



**Pedagogy should at its best be about what teachers do that not only helps children learn but actively strengthens their capacity to learn and how to learn, in line with the whole school vision**

For learning to be successful at Eton Wick...

Children need to: Know and understand what they are learning
<p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>⇒ Produce clear explicit planning for learning, including long, medium and short-term plans.</li> <li>⇒ Short term plans should clearly identify the learning intention, along with scaffolded challenges, as needed.</li> <li>⇒ Articulate the learning objective and success criteria to the children</li> <li>⇒ Regularly 'check in' with children, including mini-plenaries to ensure understanding and clarity of learning.</li> <li>⇒ Evaluate and adapt their teaching according to the learning.</li> <li>⇒ Ensure that all groups of learners are planned for and supported/challenged.</li> <li>⇒ Have working walls which are updated regularly in English, Maths and Topic.</li> </ul>
<p><b>Leaders will:</b></p> <ul style="list-style-type: none"> <li>⇒ Monitor subject planning at least once half termly, ensuring that objectives are not task driven.</li> <li>⇒ Observe lessons through regular informal learning walks.</li> <li>⇒ Give feedback which enables staff to reflect on their practice.</li> <li>⇒ Draw on strengths of staff, and provide examples of good practice.</li> <li>⇒ Conduct pupil voice.</li> <li>⇒ Monitor the class profiles half termly, and conduct half termly pupil progress meetings.</li> </ul>
<p><b>Children engage through:</b></p> <ul style="list-style-type: none"> <li>⇒ Understanding the learning objective through explanation and discussion.</li> <li>⇒ Asking questions when they don't understand.</li> </ul>

Children need to: Know why they are learning
<p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>⇒ Share learning objectives, intentions and/or outcomes and refer to them during the session.</li> <li>⇒ Explain the learning, making it clear and explicit for learners</li> <li>⇒ Create opportunities for the children to ask questions or for them to seek further clarification if needed.</li> <li>⇒ Put learning into purposeful context so pupils can see how their learning fits into a bigger picture</li> <li>⇒ Separate the learning from the task</li> <li>⇒ Ensure children to evaluate their learning as part of their lessons</li> </ul>
<p><b>Leaders will:</b></p> <ul style="list-style-type: none"> <li>⇒ Monitor through observations and informal learning walks</li> <li>⇒ Feedback to staff</li> <li>⇒ Conduct pupil voice during learning walks/observations</li> </ul>
<p><b>Children engage through:</b></p> <ul style="list-style-type: none"> <li>⇒ Evaluating their learning</li> <li>⇒ Knowing how learning fits into 'the big picture'.</li> <li>⇒ Knowing how learning will help them make progress</li> </ul>

Children need to: Be involved in planning, reviewing and improving learning
<p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>⇒ Give opportunities for self and peer assessment through success criteria</li> <li>⇒ Involve children in evaluating their learning both during and at the end of the lesson</li> <li>⇒ Provide focussed next step feedback verbally and in books.</li> <li>⇒ Set up 1 -1 pupil conferencing termly to ensure children know and understand their targets.</li> </ul>
<p><b>Leaders will:</b></p> <ul style="list-style-type: none"> <li>⇒ Monitor and at least twice half - termly the quality of pupil's books and the opportunity for pupils to respond to feedback</li> <li>⇒ Conduct Pupil Voice, focussing on the children's understanding of what they need to do next and why.</li> </ul>
<p><b>Children engage through:</b></p> <ul style="list-style-type: none"> <li>⇒ Learning strategies for recognising success and identifying what they need to improve.</li> <li>⇒ Evaluating their learning, and know that this will help the teacher when planning next steps for learning</li> </ul>

- ⇒ Using success criteria to know the 'steps to success'
- ⇒ Using their targets in their daily learning

**Children need to:  
Have time**

**Teachers will:**

- ⇒ Build in time for pupils to think about answers and reflect.
- ⇒ Talk with pupils about their learning.
- ⇒ Build in time for pupils to respond to feedback.
- ⇒ Provide time for questions and sharing of ideas.

**Leaders will:**

- ⇒ Give subject leaders time to plan monitoring and learning walk
- ⇒ Conduct pupil voice

**Children engage through:**

- ⇒ Learning and reflecting on their own, with a partner or with a larger group
- ⇒ Teamwork and collaboration

**Children need to:  
Ask questions and know what to learn next**

**Teachers will:**

- ⇒ Ensure secure knowledge and understanding of the learning and the learner.
- ⇒ Keep up to date with subject developments.
- ⇒ Encourage pupils to ask questions
- ⇒ Model questioning
- ⇒ Provide appropriate challenge and support

**Leaders will:**

- ⇒ Provide quality CPD/weekly Professional Development meetings to support staff
- ⇒ Monitor through informal and formal learning walks and observations

**Children engage through:**

- ⇒ Have time with the teacher when needed.
- ⇒ Having helpful feedback from their teacher/learning partner
- ⇒ Knowing how to ask questions

**Children need to:  
Understand how to learn**

**Teachers will:**

- ⇒ Teach learners how to be self – reflective by providing opportunities for pupils to reflect on their learning.
- ⇒ Encourage focussed talk about learning
- ⇒ Model quality examples of success criteria to enable pupils to come up with their own.
- ⇒ Use questions to engage learners in thinking about learning.
- ⇒ Review children's targets

**Leaders will:**

- ⇒ Monitor planning to ensure clear progression
- ⇒ Conduct pupil interviews
- ⇒ Provide quality CPD weekly to support staff to cascade learning from teacher PDMs

**Children engage through:**

- ⇒ Questions which engage children in thinking about their learning,
- ⇒ Appropriate and succinct marking which helps them to improve
- ⇒ Reflect on learning; individually; with a partner; during the lesson; at the end of a lesson.

**Children need to:  
Have new and varied learning experiences**

**Teachers will:**

- ⇒ Create opportunities for working individually, in pairs and whole class
- ⇒ Vary teaching and learning styles to engage and motivate all learners
- ⇒ Provide opportunities for pupils to exhibit learning in a range of styles.

**Leaders will:**

- ⇒ Monitor formally and informally through learning walks and observations.
- ⇒ Evaluate the curriculum half termly, and conduct pupil voice.

**Children engage through:**

- ⇒ Learning in different ways and in different environments

- ⇒ Learning: on their own; with a partner; with a group; whole class; with older learners; with younger learners; with experts

**Children need to:  
Know how to improve**

**Teachers will:**

- ⇒ Provide pupils with models of excellence in: social behaviours, learning behaviours, presentation, outcomes of challenges and tasks.
- ⇒ Plan interventions as needed
- ⇒ Discuss learning with children, including through pupil conferencing.

**Leaders will:**

- ⇒ Conduct pupil voice, ensuring feedback is given to staff of any misunderstanding in learn
- ⇒ Feedback to staff of pupil's readiness to learn, including emotional wellbeing of individuals.

**Children engage through:**

- ⇒ Knowing what their next step is
- ⇒ Understanding the teacher feedback.
- ⇒ Having high quality examples and models
- ⇒ Learning conversations about targets and next steps

**Children need to:  
Have fun and enjoy their learning.**

**Teachers will:**

- ⇒ Aspire towards excellence in teaching and learning.
- ⇒ Reflect on current practice.
- ⇒ Focus on improving practice – model enjoyment of learning. Have fun!
- ⇒ Be creative to ensure learning is enjoyable
- ⇒ Ensure classrooms are constantly evolving, providing a good stimulus for learning

**Leaders will:**

- ⇒ Conduct pupil interviews
- ⇒ Formal and informal learning walks and observations
- ⇒ Celebrate learning both in and out of the classroom, including a weekly Family Celebration Assembly
- ⇒ Ensure attendance is regularly monitored with governors, and Education Welfare Officer, ensuring children are in school, and accessing learning.

**Children engage through:**

- ⇒ Having fun and enjoying their learning.
- ⇒ Working with friends.
- ⇒ Making choices and decisions.
- ⇒ Using a wide range of tools and resources.
- ⇒ Being prepared to have a go.
- ⇒ Being proud of the work they achieve.

**Children need to:  
Know when and how to be successful**

**Teachers will:**

- ⇒ Model examples of successful high-quality outcomes and success criteria
- ⇒ Work with children to come up with challenging success criteria for individuals and groups.
- ⇒ Raise aspirations

**Leaders will:**

- ⇒ Formally and informally monitor the use of success criteria, and opportunities for peer and self assessment.
- ⇒ Formally and informally monitor the quality of teacher feedback through book scrutiny and learning walks.

**Children engage through:**

- ⇒ Understanding and generating success criteria
- ⇒ Showing what they know and what they can do
- ⇒ Showing what they understand
- ⇒ Saying how they have been successful
- ⇒ Say how they can improve

**Children need to:  
Feel safe and feel that “they can”.**

**Teachers will:**

- ⇒ Ensure that Safeguarding policies and procedures are followed, understanding the staff code of conduct.
- ⇒ Annually read and sign that they understand Keeping Children Safe in Education as well as the school Safeguarding and Whistleblowing policy.
- ⇒ Teach and discuss our Christian Values, which stem from our vision, creating an environment where children feel physically and emotionally safe.
- ⇒ Provide a balance of challenge and support.
- ⇒ Model learner behaviour
- ⇒ Model the teacher as a vulnerable learner!
- ⇒ Praise effort
- ⇒ Report and log any concerns to DSL.

**Leaders will:**

- ⇒ Ensure that all staff have training in Child Protection and Safeguarding policies
- ⇒ Give training to volunteers, ensuring that they have read and understood the most recent version of KCSIE.
- ⇒ Conduct a Safeguarding audit which will be monitored with governors.
- ⇒ Governors to monitor and review annually, the school Safeguarding policy and update accordingly.
- ⇒ Engage and support families through identified professionals from Early Help
- ⇒ Track groups of vulnerable learners at least half termly

**Children engage through:**

- ⇒ Feeling confident to ask and answer questions
- ⇒ Understanding that mistakes are part of learning
- ⇒ Offering ideas
- ⇒ Knowing how to get support
- ⇒ Knowing who to speak to if they are worried
- ⇒ Making positive behaviour choices.

**Children need to:  
Learn with other learners**

**Teachers will:**

- ⇒ Build in time for individual, pairs or groups of pupils to think, talk or write about learning experiences, enabling children to reflect on their learning both during and at the end of lessons.
- ⇒ Provide daily challenges for all learners
- ⇒ Encourage learners to ask questions
- ⇒ Encourage all learners to be active and participate in learning

**Leaders will:**

- ⇒ Ensure there are opportunities for peer observation both internally and externally
- ⇒ Provide CPD through Professional Development Meetings and internal and cross-school moderation

**Children engage through:**

- ⇒ Having a learning partner for: learning and listening; talking and sharing ideas; helping and supporting; encouraging; having fun!