

**TEACHING AND LEARNING
AT
CHIPSTEAD VALLEY**



**PRINCIPLES
AND
PRACTICE**

TEACHING PRINCIPLES FOR TEACHERS AND SUPPORT STAFF

Set out below are the non-negotiable principles, developed by all teaching staff, which guide and inform our approach to teaching at Chipstead Valley

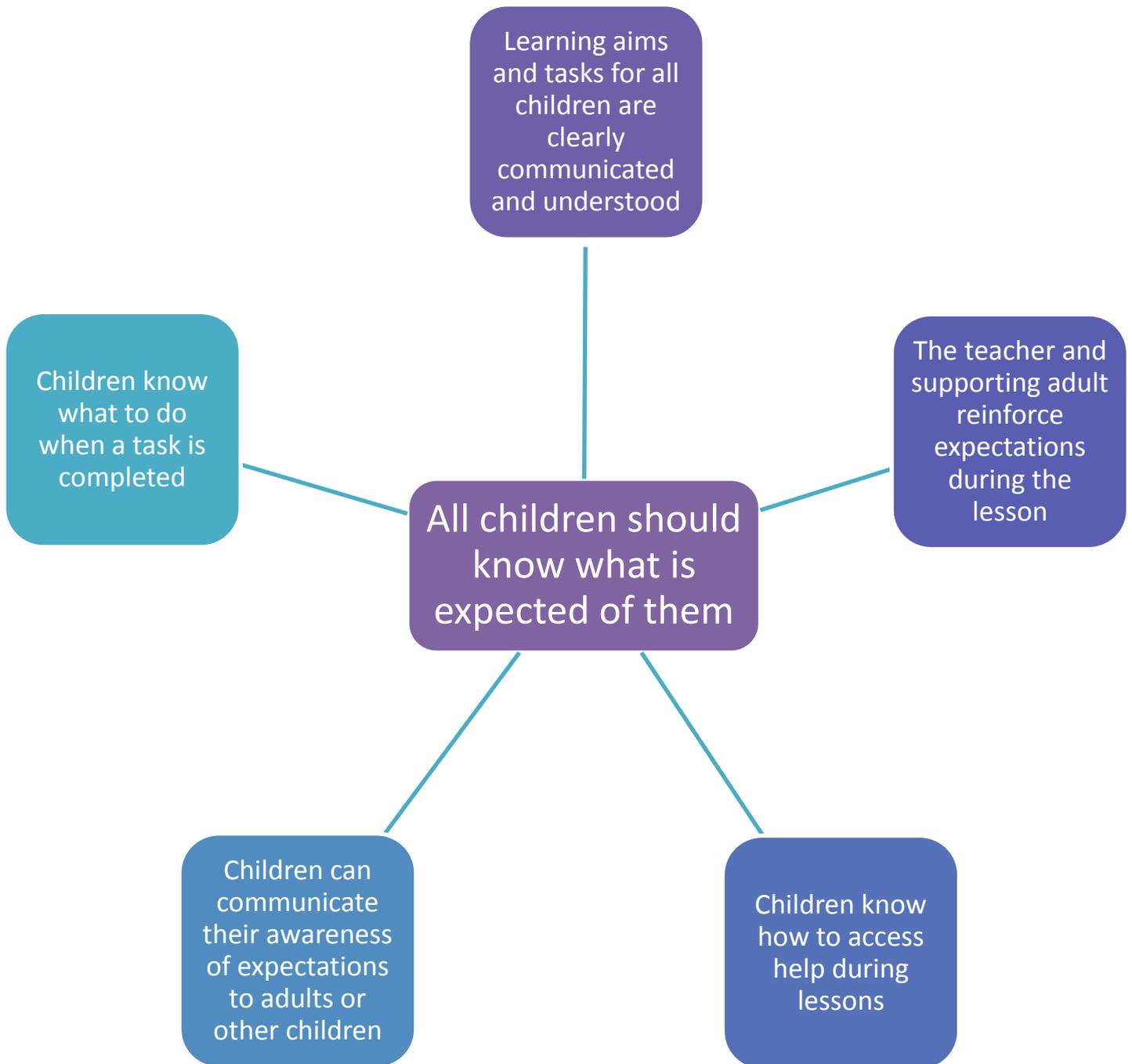
In our lessons:

- ◆ All children should know what is expected of them.
- ◆ We have high expectations of learners and all children are able to participate.
- ◆ All children should be able to understand and use key vocabulary
- ◆ We use children's prior knowledge as a starter for learning
- ◆ We use continuous assessment to influence and adapt our teaching
- ◆ We develop independent and reflective learners
- ◆ We celebrate and share success
- ◆ The classroom atmosphere encourages children to contribute. Children are not scared to be wrong!

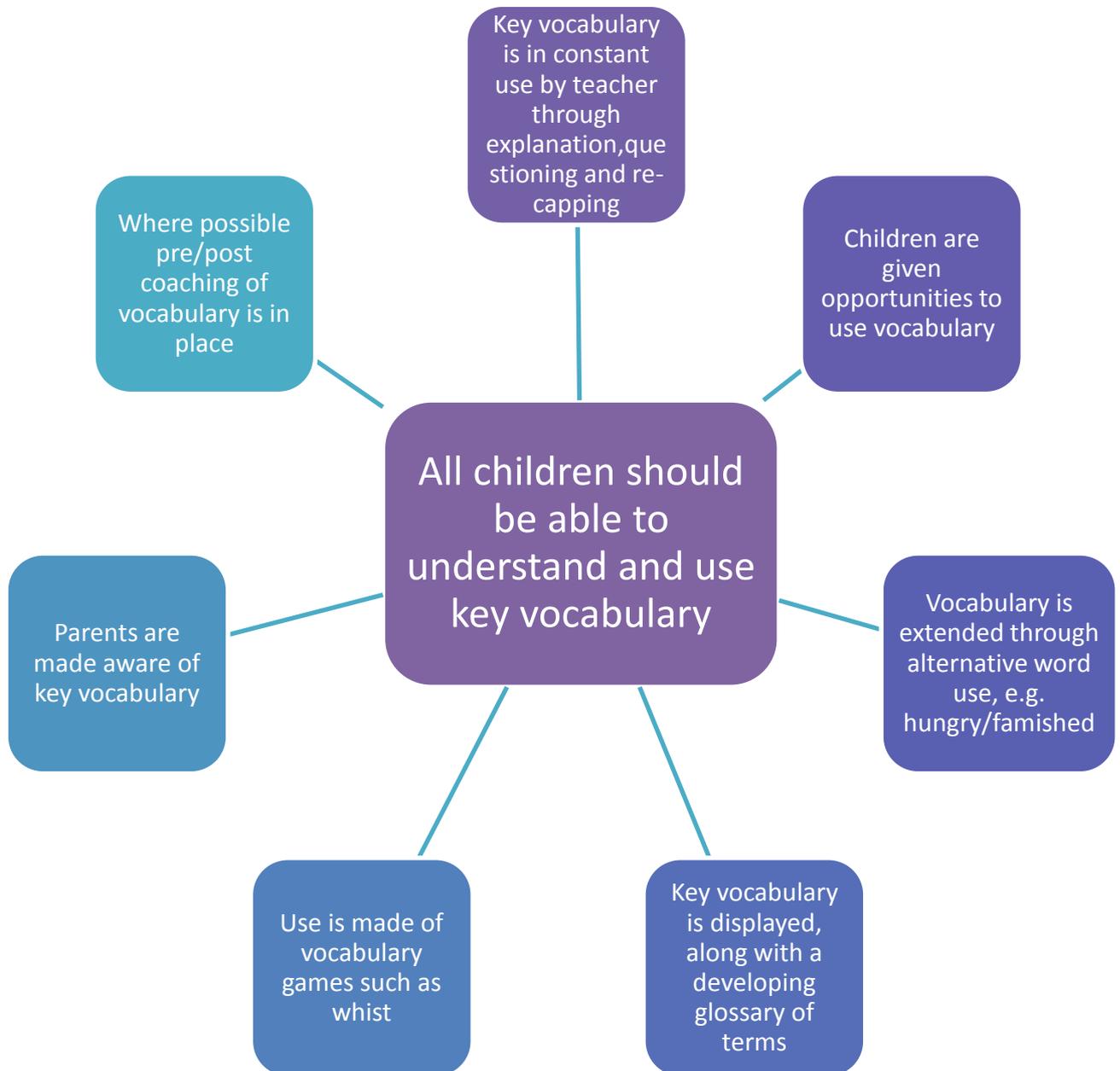
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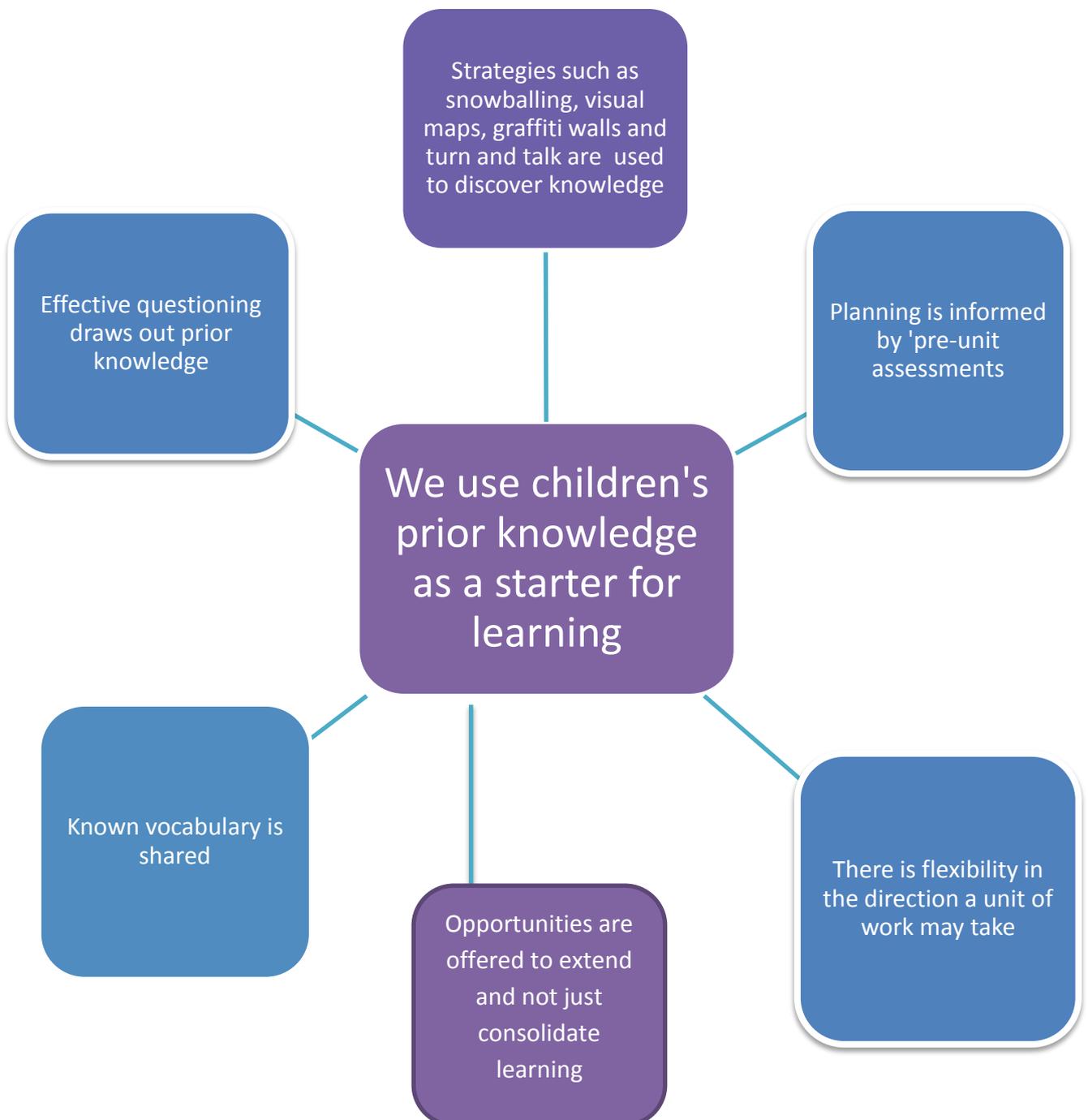
- ◆ ***We seek to engage, motivate and inspire all our learners***

On the following pages we describe what these principles might look like in our lessons:





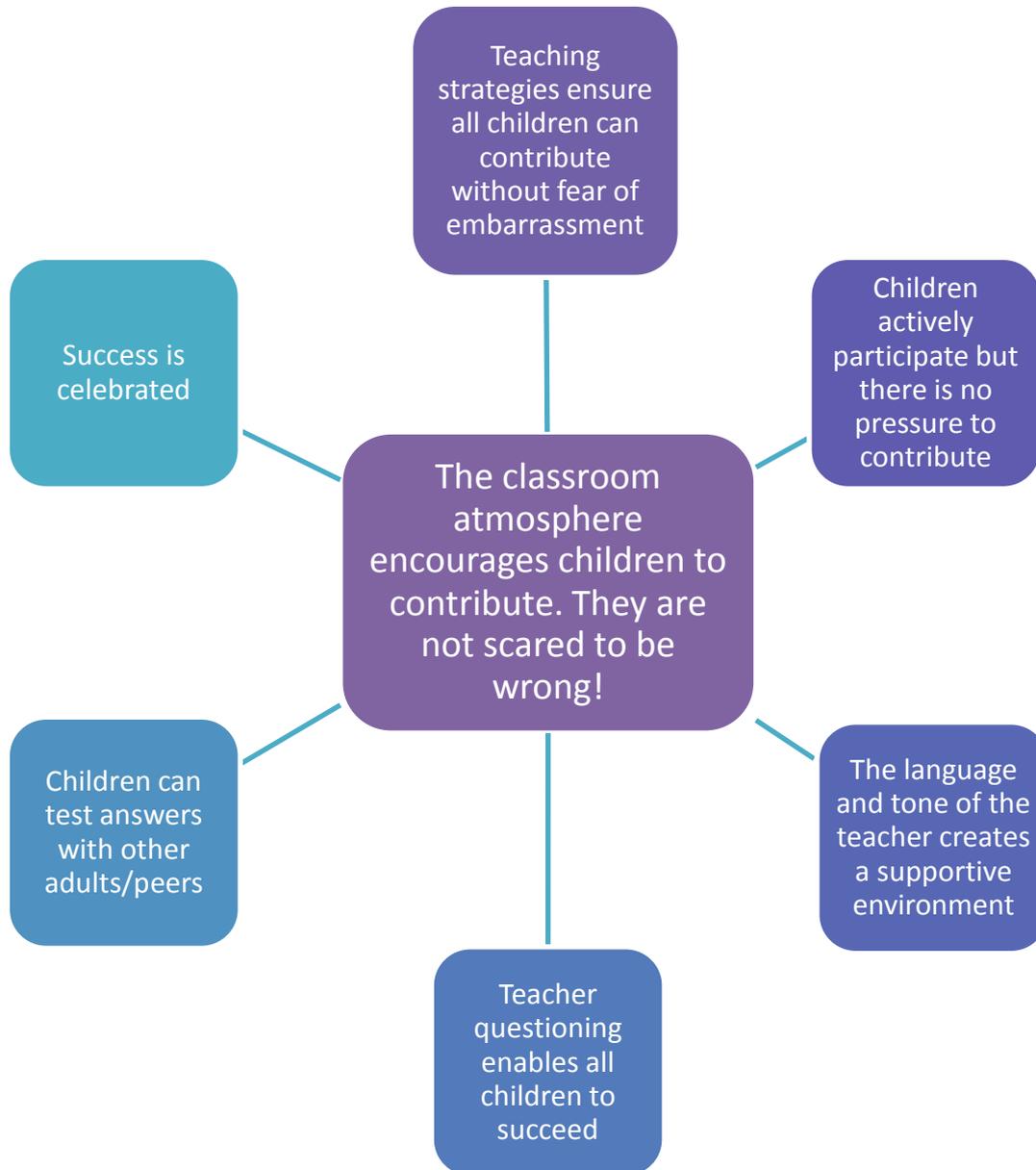














LESSON MODELS

Teaching at Chipstead Valley is based on our agreed principles, which are identifiable in our lessons. The models by which lessons are delivered can be flexible but will normally contain the following key features of best practice:

Lesson Stage	At its best....
<p>Pre-lesson preparation (including planning)</p>	<p>Planning will show due regard to our principles, and particularly will:</p> <ul style="list-style-type: none"> ✚ Set out key learning ✚ take into account previous attainment/progress of individuals and groups in preceding lesson ✚ demonstrate high expectations ✚ identify key vocabulary and ways in which this will be developed ✚ identify high quality resources ✚ ‘find the hook’ <p>Preparation will include</p> <ul style="list-style-type: none"> ✚ Ensuring resources are in place and available ✚ Communicating with additional adults regarding learning intentions ✚ Pre-coaching opportunities
<p>Outlining Learning Guideline time 5 mins</p>	<p>This part of the lesson will usually:</p> <ul style="list-style-type: none"> ✚ Frame the learning of the lesson in the overall context of the unit/topic ✚ communicate clear learning intentions (differentiated as appropriate) ✚ set out expectations and steps to success ✚ identify some key vocabulary
<p>Teacher input Guideline time 10-15mins</p>	<p>This part of the lesson will:</p> <ul style="list-style-type: none"> ✚ Often, but not always involve the whole class. It may also involve some for only part of the time ✚ Be clear, concise and delivered with pace

	<ul style="list-style-type: none"> + Focus on the key learning but be flexible in responding, for example, to children’s ideas + Engage the children + Develop vocabulary and use questioning + Manage the arrangements for the independent session to follow <p>It might involve</p> <ul style="list-style-type: none"> + Response partners, story-telling, multi-media clips, visual mapping, review of previous learning through, for example ‘snowballing’ + The teaching assistant working separately with a pre-determined group
<p>Independent session Part 1 Butterfly</p> <p>Guideline time 30-35 mins</p>	<p>This part of the lesson will usually involve:</p> <ul style="list-style-type: none"> + Groups of children (defined by previous learning) working independently on differentiated tasks, using pre-planned resources and available equipment + The teacher (and possibly supporting adult) moving around groups (butterflying) <ul style="list-style-type: none"> o Assessing progress o Identifying misconceptions o Offering a greater challenge where appropriate o Re-visiting learning intentions o Using (and encouraging children to use) key vocabulary o ensure everyone is achieving and challenging up pupils as appropriate <p>It might involve:</p> <ul style="list-style-type: none"> + The teacher or supporting adult working continuously with a pre-determined group
<p>Independent session Part 2 Settle</p> <p>Guideline time 30-35 mins (continued from above)</p>	<p>This part of the lesson will usually involve:</p> <ul style="list-style-type: none"> + The teacher working with a group or groups of children (settle) modelling, scaffolding and questioning in order to: <ul style="list-style-type: none"> o address misconceptions (support) and move children forward (challenge) o assess and note progress/attainment for subsequent lessons o ensure everyone is achieving

	<p>In both parts of the independent sessions, the children should:</p> <ul style="list-style-type: none">✚ Work at pace and be focussed on their learning✚ Use relevant vocabulary✚ Know what is expected of them✚ Know how to access help and resources✚ Be involved (in most cases) in learning related talk
<p>Plenary</p> <p>Guideline time 5 mins</p>	<p>This will normally involve:</p> <ul style="list-style-type: none">✚ Opportunities for peer and self-assessment✚ Celebration of success✚ A review of learning/progress in relation to lesson intentions✚ An introduction to the next steps/following lesson
<p>Review</p>	<p>After the lesson, the teacher will:</p> <ul style="list-style-type: none">✚ Make brief notes to support subsequent planning adaptations✚ Record significant achievement, or misconceptions still in need of addressing✚ Talk to supporting adults receiving feedback on children's progress