



Principles of high quality, inclusive teaching

As a school we have agreed upon these statements as our fundamental principles of high quality, inclusive teaching.

- Strong, positive relationships within the learning environment- positive and effective adult to child and child to child interactions
- Understanding each child and their contexts, their personalities and ways of working with each child to gain positive engagement
- High expectations of all children which are enacted in the teaching and learning they experience; adults believing that every child can make accelerated progress if the appropriate conditions are in place, through a personalised approach
- Ongoing, responsive, diagnostic assessment, monitoring and reviewing, which informs and shapes the teaching and learning in real time, including:
 - pre-teaching, which acknowledges different starting points and attempts to enable all children to access the core teaching and learning
 - flexible groupings to promote active pupil engagement with their learning
 - flexibility in teaching and learning to adjust and personalise in response to each child
- Skilled, open-ended questioning, asking the right questions at the right time to reveal understanding and any misconceptions, in order to build further on learning
- The explicit teaching of key vocabulary to assist in conceptual understanding and building knowledge
- Variation in how learning and understanding is communicated and recorded
- A physical environment which is conducive to learning, taking into account such aspects as sensory needs
- The use of equipment, practical demonstration and concrete representation to support learning alongside explicit teaching of how to use different resources to support learning
- Skilled deployment of any additional adults to support learning, independence, self-regulation and metacognition.