



# Teaching and Learning Firs Primary School

## Firs Foundations of Effective Teaching Practice

### F1 – Checking For Understanding (CFU)

At Firs Primary School we will embed a common language of 'they learnt it' rather than 'I taught it' and 'I am learning ...' rather than 'I am doing ...' to prioritise learning. We encourage staff not to assume understanding but confirm it (assume don't assume).

There are two ways in which staff at Firs will develop CFU in their teaching practice:

Firstly, information gathering – using summative and formative methods of assessment to gather data and inform teaching practice; allowing the teacher to be responsive to the needs of a class, individual child or group of children.

Secondly, effectively using assessment information and developing a culture of learning from our mistakes.

### F3 – Teaching and Learning Ratios; thinking and participation

Teachers at Firs Primary School are encouraged to ensure children complete as much of the cognitive thinking as they can through; questioning, writing and discussion. Teaching and Learning ratios will be broken down into two different methods of delivery. Thinking Ratio (how rigorous is the work?) and Participation Ratio (how many children are actively engaged and participating?) are two important factors teachers at Firs will seek to master to ensure academic rigour within the classroom. Children cannot achieve academic rigour unless they learn lots of content knowledge themselves.

Thinking Ratio refers to the level of engagement, depth and quality of learning taking place in our classrooms.

Participation Ratio refers to children being actively engaged in their learning and not merely passengers in a lesson. Time on task is a driving factor in achieving academic rigour in our classrooms and ensuring children are thinking and participating at a maximal level.

### F2 – Academic Ethos

At Firs Primary School we encourage staff to create and deliver lessons to achieve the maximum level of academic rigour. We aim to create an ethos in which children are challenged to think, perform and grow to a level that they were not at previously.

This involves teachers setting high expectations, planning for success, creating a lesson structure and ensuring pace (time on task) is a key driver. Staff are expected to create environments in which the maximum level of academic rigour is expected, practised and valued by all children.

### F4 – A Culture and Climate for Learning

Developing a positive learning culture and climate in the classroom will only improve academic outcomes and achievement at Firs Primary School. There are five main drivers in establishing a positive learning climate and culture at Firs:

**Discipline** – children at Firs Primary are expected to follow the school charter and be Ready, Respectful and Safe at all times.

**Management** – effective classrooms require effective management systems. Teachers at Firs Primary are encouraged to reinforce expectations to further embed positive attitudes to learning.

**Control** – strong control in the classroom at Firs relates to the power of effective/effective language and the ability to develop strong relationships. At Firs Primary we ensure children feel that they belong and connect to the classroom and school.

**Influence** – at Firs Primary we want our children to believe in what they are doing during lessons. The class teacher will be responsible for influencing children to 'believe' and not just 'behave' during lessons. We expect all staff to instill a love of learning in every child.

**Engagement** – children's minds will only be engaged during lessons in which teachers allow children to have plenty to do and plenty to get involved in. Teachers at Firs will engage children through important, interesting and challenging work.

