



Teaching and Learning Policy

School Values

**ENJOYMENT HONESTY CARING RESPECT
EQUALITY**

The aim of this policy is to guide all staff in creating a successful learning experience that enables the children at our school to get the most from the time they spend here. It sets out our key evidence-based principles and intentions for teaching and learning which shape the way we work with children at Larkhall and prepare them for life beyond primary school. We strive to develop their minds, teach character and create in them a sense of community, all of which can help them play their part in changing our world for the better.

SCHOOL VALUES

Our Why

We believe in thinking differently, to empower our staff and children to be dreamers and idealists in order to challenge the status quo. We feel inquisitive mind-sets will ensure we consistently challenge assumptions, identifying problems and adapting to solve them. This spirit of discovery will lead to continuous improvement. We do this through constantly striving to create a culture of putting staff first, trusting them to do their job, so they enjoy coming to work; happy staff, happy children, happy parents. We understand school is essentially a collection of people brought together around a common set of values and beliefs, thus creating a culture.

Our How

- We embrace challenges and withstand setbacks (Resilient)
- We look at problems from a different angle (Resourceful)
- We are thoughtful and deliberate, allowing us to think things through (Reflective)
- We demonstrate positive feelings toward people (Respectful)

Our What

- We are a Building Learning Power (BLP) school, whereby children become aware of themselves as meta learners and understanding their brain is a muscle to be exercised
- We believe in the crucial role that character plays in a child's development
- We understand a thematic approach to the curriculum creates purposeful learning opportunities for children and enables children to make connections in their learning
- We passionately believe that a child's happiness, interest, joy of learning and mental well-being are central to the school curriculum

PROGRAMMES OF STUDY and OUR CURRICULUM

We strongly believe in our responsibility to provide an exciting, enriching curriculum which not only covers national curriculum objectives but is also empowering for our students. The

Larkhall curriculum is planned so as to expose children to progressively more complex ideas and subject matter which reflects their own heritage and cultural backgrounds. As such, we have mapped a full range of key figures, influences and events for children to learn about throughout their time here, as well as ensuring the texts they are engaging with throughout all curriculum areas reflect the range of backgrounds of the students here. These whole school progression documents can be found [here](#). These form the basis for our year group curriculum maps.

Personal Social Character Development (PSCD)

PSCD is the very bedrock of our school ethos. Together with Literacy, Maths and Science, PSCD is one of our core curriculum areas. PSCD focuses on the non-cognitive aspects of children's development and also underpins what it means to be a successful young person, able to approach their learning with curiosity and reflection and their life with empathy, perspective and a desire to celebrate diverse viewpoints.

Character Trait development begins in the Early Years Foundation Stage (EYFS) in conjunction with the Personal Social and Emotional Development (PSED) prime curriculum area and the Characteristics of Effective Learning (COEL). At Larkhall we use 20 key character traits to focus children and adults alike on what we recognise as the essential attributes through which we become successful lifelong learners. We draw children's attention to these traits throughout their time at Larkhall and progressively explore how we can utilise them within school and out in the wider community.

In addition, the success criteria for these traits link key areas of the curriculum together including Speaking and Listening, HRE (Healthy Relationship Education) and E-safety, as well as giving further opportunity to develop an understanding of Building Learning Power and Zones Of Regulation. [See PSCD policy.](#)

We have embarked on a journey to try to understand how children's environments affect their development. In particular, how these environments can create biological changes in the growing brains and bodies of children. We are building on research from neuroscience and the work of paediatrics and investigating how these biological changes can impair the development of an important set of mental capacities. These have been shown to help children regulate their thoughts and feelings, which in turn makes it difficult later on for them to process information and manage emotions in ways that allow them to succeed at school. [See PSCD Policy](#)

Building Learning Power (BLP)

At Larkhall, we are a Building Learning Power (BLP) School. Through all of our teaching and learning, the BLP philosophy of growing our learning muscles of thinking, feeling, relating and managing should be part of the school day for all children. As a school we have developed a shared language through different activities to support BLP and this will support our children on their journey to becoming accomplished learners.

When planning on a termly basis, teachers identify the most appropriate muscles to link to the topic and decide upon activities and learning experiences that will help develop these skills. In classrooms, children are reminded of the different learning muscles, represented by 17 animals and provided with success criteria that run alongside their curriculum objectives. Children are praised for how they demonstrate these learning habits (such as perseverance and reasoning) each week.

In the EYFS, some key BLP muscles have been linked with the Characteristics of Effective Learning. The Characteristics of Effective Learning (COEL) are the ways in which the child engages with other people and their environment. These underpin learning and

development across all areas and support the child to remain an effective and motivated learner. See also the EYFS [curriculum document](#).

Zones of Regulation (ZOR)

At Larkhall we believe that self-regulation and positive reinforcement is the most effective way of encouraging children to behave appropriately. At the focal point of the pastoral system to support teaching and learning are the Zones of Regulation, which teach children how to self-regulate their behaviour.

Every classroom has a designated area where children can go to in order to support them to return to the green zone. In addition there are prompts all around the school including the playground, assembly halls and lunch hall. [See Behaviour Policy](#).

Communication Friendly School Approach

At Larkhall we have a large proportion of children whose main area of Special Educational Need is that of Speech, Language and Communication. Therefore we recognise that in order for teaching and learning to be effective, our universal approach within all curriculum areas needs to be rich with strategies that will enable those learners to make progress. See [Curriculum Policies](#).

Cross Curricular Learning

Children learn best when they are enthused and engaged by something. This is why at Larkhall we plan a creative topic-based curriculum and our teachers plan effectively for the needs of all children using skills from the National Curriculum. Links are made across areas of learning within a session with opportunity for independent learning linked to children's targets. In addition, every term we have a theme week where all learning is focused around a central theme linked to a variety of curriculum areas. See also [Curriculum Policies](#).

In EYFS, learning is child-led and cross curricular through the implementation of 'In the moment' planning, in which practitioners adapt learning and activities 'in the moment' in line with children's engagement, needs and interests. The learning environment allows children to learn across the curriculum in the style and manner that best suits them. The majority of the day is dedicated to play and exploration. See also [EYFS Policy](#) for further details.

Enrichment

In addition to the Larkhall Curriculum which provides learning both inside and outside of the classroom, we believe it is important for children to have many opportunities for extra-curricular learning. These form an additional way of promoting our PSCD values and supporting children to progress in their interpersonal skills as well as their own skills. As a result we offer a full range of after-school sports clubs across the whole school as well as Friday afternoon clubs, in which teachers lead an interest driven club, which all children in Years 1-6 sign up to. These clubs have included cooking, comic books, cricket, computer programming, fashion design, sewing and singing.

We believe every child should experience a wide range of opportunities to learn about the world around them and the roles people play in both the local community and wider world. We strive to give our children access to the exciting venues of the capital city as well as those in the more local vicinity. Each term teachers will plan for at least one trip or visitor for the children both in the main school and Centre for Autism. This may be linked to their topic or be a special event, such as a sports competition. All parents will be asked to make individual contributions for trips their children go on. Children in the EYFS will experience

going on a trip or meeting a visitor linked to their learning every 2 terms and will make the most of exploring the local area when out on a trip. Please see [Trips Policy](#)

Discovery and Independent Learning projects

Larkhall recognises the research that shows young children learn best through hands-on experiences and therefore planning reflects this. In Early Years, Year 1 children learn through a variety of short input sessions followed by discovery time in which they explore and develop their learning. These sessions are carefully guided and supported by the staff members in the team to enhance each learning opportunity and build on the interest of the children. This model is adapted further up the school as and when appropriate and in summer term upper school children develop their Independent Learning projects to reflect their interests and exhibit their research skills.

Key elements of successful discovery learning include:

- Non-negotiable tasks (see year group planning)
- Following children's interests
- Children accessing learning and resources independently
- All adults with clear roles

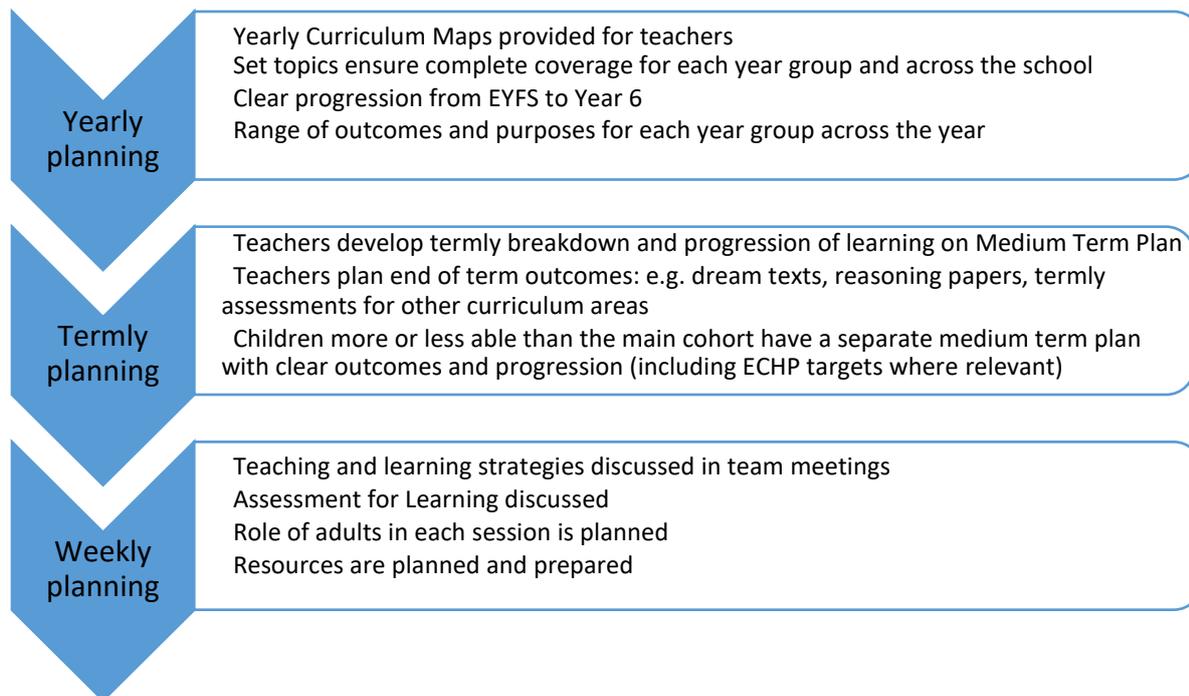
Inclusion and Differentiation

Within Larkhall we recognise that an inclusive approach includes using whole class strategies which help all learners, but particularly those with additional needs. In addition to this we have an emphasis on ensuring that all learners are able to make progress from their starting point which therefore sometimes requires bespoke planning and / or flexibility in the delivery of learning for example small group, paired or 1:1 sessions. The needs of children are discussed in Provision meetings and it is an expectation that strategies and approaches discussed for individuals and groups of learners are implemented within the classroom and accounted for within planning. See Special Educational Needs Policy.

LEARNING ENVIRONMENT

A high quality learning environment has the potential to shift possibilities, raise aspiration and demands deep commitment to learning. The learning environment should be an enabler; a model for greater depth thinking; a carefully planned reference point for pupils to help free working memory slots by building long term memory associations; the silent teacher and inspiring to children.

WHOLE SCHOOL PLANNING



EYFS Planning and Continuous Provision (3-5 YearOlds)

<u>Environment</u>	<u>Weekly Planned Non-negotiables</u>	<u>Daily Specific Coverage through routines and ongoing</u>
<ul style="list-style-type: none"> ● Message centre (writing and mark making) ● Games and maths area with a range of board games, interesting counters, puzzles and dice (inc numicon) ● Playdough area ● Well stocked home corner ● Opportunities for interest-led role play that changes frequently depending - lead by children ● Construction areas with large & small blocks ● Small world area ● Messy play opportunities ● Art area including opportunities for open drawing and painting ● Junk modelling opportunities ● Reflection/Zones of Regulation area ● Reading Area- range of Fiction and Non-fiction texts ● Opportunities for scientific exploration ● Mark Making tools in all areas of the environment, inc outside 	<p>During Exploring time:</p> <ul style="list-style-type: none"> ● Writing/ mark making activity ● Numbers/shape/measures activity ● Art activity ● Gross motor development (inc trip to adventure zone) ● KUW opportunities ● Open activities/provocations with no set outcome ● Interest based activities - adapted throughout the week ● Focus Child activities (linked to interests & next steps) <p>Key Carpet Sessions:</p> <ul style="list-style-type: none"> ● Story of the week ● Song/rhyme of the week ● Food tasting/cooking ● Story time - DEAR ● PSED focus (BLP/ZOR/curriculum) ● Understanding the World/Natural Thinkers ● Play Modelling ● <i>Nursery</i> - Weekly Maths focus ● <i>Nursery</i> - Weekly Phonics focus ● Celebration Assembly (<i>Rec only</i>) ● Communication and Language focus carpet 	<ul style="list-style-type: none"> ● Name recognition and writing ● Register - greetings ● Counting (e.g. how many children) ● self care and independence - e.g. putting on coats, self-registration ● days of the week ● months of the year ● seasons ● weather ● Links to phase 1 phonics listening skills ● following increasingly complex instructions ● Use of timetables (visual) ● healthy eating and table manners ● Singing and dancing ● Makaton for key phrases, questions &

<ul style="list-style-type: none"> Numbers/mathematical opportunities across the environment Range of outdoor resources & play equipment to enable development of core strength as well as fine and gross motor skills Access to Nature and natural objects Opportunities for a range of schematic play to suit particular children's needs Sensory resources Visual timetable and clear visual prompts across the environment <p>As part of the EYFS statutory framework, children must be provided with access to an outdoor space.</p> <p>Environment enhancements should not replace the continuous provision.</p> <p>The environment should be continually adapted in line with children's needs and interests (supported by Leuven Scales).</p>	<p>session e.g.:</p> <ul style="list-style-type: none"> show and tell chit chat channel weekend news Colourful semantics (throughout) <p><i>Carpet sessions to also include:</i></p> <ul style="list-style-type: none"> Explicit teaching of new/core vocabulary Mark making/writing opportunities Use of technology Use of stories/texts (inc non-fiction) Use of music/instruments Group games Differentiation - support/extension for all <p>Staff priorities:</p> <ul style="list-style-type: none"> Key Interventions: <ul style="list-style-type: none"> communication & language, inc vocabulary physical development (inc fine/gross motor) PSED Attention and listening phonics (<i>Rec only</i>) Maths (<i>Rec only</i>) SEN Specific (<i>see personal passports</i>) Play skill development/environment modelling Time for staff to float, interact, observe - inc. Leuven Scales, in the moment planning & 3Ms 1:1 reading and book changing 	<p>requests</p> <ul style="list-style-type: none"> PSED skills - sharing, turn taking, recognising emotions, regulating, resolving conflict, problem solving (BLP/ZOR) Adult modelling of core and new language Looking after the environment- tidying up Working with parents, including in soft-starts and via Dojo <i>Reception only</i> - Daily Phonics session <i>Reception only</i> - Daily Maths session
<p>Prime areas of the curriculum, interest-based learning through 'in the moment planning' (Anna Ephgrave) and 3 M's - Making Conversation, Mark Making, Mathematics underpin and guide all adult and child interactions (Greg Botrill)</p> <p>Best practice evidence for learning is: spontaneous, independent and consistent</p>		

<p align="center">Years 1-6 Planning</p>		
<p>All areas of the curriculum are taught through topic based learning. Below are the bespoke sessions that take place in addition to topic based learning.</p>		
Termly	Weekly	Daily
<p>Each of the 7 core subject areas to be integrated into topic learning:</p> <ul style="list-style-type: none"> Mathematical Understanding Understanding English Communication and Language Science and Technological Understanding Understanding Physical Health and Wellbeing Understanding the Arts 	<p>Bespoke weekly sessions:</p> <ol style="list-style-type: none"> PSCD Spelling and Grammar (Year 2-6) Handwriting Spanish PE 	<p>Bespoke daily sessions:</p> <ol style="list-style-type: none"> Number and Calculation Guided Reading Phonics (KS1) Discovery learning (Year 1)

<ul style="list-style-type: none"> • Historical, Geographical and Social Understanding • Personal, Social and Character Development 		
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WORK EXPECTATIONS

Quantity of Work

EYFS

<u>Termly</u>	<u>Weekly</u>
<p><u>Celebration Book</u></p> <p>Evidence of Mark Making Annotations Photos showing children’s interest (adults and children choose) Reflections scribed by adult Pupil Voice (quotes) Range of curriculum areas evident Work well organised to show progression</p> <p><u>Assessed Write Book</u></p> <p>Set up One piece from summer term</p>	<p>Children’s work, quotes, photos and assessments notes collected by all staff daily and stored in children’s trays for Celebration Book evidence or in Assessment Folders for general assessment evidence.</p> <p><u>Celebration Book</u></p> <p>Focus children have their books updated in the week they are a focus child.</p>

Year 1

<u>Termly</u>	<u>Weekly</u>
<p><u>Assessed Write Book</u> 1 piece of independent writing each term (6 over the year)</p> <p><u>Celebration Book</u> Maths covered from the term including photos of practical learning. Science evidence each term. HGSU evidence from the term (History or geography depending on the focus) Theme weeks to be evidenced. Reflections scribed by adult or child</p> <p><u>Maths Folder</u> Termly reasoning paper from Autumn 2 onwards</p> <p><u>Sketch Book</u> Evidence of a range of skills taught and practised over the year</p>	<p>Children's written and maths recordings, their verbal quotes, photos and assessments notes collected by all staff daily and stored in children's trays for Celebration Book evidence or in Assessment Folders for general assessment evidence. Daily whiteboards from bespoke maths and phonics sessions to show progress where pertinent</p> <p><u>Celebration Book</u> Focus children have their books updated in the week they are a focus child. 1 piece of writing every week showing progression over the term.</p> <p><u>Maths Folder</u> Weekly challenge Additional evidence can be kept in the assessment file where relevant and helpful for assessment evidence</p>

Year 2 - Year 6

<u>Termly</u>	<u>Weekly</u>
<p><u>Assessed Write Book</u> 1 piece of independent writing each term (6 over the year) Year 6 to do 2/3 pieces in some terms</p> <p><u>Maths Folder</u> Termly reasoning paper from Autumn 2 onwards</p> <p><u>Topic Book</u> Science learning from each term HGSU evidence from the term (History or geography depending on the focus as well as Spanish) Theme weeks to be evidenced</p> <p><u>Sketch Book</u> Evidence of a range of skills taught and practised over the year</p>	<p><u>Literacy Skills Book</u> 1 piece of writing per week either as a free write, or writing challenge Evidence of handwriting and spelling every week.</p> <p><u>Maths Book</u> Evidence of strategies for calculations relevant to the week - not necessarily every single day, but regularly throughout the week.</p> <p><u>Maths Folder</u> Weekly challenge Additional evidence can be kept in the assessment file where relevant and helpful for assessment evidence</p> <p><u>Topic Book</u> 1 piece of writing per week as well as other topic learning</p>

Expectations within Lessons

We agree that the following points are, while not an exhaustive list, fundamental and non negotiable when it comes to providing successful learning opportunities for all children.

- All children making progress within the lesson
- Starting point based on AfL
- Continual assessment **for** learning – reshaping the lesson in response to the learning
- Children reflecting on their learning (and using their targets independently to self edit as and when appropriate)
- Appropriate and varied differentiation
- High quality questioning (mindful of ELKLAN - Blanks levels)
- Pertinent verbal feedback
- Purposeful use of all adults
- Appropriate pace to maintain engagement of all learners
- A balance of teacher led and child led learning, including discovery where appropriate
- Clear modelling of outcomes
- Thorough subject knowledge from teacher
- Language-rich learning environment supported by ELKLAN strategies
- Purposeful use of resources including the learning environment
- A variety of behaviour for learning strategies including positive praise
- Strong links made throughout lessons to Personal, Social and Character Development including BLP and ZOR

The following evidence-based approaches are used within the school:

- Power of Reading
- Talk for Writing
- Mastery Learning in Maths
- Teaching for Greater Depth in Science
- Language Angels
- Forest School
- The Centre for Early Excellence (EYFS - 1)
- Interest based learning (EYFS -1)
- 'In the moment' planning (EYFS)
- Connected Learning Centre (CLC) - computing across the curriculum
- Topic based learning
- Learning through independent discovery and projects

Presentation of work

At Larkhall we believe that children should be proud of their learning. We know that taking pride in their books will help them to understand that their efforts are valued. In order to ensure that this is followed we have agreed on shared expectations for the presentation of written work and work in books:

- All books should have a label with a space for pupil name/ class /subject
- In EYFS and Year 1 Celebration Books are used to exhibit key learning as chosen by children themselves as well as staff. Learning Conferences with children are held to support reflection and extension of skills. Staff model to children how to showcase their learning in a presentable way. (See also Assessment and EYFS policies)
- Core learning books should be covered to protect them (Literacy skills books, Maths books, Topic books, Assessed Writing Books)

- Self-assessment must be visible in the books (See Assessment Policy)
- Children should complete work in pencil, or pen when the appropriate standard has been reached. Where a child's fine motor skills are hindered using one writing implement, the other may be used.
- Handwriting should be cursive or pre-cursive and show progress
- **(See also *Handwriting Progression in UECL Core Guidance document*)**
- All work should be dated and underlined– short date mathematics and long date in other books
- All work should have a title or learning objective and be underlined
- All maths work should have a margin. In literacy books, margins to be used for children who need them as a guide and can be drawn in by the teacher.
- Children should record directly into their books wherever possible
- Any worksheets should be purposeful and stuck in neatly
- Sentences should not be left unfinished at the end of a lesson
- Unfinished work should be followed up and completed
- Evidence that basic errors such as spelling or letter formation are being addressed
- No graffiti or messy crossing out

See also [Assessment and Feedback policy](#) for guidance for teacher marking and feedback.

ASSESSMENT AND FEEDBACK

At Larkhall we agree that the purpose of assessment is to provide class teachers with a clear picture of what a child is able to do and where gaps in knowledge may lie. It should be continually used to review the successes of children's learning as well as to provide a baseline of children's learning at a specific point in time.

See [Assessment and Feedback Policy](#).

HOME - SCHOOL COMMUNICATION

Blended Learning

Where a class, group or small number of children need to self-isolate, or there is a local lockdown requiring children to remain at home, Larkhall will offer immediate remote (blended) education.

In developing our Blended Learning offer we will:

- Used Google Classroom as the online programme that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use.
- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, linked to our curriculum expectations.
- Give access to high quality remote education resources.
- Where possible, provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.
- We recognise that younger children and children with SEND may not be able to access remote education without adult support and so we will aim to work with families to deliver a broad and ambitious curriculum.

When teaching children remotely, we will aim to:

- Set assignments so that children have meaningful and ambitious work each day in a number of different subjects.

- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Ensure teachers provide frequent, clear explanations of new content, delivered through high-quality curriculum resources or videos.
- Gauge how well children are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure children's understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including frequent contact with teachers.

Larkhall will also be promoting a love of reading at home with parents being expected to read every night with their children. Children are also expected to complete tasks set by teachers on spelling and handwriting and using the Times Table Rockstars website.

Home School Diary

Children will each have a home learning diary to maintain daily links between home and school. Children must bring them into school every day. Parents will need to write comments about the reading they have been doing with their children. A weekly reflection should be completed by each child linked to the PSCD targets. This will enable parents and carers to see how their child views their learning and what they have achieved or want to set as a target to work on. Reflections may take the form of pictures or writing.

Year Group Termly Newsletters

Each year group sends out a comprehensive Class Termly Newsletter to inform their parents/carers of the class information during the term. Information includes:

- Cross-Curricular topic for the term and how it links to each area
- Reminders of expectations for homework and PE kits/timings
- Key dates and information for the term including trips, assemblies and performances

MONITORING AND IMPACT OF TEACHING AND LEARNING

In order to ensure that the aims, values and principles contained in this policy are followed consistently in our school, we have agreed the following practices.

- Monitoring should be an ongoing exercise throughout the year.
- Monitoring is not a 'top down' system, but a collaborative process, in which staff feel they are a part of.
- Monitoring is formative and supports the development of the individual being observed.
- All monitoring is a holistic process with the intention of deliberately avoiding a limited snapshot of practise.

Key Performance Indicators Deep Dives

Larkhall implements a 'deep dive' focus to ensure a thorough analysis is made of the standards of teaching and learning within each class. Deep Dives will take place three times

each academic year for each teacher and will be conducted over a day, where a member of SLT, NOT attached to that year group, SENCo and Head Teacher will be monitoring.

The deep dive will be bespoke for year groups and teachers and will look at the following 10 aspects:

Learning environment; Transition Points; Book look; System Establishment; Teaching and Learning; Pupil Voice; Inclusion; PSCD elements of teaching; BLP elements of teaching; Behaviour for learning

- Other areas for monitoring may also be looked at. These will always be agreed with all staff

Support and Training

As the Deep Dives are at the end of a half term, at the start of the following half term, an OKR Dialogue meeting will be held between the AHT responsible for that Phase and teacher. At this meeting OKRs will be agreed and set. These will be timetabled to be evaluated at the next OKR Dialogue meeting. Within the OKR Dialogue meeting the focus will be on the challenge set to achieve these targets, as well as the support provided.

It is expected the OKRs will incorporate aspects of the School Development Plan including: PSCD, A.C.E. knowledge and practice; BLP, teaching and learning, SEND provision, pupil progress meeting implications. The OKRs will also reflect individuals' job descriptions including those with additional responsibility and those on UPS.

New teachers to Larkhall will have an induction program with SLT covering our curriculum, policies and systems.

Other types of monitoring and feedback

- Maths monitoring - twice a year for each year group. The Maths Leader will conduct monitoring based upon their action plan and the needs of the year groups.
- Literacy monitoring - twice a year for each year group. The Literacy Leaders will conduct monitoring based upon their action plan and the needs of the year groups.
- PSCD (with ZOR & Circle Time) monitoring - twice a year including reflections in home learning diaries.
- Other subject monitoring - over the year, each subject area will conduct monitoring based upon their action plans.
- Pupil Progress and Moderation Meetings will happen 3 times in the year. Regular moderations and progress checks should happen within team meetings.
- Medium Term Planning - at the end of each term, the AHT's will monitor MT planning.

As well as the Deep Dives, each year group will receive additional curriculum monitoring. The focus for each monitoring cycle will be outlined in each middle leader's action plan as well as responding to feedback about subjects arising from deep dives. Three times a year each year groups will have monitoring of **PSCD** to ensure this is embedded into all areas of the learning day. They will also have two rounds of **literacy, maths and science monitoring** across the year. These are designed to occur in between the Deep Dives so that feedback can be relevant and pertinent and shared with the relevant member of SLT. In addition to this, **curriculum monitoring** for each area will take place at set points in the year to ensure expectations are being met with clear feedback given to staff.

Teachers are encouraged to make use of the IRIS system to self-reflect on the teaching and learning taking place within their classes outside of monitoring. This can then become part of a coaching dialogue with a colleague or member of the Senior Leadership Team.