**PARAMOUNT ACADEMY**

**INTERNATIONAL SCHOOL**



**Together we aspire, Together we achieve**

**TEACHING & LEARNING POLICY**

**Contents**

Page

Mission Statement & Introduction 3

Key Principles Summary 4

Key Principle 1: Planning 5

Key Principle 2: Motivation 6

Key Principle 3: Assessment 7

Key Principle 4: Learning Environment 8

Key Principle 5: Home links 9

Core Standards for Teachers 10

Developing and Monitoring Teaching 14

Appendix 1: Teaching & Learning Approaches

at Paramount Academy 16

Appendix 2: Teaching & Learning Strategies 17

Appendix 3: Exercise Book Procedures 24

Appendix 4: Self-assessment Guide 25

**Mission Statement**

We aim to provide the highest standards of education, in an inclusive and pleasant environment, by developing knowledgeable, curious and caring children within a broad, balanced and personalised curriculum that includes rigorous assessment and all statutory requirements. We value our belief that through fun we can build ambition, independence, resilience and self-worth within every person at Paramount so that all learners become confident individuals, able to live safe and healthy lives as lifelong learners and responsible citizens who will make an active and positive contribution to a peaceful society that can compassionately deal with economic, social and cultural change.

**Introduction**

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the Cambridge Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the ‘hidden curriculum’, or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others whilst developing knowledge and skills, so that they achieve their true potential.

**Key Principles**

**At Paramount Academy we believe children learn best when:**

* learning activities are well planned, ensuring progress in the short,

medium and long term

* teaching and learning activities enthuse, engage and motivate children to

learn, and foster their curiosity and enthusiasm for learning

* assessment informs teaching so that there is provision for support,

repetition and extension of learning for each child, at each level of

attainment

* the learning environment is ordered, the atmosphere is purposeful and

children feel safe

* there are strong links between home and school, and the importance of

parental involvement in their children’s learning is recognised, valued and

developed

**Key Principle 1**

**Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

* effective exposition and focussed learning activities with clear objectives and outcomes
* a clear understanding by the children of the method and purpose of activities in which they engage
* progress in the children’s learning (in their books, on the walls, in conversation, in their learning behaviour)

TEACHERS WILL ENSURE THAT:

* work is thoroughly planned, both termly, weekly and daily
* termly and weekly plans adhere to the progression of skills and distribution of knowledge defined in the Cambridge and school schemes of work
* planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the children’s spiritual, moral, social and cultural development

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

* there is a Curriculum and schemes of work in place which ensure continuity and progression and offer a broad and balanced learning experience
* a monitoring cycle is in place to support the progress of individuals and groups of learners: Pupil Progress Meetings, lesson observations, planning scrutiny and book-monitoring

**Key Principle 2**

**Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

* creative teaching and creative learning that utilises a wide range of teaching styles and strategies
* teaching that utilises the construction of skill and knowledge structures, making learning accessible and motivating for children, with an appropriate level of challenge
* learning activities that enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more
* a pace of learning that is optimised for progress and high quality outcomes
* children’s home-learning being valued
* children learning independently and also collaborating on projects
* children enjoying their learning

TEACHERS WILL MAKE SURE THAT:

* well-judged and effective teaching strategies successfully engage pupils in their learning – a *hook/question*, *learning journey* and *high quality learning outcomes* will be in evidence in each unit of learning
* they use their expertise, including their subject knowledge, to develop pupils’ knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning
* well framed questions, knowledgeable answers and the use of discussion, promotes deep learning
* the use of talking partners and mini-whiteboards ensure that every pupil is fully engaged during every lesson
* they ensure an appropriate ratio of exposition to learning activity in their teaching
* appropriate home-learning is set to nurture children’s enthusiasm and curiosity, and develop their understanding of areas under study

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

* learning and learning outcomes, both within school and at home, are celebrated regularly
* whole school themes provide points of shared discussion and motivate learners across the school

**Key Principle 3**

**Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

* children using frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning – *e.g. re-drafting writing in collaboration with the teacher*
* children who are motivated to learn through differentiated learning activities that build on their prior attainment and issue challenge that is pitched at a level that is achievable when they work hard and try their very best
* children with specific learning needs receiving support at the time and level it is required to optimise their learning
* pupils supporting one another where appropriate
* independent learning, where children use assessment information to direct their own learning activity – e.g. self-assessment checklists

TEACHERS WILL MAKE SURE THAT:

* the pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils’ feedback
* marking is frequent and regular (all written outcomes are marked within two days of completion and at least two written outcomes are marked in-depth, each week), providing pupils with very clear guidance/targets on how learning outcomes can be improved
* they have high expectations for all children, and plan, resource and direct differentiated learning activities that give support and issue challenge for all
* they keep agreed assessment records (Reading Records, Phonic Tracker Sheets, end of unit assessments and Maths & Spelling test results) and submit exam data termly to enable Pupil Data Tracking (English, Mathematics & Science)

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

* there is an efficient system of Pupil Data Tracking in place
* there is a support teacher in place to support staff, children and parents in their teaching and learning, providing advice and intervention where necessary

**Key Principle 4**

**Children learn best when the learning environment is ordered, the atmosphere is**

**purposeful and they feel safe.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

* an atmosphere of mutual respect between adults and children
* children who feel secure to speak and act freely, enjoying freedom from bullying and harassment
* children’s high self-esteem, with all children feeling valued and secure
* children taking risks in their learning, and learning from their mistakes
* children’s learning outcomes displayed around the classroom and the school for others to appreciate and admire
* organisation of classroom routines and resources to optimise learning

TEACHERS WILL MAKE SURE THAT:

* they teach children how to behave well, and a range of behaviour management strategies are used
* they make good use of body language, eye contact and voice to keep control and encourage learning
* they employ positive strategies for managing children’s behaviour that help pupils understand the school’s expectations and that these strategies are underpinned by the clear range of rewards and sanctions set out in the school’s behaviour policy, and these are applied fairly and consistently
* good behaviour is modelled at all times in their interaction with children and other adults, with conflict dealt with in a calm and fair manner
* children will be encouraged in their learning and their efforts will be praised both in the classroom and in assemblies
* any criticism will be constructive and children’s self-esteem will always be maintained
* resources are accessible, available and well cared for

IMPLICATIONS FOR THE WHOLE SCHOOL:

* a clear behaviour policy is in place and all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently across the whole school
* high expectations of behaviour, including children’s attendance and punctuality at school, are communicated to, and shared by, all children, parents and staff

**Key Principle 5**

**Children learn best when there are strong links between home and school,**

**and the importance of parental involvement in their children’s learning is**

**recognised, valued and developed.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

* children’s home learning being valued, both that resulting from tasks and activities set by the teacher and that occurring independently of school

TEACHER’S WILL MAKE SURE THAT:

* useful feedback about their children’s learning is given regularly to parents, both informally, when appropriate, and formally, through termly parent-teacher meetings and an annual written report
* parents know how they can support their child’s learning at home or in school; teachers are approachable and available to parents
* information about class trips, class and school events, and other relevant topics are communicated efficiently to parents via text, letter, website or email
* parents are welcomed to help in their classrooms and/or around school
* they set appropriate home learning activities to develop children’s understanding of topics covered in class

IMPLICATIONS FOR THE WHOLE SCHOOL:

* ensure parents are informed about school events and relevant topics through regular newsletters, letters, text messaging, notice boards and the school website
* facilitate parental involvement through the support of a parent-teacher association

**Core standards for teachers**

These are our basic standards for teachers:

RELATIONSHIPS WITH CHILDREN AND YOUNG PEOPLE

Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them. Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

STATUTORY FRAMEWORK

Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.

COMMUNICATING AND WORKING WITH OTHERS

Communicate effectively with children, young people and colleagues. Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being. Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people. Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.

Have a commitment to collaboration and co-operative working, where appropriate.

PERSONAL PROFESSIONAL DEVELOPMENT

Evaluate their performance and be committed to improving their practice through appropriate professional development. Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified. Act upon advice and feedback and be open to coaching and mentoring.

TEACHING AND LEARNING

Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential. Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications. Know a range of approaches to assessment, including the importance of formative assessment.

Be open to evaluating the effectiveness of their teaching, monitor the progress of those they teach and to raise levels of attainment.

Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

SUBJECTS AND CURRICULUM

Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments. Know and understand the relevant statutory and non-statutory guidance for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.

LITERACY, MATHEMATICS, SCIENCE AND ICT

Know how to use skills in literacy, numeracy, science and ICT to support their teaching and wider professional activities.

ACHIEVEMENT AND DIVERSITY

Understand how children develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching. Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and wellbeing of children and young people. Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

PLANNING

Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge. Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.

Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.

TEACHING

Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:

(a) use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.

(b) build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.

(c) develop concepts and processes which enable learners to apply new knowledge, understanding and skills.

(d) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.

(e) manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.

Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.

ASSESSING, MONITORING AND GIVING FEEDBACK

Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment. Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development. Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners. Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

REVIEWING, TEACHING AND LEARNING

Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.

Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

TEAM WORKING AND COLLABORATION

Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.

Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

**Developing and Monitoring Teaching**

At Paramount Academy we are committed to making sure every teacher is a good or outstanding teacher. The following guidance outlines the ways we believe are most effective to achieving this aim.

We conduct a range of formal observations, monitoring and coaching designed to improve teaching and learning:

* Coaching by leaders and with peers

* Formal observations and Lesson Studies
* Learning walks
* Work scrutiny
* Classroom environment scrutiny
* Monitoring planning documents
* General observation (e.g. the HT or member of senior staff member walking past a room)
* Discussions with children (formal and informal)
* Self-assessment form

The aim is to ensure that we get an accurate view of teacher performance over time. Coaching observations seek to ensure all teachers who are not performing to a consistently good standard get the necessary advice to enable them to do so.

We are committed to sharing good practice and all teachers are given regular opportunities to observe good and outstanding practice of more experienced practitioners within the school.

**Outstanding** lessons/work scrutiny result in a lot of praise, other teachers observing the teacher and a clear desire to make sure the teacher understands why the lesson was outstanding so they can repeat the teaching at this level more often. Outstanding lessons are often talked about to ensure staff within the school learn from each other. Very good practice is shared as widely as possible.

**Good** lessons/work scrutiny result in praise- and then, depending on the overall pattern, varied follow-up. Some of the above may apply. For lessons/marking that are really good, but not outstanding, we will explicitly discuss the next steps.

**Requires improvement** lessons/work scrutiny requires that the teacher continues to receive coaching observations and observe effective practice where possible.

We also ask all staff to complete a self-evaluation form. The results of this, plus observations and discussions will lead to decisions about training needs for staff.

Teaching & Learning Approaches at Paramount Academy



General:

1. We use our creativity to plan activities which stimulate and engage all pupils; are active, lively & engaging; and which make use of thinking skills.

2. We encourage the use of talking partners and mini whiteboards in response to questions to enable full participation by **all** pupils during discussions and teaching sessions.

3. We phrase all objectives and titles for pieces of work as a question in order to engage and motivate all pupils.

4. The main focus of Teaching Assistants will be to support the pupils with their learning.

5. We plan differentiated activities so that all pupils can succeed and progress, and so that learning is maintained throughout the **whole** lesson.

6. We mark work effectively and promptly, giving advice about how to improve.

7. We encourage pupils to play an active role in their own learning by using self-assessment checklists, peer feedback; and encouraging questioning and active participation.

8. We aim to create a positive learning atmosphere to inspire self- confidence in pupils.

Subject Specific:

* We teach handwriting twice weekly from Year 1 onwards, and give feedback to pupils about how to improve.
* We teach phonics and spellings explicitly, consistently and constantly and use the Look/Say/Cover/Write/Check approach to learning tricky words.
* We emphasise mental maths strategies and skills to help develop thinking skills.
* The emphasis in maths is on the correction of errors so that pupils learn by correcting their mistakes.
* The teaching of science focuses on developing the skills of scientific enquiry – developing content knowledge through a practically-based approach.

**Teaching and Learning strategies**

**Information Gathering and Selection**

|  |  |  |
| --- | --- | --- |
| **Technique** | **How it works** | **Used** |
| **Segment or pie charts** | Give the group information about a person and they have to work out on a pie chart how much they were responsible for an event |  |
| **Study guides for flexible learning** | Using guided questions to direct reading and textbook work |  |
| **Diamond ranking** | Give the group 9 facts and they have to sort out the most and least important and then rank them in a diamond |  |
| **Grids for collecting information** | Give out a series of statements which can be true or false – the group has to use the information to explain why it may be true or false |  |
| **Venn diagrams** | Use the diagram to work out what is common or uncommon to a situation |  |
| **Spider diagrams** | Give the spider a certain number of legs which have to have important facts as their feet |  |
| **Mind maps** | Can be used at the start of a piece of work and then referred back to after the work is completed |  |
| **Bubble diagrams** | Use speech bubbles to explain how a character may feel at a certain time |  |
| **Family photographs** | Different members of the family can express their points of view through speech bubbles – the less important members of the family can be drawn to a smaller size |  |
| **Cartoon strips** | Choose the 3 most important events in the story and explain why you chose them – miss out one picture and get the group to draw it – leave out the start and end pictures which have then to be drawn – explain the event from the different points of view |  |
| **Flow charts** | Use as a means of explaining e.g. how to build a Roman villa |  |
| **Cloze procedures** | Fill in the missing spaces for a text. |  |
| **Living graphs** | Give out information about a person and ask the group to graph the information e.g. was Samuel Pepys a good person |  |
| **Sequencing exercises** | Can be used to get the class moving about e.g. a human timeline |  |
| **Line of continuum** | Ask the group to imagine an imaginary line going from I agree to I disagree – they have to place themselves on the line and explain why they chose that position – good for movement – can also be done as a paper exercise |  |
| **Cause and consequence charts** | Get the group to join up causes and consequences by drawing a line to join them up – on the line write why they are connected |  |
| **Highlighting information in colour** | Key words and phrases, adjectives etc. |  |
| **Completing pictures** | Give groups half a picture and ask them to compete the other half – then compare with the original |  |
| **Pictures from memory** | Place a picture at the front of the class – divide the class up into pairs – one person sees the picture for 20 seconds and than has to report back to the second person who then has to draw it |  |
| **Post it notes** | Use for labelling pictures , writing questions which they want answered, at the end of the lesson pinning them on a notice board as they leave |  |
| **Getting someone to place themselves in a picture by using the senses** | Work in pairs – the first person places themselves in the picture – the second person then has to work out where they are by asking questions in relation to what they can see, smell, hear |  |
| **Before and after pictures** | Give out before and after pictures and ask the group to work out the differences and why they are different |  |
| **Odd one out** | Choose 4 pictures – the class then has to work out which is the odd one out |  |
| **Displays for learning** | The group make up a class display about a topic based upon key ideas and concepts which is then used by the class |  |
| **Writing How to books** | The group are asked to produce a little book explaining to another group how to build a Roman road |  |
| **Pictionary** | The group are asked to design their own pictures relating to a topic – the pictures can be made into playing cards |  |
| **Historical drawings** | Ask the group to join up the dots to make a picture |  |
| **Picture titles** | Get the group to think of a title to a topic – they draw relevant shapes from the period to match the shapes of the letters |  |
| **Dominoes** | Give out dominoes with two statements written on them – the group has to play dominoes by making the right connections |  |
| **Story boarding** | Can be used as a sequencing exercise – the group has to explain what is happening in each picture |  |
| **Posters** | Analyse a range of posters to understand the rules of drawing posters – get the group to draw their own based upon these rules |  |
| **Designing brochures** | Design an estate agent’s leaflet for selling a tudor house, ideal habitat for an animal etc. |  |
| **Playing cards** | Design a set of playing cards with different images of a period |  |
| **Visualisation** | Listen to a narrative and ask the group to imagine the sights, smells, feelings and sounds – can be done with eyes closed |  |
| **Bulletin board** | To collect ideas during the lesson |  |
| **Masking pictures** | Hide major parts of the picture and slowly reveal |  |
| **Using fictional writing** |  |  |
| **Mystery objects** |  |  |
| **Floor maps** | Walk through a battle by creating a floor map |  |

**Interpretations**

|  |  |  |
| --- | --- | --- |
| **Selecting pictures which support a particular interpretation** | At the end of a topic give out two contrasting pictures – the class has to work out which might be the correct interpretation |  |
| **Selecting two pictures/sources of information which disagree with each other** | E.g. Compare the opening scenes from Jude the Obscure with a Victorian painting of a happy agricultural scene |  |
| **Using a picture from the end of a piece of work to introduce a topic** | Begin the topic with a picture from the end of the topic – the class has to work out what is in the picture and why it has been chosen – can begin to think of questions which can then be answered as the topic goes on |  |
| **Picture interpretation** | Give the group a picture with two text boxes around it – in one they write about what the picture shows them, in the other they write about what the picture does not show them |  |

**Writing Aids**

|  |  |  |
| --- | --- | --- |
| **Hypothesis testing** | Give the group a series of statements – they have to work out whether they are true or false by using appropriate information |  |
| **Creating and using a glossary** |  |  |
| **Card sorting exercises** | Can be created for any context – gives groups the opportunity to handle and move information around – can classify the information |  |
| **Writing frameworks** |  |  |
| **Concept cards** |  |  |
| **Scaffolding** | Providing prompts etc. |  |
| **Modelling answers** | Give out wrong answers which then have to be corrected by the group |  |
| **Sharing success criteria and learning objectives for pieces of writing** |  |  |
| **Peer assessment using learning objectives** | Use one colour for appropriate information, another colour for inappropriate information |  |

**Using Video**

|  |  |  |
| --- | --- | --- |
| **Use a video extract with the sound off** | Get the group to provide their own commentary |  |
| **Use a video extract with the sound on but no picture** | Get the group to work out the tone of the extract and what might be happening |  |
| **Video capture sheets to collect information from a video** | Use these to tell the group what to look out for |  |
| **Using a selected part of a video rather than the whole part** | A 2 minute extract can be used as a starter |  |
| **Using extracts from feature films** | Hope and Glory for the Second World War does the film match up to reality |  |

**Drama**

|  |  |  |
| --- | --- | --- |
| **Three part – interviewer/interviewee/observer** |  |  |
| **Hot seating** | Place a member of the group in character – they have to talk about themselves and answer questions in character |  |
| **Role plays** |  |  |
| **Corridor** | Get an individual to walk through a line of people explaining how they feel about a certain person |  |
| **Still scenes** |  |  |

**Questioning Techniques**

|  |  |  |
| --- | --- | --- |
| **Open ended questions** |  |  |
| **Closed questions** |  |  |
| **Wait time before answering/hands down policy** |  |  |
| **Ask a friend** |  |  |
| **Encouraging pupils to ask their own questions** |  |  |
| **Use a picture or film extract to get a group to ask their own questions** |  |  |

**Discussion work**

|  |  |  |
| --- | --- | --- |
| **Paired work** |  |  |
| **Group work** |  |  |
| **Jigsawing – giving a group responsibility for a section of work and then reporting back** |  |  |
| **Reporting back** |  |  |

**Presentation Exercises**

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| --- | --- | --- |
| **Sugar paper/marker pens** |  |  |
| **Display work** |  |  |
| **PowerPoint** |  |  |
| **Making little books** |  |  |

**Research Skills**

|  |  |  |
| --- | --- | --- |
| **The Internet using cut and paste techniques** |  |  |
| **Study guides for reading books and library use** |  |  |
| **Testing statements as being true or false** |  |  |

**Revision Skills**

|  |  |  |
| --- | --- | --- |
| **End of unit summaries** |  |  |
| **Highlighting important points in written work** |  |  |
| **Mind maps** |  |  |
| **Memory by association techniques** | Get the group to make a journey – along the way they drop off information at memorable places – they think about the place and not the information first |  |
| **Model answers** |  |  |

**Exercise Book Procedures**

In our books we…

1. Always use a sharp pencil (or pen with a clean nib once you have a pen license).

2. Always have the date and learning objective/key question at the top of our work.

3. Use rulers to underline headings and draw tables, label and draw charts

4. Always complete maths work in pencil.

5. Always use neat, legible joined writing, following the handwriting policy.

6. Correct mistakes by using a ruler to put one line through it.

7. Do not use erasers unless directed by a teacher.

8. Miss out 5 lines or start a new page for each new piece of work.

9. Do not make any marks or write on the covers of our exercise books.

10. Do not use felt tips/markers in our exercise books.

11. Trim and stick in neatly any worksheets.

Teacher’s Self-Evaluation Guide

Every teacher consciously or unconsciously evaluates his/her daily and yearly performance. This guide is a confidential personal device to help you analyse your overall performance and set goals for self-improvement.

The guide has been divided into five main areas of teacher responsibility, broken down into several major statements. Sub-statements then further explain and expand the major statement. Evaluate yourself on each major statement using the scale below:

|  |
| --- |
| 5 – excellent – I excel in this area  4 – very good – a very effective part of my performance  3 – good – an acceptable level of performance  2 – fair – needs my attention, will try to improve my performance in this area  1 – poor – dissatisfied with this part of my work, will take immediate steps to improve this area of my practice |

Remember that the ratings are for you alone – only honest appraisal will help you complete a valid assessment.

Finally, complete the action summary at the end, outlining your assessments and goals for self-improvement.

**Area of Responsibility 1 – Teaching Skills**

1. (A) I create and maintain an atmosphere for learning.

* I encourage pupils to express and examine their ideas, opinions & values.
* I attempt to develop empathy among the members of the class.
* I encourage a reasonable measure of humour in my classes. (Learning is fun!)
* I encourage students with praise, commendation & constructive criticism.
* I respond positively to pertinent student questions.

1. (B) I provide a motivational environment for my students.

* I approach my lessons and the class with enthusiasm.
* I am conscious that certain aspects of teacher performance such as drama and tonality of voice affect student motivation.
* I make use of desirable digressions and discussions on topics of student interest and current events.
* I encourage students to develop the attitude that a job worth doing is worth doing well.

1. (C) I maintain a balance between teacher-centred and pupil-centred activities.

* I endeavour to involve every pupil in the activity of each class.
* I avoid excessive “teacher talk”.
* I encourage pupil talk in pairs and groups as part of my lesson.
* I ensure adequate opportunity for student participation in class.
* I use a variety of teaching & learning methodologies.

1. (D) I use effective questioning techniques.

* The type of questions I ask require students to use a variety of cognitive processes in answering.
* I use methods that effectively allow for students of differing ability and background to participate and experience success (e.g. adjust vocabulary, use talking partners etc.).
* I accept answers in such a way as to encourage further student participation.

1. (E) I use techniques that make clear the purpose and content of each lesson.

* I ensure that the students understand the objective of each lesson.
* I use summaries, reviews and overviews to ensure that students are able to place units in perspective.
* I emphasise clearly the important points in a lesson.
* I integrate subject areas where appropriate to demonstrate relationships and overarching concepts.
* I ensure that an adequate summary is made at the end of each lesson and/or unit of work.
* My planning clearly indicates differentiated pupil outcomes/success criteria.

**Area of Responsibility 2 – Teaching Strategies**

1. (A) I use varied and effective methods of presentation appropriate to the lesson content.

* When planning my lessons I give careful consideration to the choice of teaching strategies that will best achieve the intended objectives.
* I make use of levelled questioning, paired and group discussions, research techniques, demonstration, lectures, role playing, team teaching, independent study, debates and simulation games, where suitable.
* I use audio visual aids and illustrative materials, including the laptop computers, where available and appropriate, making/creating my own when I cannot find suitable existing resources.

2. (B) I provide written and oral tasks that require analytical and critical thinking.

* I recognise the necessity to individualise tasks/assignments.
* I use problem solving techniques where appropriate.
* My tasks require students to comprehend ideas, apply these ideas, analyse, synthesise and evaluate information rather than simply memorise and reproduce facts.
* I adapt my instruction to meet changing needs and conditions.

1. (C) I evaluate effectively, thereby improving both teaching and learning.

* I use student achievement as one measure of my teaching effectiveness.
* Tests are used for both diagnosis of student problems and evaluation of their progress.
* I ensure that students play a large role in evaluating their own progress.
* I use a wide variety of assessments, including assessing the development of skills
* I ensure that pupils’ work is monitored and assessed frequently and in a timely manner, giving feedback that will help them to move forward in their learning.
* I encourage and reward quality work.
* I keep accurate assessment records that I regularly share with parents to keep them informed.
* I use my assessment to inform my planning.

2. (D) I utilise local/community resources to enrich the classroom programme.

* I invite, as guests of the school, members of the community who have expertise and/or special experience.
* I make use of the environment of the school and surrounding area to enrich the regular classroom programme, always ensuring that the objectives of each field trip have been clearly formulated and understood.

**Area of Responsibility 3: Classroom and Behaviour Management**

1. (A) My classroom procedures are designed to develop a positive learning environment.

* Each student is aware of the standards of behaviour I expect to be followed in my classroom.
* I encourage each student to develop self-discipline.
* The pupils are involved in the creation of the school and classroom Code of Conduct.
* My discipline is positive – I avoid destructive criticism, ridicule, sarcasm and fear. I use positive language and offer frequent rewards.
* I consistently model the behaviour I expect of students and control my own emotions in discipline.
* I commend effort and work well done.
* I listen attentively to students and am sensitive and responsive to individual students and their needs.
* I try to have at least one personal conversation with each pupil per term.
* I have developed a healthy rapport/relationship with my students.

1. (B) I have developed effective routines for classroom management.

* I maintain my room as an orderly working environment and pupils are trained to keep all materials in their proper places.
* I have developed effective routines for dealing with attendance, lateness, distribution and collection of books, supplies and equipment, monitors & student responsibilities, awarding of house points
* I keep my own papers, plans and resources in good order and up-to-date.
* I ensure the seating arrangements are working and that all pupils can easily see the board.
* My classroom walls are attractive, colourful and informative and support pupil learning.

**Area of Responsibility 4 – Subject Competence and Professional Growth.**

1. (A) I strive to upgrade my professional competence.

* I actively participate in activities designed to improve myself and the educational system, such as school-based INSET, online training courses, workshops, etc.
* I attempt to broaden my perspective through professional study, research, reading, writing, travel and try to enrich my teaching through the experience gained.
* I cooperate with colleagues to improve curriculum and instructional techniques and endeavour to enhance the dignity and status of the teaching profession.
* I am academically competent for my teaching assignment and continually work to enhance my curriculum knowledge.
* I am familiar with school expectations and policies, and am aware of a teacher’s rights, duties and responsibilities.

1. (B) I make use of available means of evaluation to improve my teaching.

* I am receptive to the suggestions of my colleagues.
* I welcome regular teaching observations and constructive criticism as part of my goal of self-improvement.
* I accept fair and constructive criticism.
* I periodically self-assess using tools such as this document.
* I set goals for my development as a teacher and actively work towards achieving them.
* I evaluate my students’ performance and adapt my planning and teaching in the light of these results.

**Area of responsibility 5 – Interpersonal Relationships / Contribution to the Whole School Effort**

1. (A) I am consistently fair and impartial with students.

* I respect the dignity of each child.
* I respect other people’s points of view, even though I may disagree with it.
* I criticise in a discreet and private manner, concentrating on correcting the improper behaviour.
* I ensure that any rewards and consequences used are appropriate to the action or situation.

1. (B) I recognise my responsibilities in helping students to mature socially and to achieve self-growth.

* I try to build self-confidence in each student.
* I provide support and encouragement when students experience disappointment and failure.
* I make it clear that I am concerned with habits, attitudes and values.
* I support the policies of the school and ensure that my students understand and adhere to these policies.
* I try to understand the special needs and interests of each of my students and show concern for their overall welfare, not just academic achievement.
* I try to be approachable – a person who is available with a sympathetic ear when needed.
* I model good work habits of punctuality, dependability, efficiency and accuracy.
* I demonstrate good grooming and acceptable standards of dress.

5. (C) I recognise that my attitude and efficiency in my work has an effect on other staff members.

* I share school equipment, facilities and ideas willingly.
* I readily accept my fair share of responsibilities.
* I am considerate of all members of staff, including TA’s, cleaners and secretarial staff.
* I try to avoid actions which could inconvenience others.

5. (D) I aim to promote a positive climate in the school.

* I make a genuine effort to meet, greet and help my fellow staff members.
* I participate actively in staff social and recreational activities.
* I am discreet when discussing problems of a personal nature regarding students and staff.
* I smile at all staff members every day!
* I attempt to be enthusiastic, friendly and promote harmony within the school.
* I discourage harmful gossip and chronic complaining in the staffroom.

5. (E) I make use of my contacts with parents etc. to promote confidence and goodwill towards the school and staff.

* I notify parents well in advance of student out-of-school activities.
* I recognise the interdependence of the school and the parents in child development, and ensure that parents are informed of situations requiring special attention.
* In my public statements I present my school and the teaching profession in a positive light.
* The community sees me as a suitable role model.

1. (F) In addition to my regular duties as a classroom teacher I accept willingly extra duties within the school.

* I participate in school committees to help the school develop and grow.
* My colleagues know by my attitude that I am prepared to assist whenever necessary.
* I make my time and talents available beyond the classroom helping students through extra academic assistance, coaching or managing of clubs or other activities.
* I readily and actively contribute during staff meetings.

**ACTION SUMMARY**

Aspects of my work being carried out well

Those aspects being conducted on a less desirable level

Specific areas in need of improvement

My goals for self-improvement during the coming year

(Outline in detail what you intend to do, how you will go about it, what will help you to do it etc….)