



Blackmore Primary Quality Mark - Highly Effective Teaching and Learning

- Seeing the teacher's role as a learning facilitator. Flexible approach – willingness to be led by children. Children working harder than the adults in lessons – promoting ACTIVE learners.
- Developing learning journeys rather than lesson plans – more fluid approach and children thinking and acting more independently (using resources, completing N.S etc including a raised profile of working walls).
- Learning without limits – removing the ceiling for all learners. Clear success criteria, moving on in lessons and across time, 3-star challenges and beyond.
- Develop increased opportunities for risk taking. Increasing subject knowledge of teaching staff and sharing best practice.
- Effective questioning – by adults but also children asking questions and being encouraged to question not just give answers.
- Building respect / trust with pupils – children acknowledging what they know and what they need help with. Asking for help /not fearing failure / addressing misconceptions / seeing next steps (green pen policy) as a positive strategy to improvement and wanting to improve.
- Assessment – AFL, feedback, assessment across a range of skills – deep thinkers, curiosity, creativity etc.
- Time management – use of time for reflection, marking and feedback, effective use of TLSAs.
- Purposeful learning experiences -making links – cross curricular approach and to real life situations, seeing the how and why we do things.
- High expectations – for all in terms of behaviour, outcomes and self-motivation.
- Vary learning structures to aid and enhance stimulation and engagement – develop 'a hook' – film, music, images, questioning.
- Growth mindset – Children persevering in ACTION not just words and adults modelling this.
- Helping children to see what they COULD achieve. Aiming high in a multi-skilled, problem solving approach to life!