</b></p> <ul style="list-style-type: none"> <li>Teachers are expected to structure the school day to maximise learning, balancing focused teaching, independent work, and enrichment.</li> <li>Teachers are expected to support pupils in managing their learning effectively, developing organisation, focus, and self-discipline.</li> <li>Teachers are expected to plan lessons that use time efficiently, reducing unnecessary transitions or disruptions to ensure maximum learning.</li> <li>Teachers are expected to provide opportunities for reflection and goal setting, encouraging ambition and continuous improvement.</li> </ul> |

|                                                                                    |                            |                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------|----------------------------|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                    |                            |                                      | <b>Collaborative Team Commitments:</b> <ul style="list-style-type: none"> <li>We will structure the school day to maximise learning, balancing teaching, independent work, and enrichment.</li> <li>We will support pupils to manage their learning effectively, helping them to stay organised, focused, and self-disciplined.</li> <li>We will plan lessons that make the best use of time, keeping transitions smooth and reducing disruptions.</li> <li>We will build in time for reflection and goal setting, encouraging ambition and continuous improvement.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|  | <b>Habits for Learning</b> | <p>The expectation of all pupils</p> | <b>Moving around school</b> <ul style="list-style-type: none"> <li>Pupils move around school quietly to not distract the learning of others.</li> <li>Look in the direction of travel.</li> <li>Line up in single file at transition points. Always accompanied by an adult when moving as a class around school. Walk in and leave assembly silently.</li> </ul> <b>Showing Respect</b> <ul style="list-style-type: none"> <li>Take responsibility for picking items up from the floor (coats, bag).</li> <li>Hold doors open for others and demonstrate good manners.</li> <li>Say thank you when someone holds a door open for you.</li> <li>Allow others to pass in corridors (give way).</li> </ul> <b>Taking pride...</b> <ul style="list-style-type: none"> <li>Shirts tucked in and tie worn.</li> <li>Look after books and belongings. Hang coat and bag up on peg.</li> <li>Put resources away and chair under table before leaving the classroom.</li> <li>Praise others for their effort and choose to be a role positive model.</li> <li>Take ownership of 'habits for learning.'</li> </ul> <b>Breaktimes and dinnertimes</b> <ul style="list-style-type: none"> <li>Line up quietly, in a single file line, facing forward when collecting lunch.</li> <li>Pupils eat quietly having conversations near to them.</li> <li>Stay seated whilst eating until directed by an adult to move.</li> <li>Use reflection areas quietly and sensibly.</li> </ul> <b>Positive interactions</b> <ul style="list-style-type: none"> <li>Make eye contact with adults.</li> <li>Say 'good morning' or 'good afternoon.'</li> <li>Say 'please' and 'thank you' when asking for something.</li> <li>Listen when others are speaking.</li> </ul> <b>Learning Time</b> <ul style="list-style-type: none"> <li>Sit up straight following correct seating position model.</li> <li>Speak at appropriate volumes.</li> <li>Raise hand to show you would like to speak.</li> </ul> |



## Habits for Learning

The expectation of  
all adults

### Set the Expectation

- Notice and articulate positive behaviours (e.g. I love your beautiful manners)
- Model expectation of tidying up describing what you noticed and why you are picking it up – encourage others to help.
- Have a presence in the corridor / around school. Address any non-compliance of expectations discretely.
- Adults explicitly teach, model and practise the behaviours expected of the children.

### Positive interactions

- Meet, Greet, Connect, Correct, Direct. Hold doors open, say thank you. Provide clear and specific instructions Thank pupils for their efforts
- Clear communication channels for pupils to verbalise emotions and self-regulate.

### Resources

- Sharp pencils
- Resources prepared and ready before the start of the lesson.
- IT equipment charged up

### Essential routines

- Ensure pupils enter quickly and calmly
- Gain pupils' attention quickly and calmly
- Have clear routines for transition points and moving around school.
- Notice and discretely deal with off task behaviour
- and reset class/ group where needed
- Consistently follow the school's Behaviour Policy
- Praise in public and restore in private.

### Playground

- Staff on duty engage with pupils in games and activities at all times.
- Lunchtime – ensure each zone is calm and pupils are engaging in appropriate play.
- Teachers accompany their class out onto playground and teacher meet and greet their class at the door as they return into school from playtimes.

### Environment

- *'The standard you walk past is the standard to accept.'*
- Have an awareness and pride in environment.
- Tidy work spaces (including teacher)
- Cared for classroom (blinds, teacher desks, displays)

### Pencil grip, positioning and posture

- Check for correct use of pencil grip
- Left-handed awareness for resources and seating position
- Teach deliberate seating posture (sat up straight, bottom well back into chair, '4 on the floor' – all chair legs down on floor).

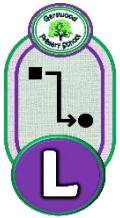
Our Garswood  
'Super Learning Strategies'



R



N



L



R



A



R

|              | Statement                                                                           | Expectations                                                                                                                                                                     | Superpower                                    |
|--------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| Recall       | We remember what we have learned before to make our brains stronger.                | <b>Recall facts, stories, or skills you've already learned.</b><br>I will recall what I already know                                                                             | Brings your knowledge back to life!           |
| New Learning | We listen carefully to teachers, friends, and ourselves to learn in different ways. | <b>Pay attention to new words, ideas and suggestions.</b><br>I will learn something I don't already know.                                                                        | New learning helps you grow smarter together. |
| Link to      | We link our learning in new ways and try out our ideas in real situations.          | <b>Connect new learning to what you already know</b><br>I will link new knowledge to things I already know to help me remember it.                                               | Builds strong memory paths in your brain!     |
| Rehearse     | We practice our learning, rehearsing our knowledge to make our learning perfect     | <b>Rehearse knowledge in tasks and solving problems</b><br>I will use or apply what I know in a task or to solve a problem.                                                      | Perfect practice makes perfect learners!      |
| Apply        | We make our learning stick by applying, reflecting, and using it often.             | <b>Apply learning by solving problems, create, teach.</b><br>I will keep revisiting the new knowledge to help me remember it and sometimes I will look at it in a different way. | Turns knowledge into action!                  |
| Remember     | We remember knowledge over time, it makes our learning stick                        | <b>Remember learning in order to answer questions</b><br>The learning will stay in my long term memory and I will be able to answer questions about it.                          | Memory skills for further knowledge           |