

Practical strategies to support the whole-school development of AfL with APP (Primary)



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This document is intended to help schools make progress with the whole-school development of Assessment for Learning (AfL) by providing examples of approaches and strategies used by different schools. They are not a recipe for success but provide ideas, for example, for discussion at a senior leadership team (SLT) meeting and to inform action planning.

School leaders will wish to consider:

- which are appropriate for their school
- which would involve further development or refinement of existing practice
- which would involve introducing new approaches and ways of working.

Two review tables have been produced to support the self-evaluation of developing assessment for learning in schools. These are annexed here and also in the AfL Strategy Policy document published by DCSF (Ref: 00341-2008). One supports the self-evaluation of the leadership and management of whole-school AfL; the other supports self-evaluation of AfL in lessons.

This document focuses on the leadership and management of developing AfL.

Fundamental to developing AfL in the classroom is developing the independent learner and, fundamental to developing the leadership and management of whole-school change is developing distributed leadership.

The review tables are designed to be used formatively, to help school leaders and teachers reflect upon their practice, identifying what is working well and what needs improving. They are intended to help practitioners take an action-research approach to improving leadership and learning through systematic self-evaluation, which informs professional development. This requires a shift from monitoring teacher behaviour to teachers self-evaluating their impact on learning.

National Strategies' research has shown that schools typically get better and better at the 'Developing' stage of the leadership and management review table, but would benefit from additional guidance to help progress to the 'Establishing' stage.

Moving to 'Establishing' requires schools not only to continue to refine what they already do well but also to introduce new approaches and establish a learning community of reflective practitioners, founded on the principles of distributed leadership. Improving schools are schools in which everyone has ownership of change – schools in which everyone plays their part and takes professional responsibility for school improvement.

School improvement is not just about getting better at what you do but getting better at how you get better, for example:

- improving the change structures, systems and processes themselves
- helping develop the understanding, beliefs, commitment and approaches of all those in the learning community.

The strategies for school leaders to consider relate to the six focuses listed below.

1. School structures, systems and processes
2. Developing a shared understanding of AfL
3. Monitoring and evaluating impact
4. Tracking individual pupil progress and curricular target-setting
5. Collaborative working within a learning community
6. Partnership with parents and carers

Focus 1: School structures, systems and processes

Moving from 'Developing to 'Establishing' involves maintaining strong senior and middle leadership while developing more distributed leadership where everyone gets on board, takes responsibility and helps drive change. It involves developing structures, systems and processes which promote and support collaborative working.

<p>From 'Developing'</p> <p><i>SLT are introducing structures and systems to foster distributed leadership (to support and develop both top down and bottom up change processes).</i></p>		<p>To 'Establishing'</p> <p><i>Headteacher, senior and middle leaders work together to refine and sharpen structures, systems and approaches to whole-school change and introduce new ones where things aren't working.</i></p>
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Some examples of approaches and strategies used by schools developing AfL

- Developing AfL is at the heart of the school's vision for developing motivated and successful independent learners, and this is expressed in the school's mission statement.
- A senior leader has responsibility for ensuring everyone is up to date with national and local developments and that all work on developing AfL is properly coordinated and resourced, with everyone playing their part.
- Structures are planned and resources (especially time) provided to help subject leaders, teachers and teaching assistants (TAs) work collaboratively within and across schools to develop AfL. These include, for example, cross-hierarchical meetings (governors to TAs), AfL working groups and opportunities in whole-school events for different colleagues to meet, to tackle AfL issues (fostering new partnerships and working relationships).
- A whole-school assessment policy supports consistent approaches across the school and is regularly reviewed by the SLT and at governing body meetings (in the light of developing practice and its impact). The whole-school assessment policy informs other key whole-school policies, for example, relating to behaviour management, reward and sanction systems, interventions and reporting to parents.
- Development of AfL is central to improving teaching and learning. The development of AfL is based on a review of school-improvement priorities and is explicit in the School Improvement Plan (SIP) and all subject policies. The responsibilities of all leaders and teachers in relation to evaluating the impact of AfL are clearly stated in the SIP and the development of AfL is an integral part of performance management.
- Improvement plans clearly articulate the success of developing AfL in terms of pupils' outcomes, that is, their development as motivated independent learners and their improved progress in lessons. Through systematic and systemic monitoring and self-evaluation processes, practitioners continuously review the impact of AfL practice.
- Progress with developing AfL in lessons and its impact on pupil motivation and progress is a standing item in every staff and pupil progress meeting and examples of developing practice are routinely shared, for example, through staff bulletins, school newsletters, displays and e-forums.
- The development of AfL is a key item in all discussions with the school improvement partner.

Focus 2: Developing a shared understanding of AfL

A challenge for schools is to develop a shared understanding of AfL at every level so that teachers can work collaboratively, across the school to develop their practice and school leaders can support this. Senior leaders' shared understanding of AfL can help ensure that different school policies, for example, relating to behaviour for learning, rewards and sanctions, reporting to parents, support and contribute to the developing AfL practice.

<p>From 'Developing'</p> <p><i>Senior and subject leaders are developing a shared understanding of AfL as a key means of accelerating pupil progress and developing independent learners.</i></p>		<p>To 'Establishing'</p> <p><i>All SLT and most teaching staff have a secure and shared understanding of what effective AfL practice 'looks like'.</i></p> <p><i>All senior and middle leaders maintain an unrelenting focus on developing AfL, and address competing priorities and contradictory policy or practices which stem from these.</i></p>
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Some examples of approaches and strategies used by schools developing AfL

- The SLT have all committed to appropriate AfL continuing professional development (CPD), for example, to the school coaching programme, so they are clear about what effective practice in the classroom looks like and can support high-quality staff talk, which improves consistency and shared understanding.
- The school assessment policy has been collaboratively developed and clearly articulates the relationship between day-to-day assessment (AfL), periodic assessment (such as APP) and transitional assessment (end-of-key-stage assessments and tests) for all teaching staff, pupils and parents or carers. The school assessment policy is routinely reviewed as understanding of AfL and practice evolves.
- AfL is on the standing agenda in meetings for SLT, staff, governors and parents or carers, so that pupils are working with teachers to develop AfL. Agreed action is taken in light of discussions, for example, an AfL cross-phase working group is set up to respond to emerging policy.
- There is a structured and blended approach for the sharing of good practice, for example, through displays of annotated pupils' work and sharing practice meetings, with regular bulletins about progress being made in the implementation of AfL across the school (relating theory to examples of good practice developed in the school).
- School leaders ensure all staff are aware of – and have supported access to – key AfL with APP guidance and support materials from DCSF, National Strategies and QCDA, for example, through attendance at appropriate training events and network meetings, e-learning resources and forums, internal briefings and collaborative working.
- All teaching staff are engaged in peer support to reflect upon and develop their own and each other's practice, for example, through using the 'Reviewing learning and teaching in lessons (AfL focus)' table to support peer observation, discussion and coaching.
- A strategic CPD plan, for all teaching staff, supports the systematic and collaborative development of AfL and APP within and across key stages.

Focus 3: Monitoring and evaluating impact

Monitoring and evaluation, for example, related to the self-evaluation form (SEF), have become increasingly rigorous and sophisticated, with schools now using a wide range of evidence-collection 'tools', such as performance data analysis, pupil and parent voice, lesson observation, work scrutiny.

Research with schools has shown that:

- monitoring the strategies teachers are using in lessons is much easier than evaluating the impact they are having on learning and progress
- an enquiry based approach to developing AfL can involve a cultural shift from monitoring of implementation of policy (focused on teacher behaviours) to supported self-evaluation of what works well (focused on impact on learning).

<p>From 'Developing'</p> <p><i>Systems are being introduced to monitor and evaluate the impact of developing AfL on teaching and learning, motivation, behaviour and pupil progress.</i></p> <p><i>Most subject leaders are proactively developing AfL across the school and reviewing its impact to determine 'next steps'.</i></p>		<p>To 'Establishing'</p> <p><i>The impact of developing AfL on teaching and learning, motivation and pupil s' progress is systematically and systemically monitored and evaluated. This ongoing process directly informs CPD.</i></p>
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Some examples of approaches and strategies used by schools developing AfL

- All senior and middle leaders are trained in evaluating the impact of AfL on pupils' learning and progress ('Reviewing learning and teaching in lessons (AfL focus)' table) and are able to promote, facilitate and support directly peer lesson observation, coaching and collaborative working (within and across key stages).
- Responsibilities of middle leaders and teachers with respect to evaluating the impact of AfL are clearly stated in the SIP: there is a clear expectation of distributed leadership. Progress with this is monitored by the subject leaders' line managers.
- School policy clearly articulates the distinction and relationship between monitoring and evaluation; for example, there is clarity in relation to monitoring for performance management purposes and self-evaluation for personal professional development purposes.
- The senior leadership team actively promotes informed risk-taking and action-research. This helps teachers to evaluate the impact on learning of different teaching strategies and encourages teachers to persevere with new approaches as part of their supported professional development.
- A timetabled framework and tools, for example, pupil questionnaires, pupil interview questions, parent and carer questionnaires, support wide-ranging and focused self-evaluation. The SLT ensures that the evidence of impact is triangulated, analysed and communicated to staff and governors.
- Self-evaluation is integral to the culture of the school. Staff at all levels are committed to it. AfL focussed lesson review forms are routinely used to support lesson observations, teachers' own self-review of learning and teaching and teachers' peer discussion about their developing practice and its impact
- Improvement groups, for example, core subject leaders and a key stage leader, meet half-termly to review the performance and impact of the AfL development strategy. These meetings create a forum for collaborative challenge and support for developing practice.

Focus 4: Tracking individual pupil progress and curricular target-setting

It is now widely acknowledged that schools with good rates of progression have effective tracking systems. Schools are increasingly getting to grips with how pupil tracking can inform long-term and medium-term planning for progression, teaching for next steps in learning, curricular target-setting for individual pupils and discussions with pupils (and their parents or carers) to help them achieve their targets.

<p>From 'Developing'</p> <p><i>Systems are being developed to evaluate strengths and weaknesses in pupil performance, set individual targets, and track pupil progress in each subject.</i></p>		<p>To 'Establishing'</p> <p><i>All subject leaders and teachers evaluate strengths and weaknesses in pupil performance and track individual pupil's progress.</i></p>
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Some examples of approaches and strategies used by schools developing AfL

- Appropriate management of information systems (MIS) are developed to support the tracking of individual pupil's progress and curricular target-setting, for example, linked to APP in English, mathematics and science, with ready access and appropriate training for all teaching staff.
- Tracking systems are based on regular and reliable assessments, which provide a profile of individual pupil's strengths and weaknesses and specific targets for improvement in each subject. Every pupil's progress is monitored and tracked in relation to their individual targets.
- All staff have training and support, including moderation and standardisation activities, to secure the successful use of APP to support tracking of pupils' progress, target-setting and planning for appropriate intervention and support.
- Pupils' attainment and the rates of progress of individual and groups of pupils are standing items for discussion on line-management and year-group meeting agendas. The progress of each pupil is analysed and this informs intervention and additional support, in line with the '3 waves model', as required. One-to-one tuition, informed by APP, helps targeted pupils achieve their curricular targets.
- Teachers work with pupils to manage the demands of different subject targets. In discussion with pupils, they make sense of the targets, develop clear and measurable steps to progress and monitor change on a regular basis, liaising with teaching staff. Pupils are fully aware of the progress they are making and their targets for improvement in each subject.
- Transition and transfer are supported by APP; for example, APP information for every pupil is transferred from primary to secondary school. Primary and secondary teachers are enabled to discuss areas requiring support for individuals.
- Curricular targets for individual pupils, which have been discussed and shared with parents, are passed on to receiving teachers from year to year.
- Primary and secondary school teachers engage in joint moderation and standardisation activities.

Focus 5: Collaborative working within a learning community

Research with schools has shown that AfL practice is most successfully developed where teachers work collaboratively within and across key stages, share their practice and learn from what they and their peers do well. The challenge is how to promote, plan for and facilitate this.

<p>From 'Developing'</p> <p><i>Most subject leaders are proactively developing AfL across the school and reviewing its impact to determine 'next steps'.</i></p> <p><i>Coaching of AfL is being developed.</i></p>		<p>To 'Establishing'</p> <p><i>The impact of developing AfL on teaching and learning, motivation and pupil progress is systematically and systemically monitored and evaluated. This ongoing process directly informs CPD.</i></p> <p><i>Coaching is established across the school and is an entitlement for all teachers and TAs.</i></p>
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Some examples of approaches and strategies used by schools developing AfL

- Each key stage and/or subject has a named member of staff who attends AfL related meetings, such as local authority subject networks and is encouraged and enabled by the SLT to help develop new ideas within their key stages or subjects.
- All staff meetings have 'sharing effective AfL practice' on the agenda. This may involve networking internally or with visiting teachers.
- A cross-hierarchical (leaders, teachers and TAs) and cross-subject teaching and learning group helps drive and support the development of effective AfL practice. This might involve frequent meetings of a small core group, with less frequent but planned and regular meetings of a more widely representative extended group.
- The emphasis for CPD has shifted from attending courses to bespoke programmes of in-service training and support, with a network of coaching across the school. Where useful external courses are identified, two delegates attend to support dialogue on returning to school and provide feedback as part of a planned dissemination process.
- The school makes time for staff to learn together; for example, a system of learning triads has been set up across key stages to support peer-planning, lesson observation and coaching. Alternatively, an AfL buddy is arranged on an individual basis.
- Core subject-leaders take turns at whole-school staff meetings to share and discuss developments.
- Time is planned for working in partnership with other schools to share provision, expertise and resources and to learn from each other.
- Coaching is promoted and supported, based, for example, on the lesson study cycle, and teachers and TAs are given time and resources for coaching.

Focus 6: Partnership with parents and carers

Research shows that parents and carers have more impact on pupils' development as confident, motivated and successful learners than anything else. Schools continue to get better at working more closely with parents and carers already committed to supporting their children's learning; however, there remains a challenge to engage the parents and carers of pupils who are significantly underachieving.

<p>From 'Establishing'</p> <p><i>Parents and carers are consulted as part of self-evaluation and are being helped to support their child's learning.</i></p>		<p>To 'Enhancing'</p> <p><i>Parents and carers are proactively engaged in supporting learning in and outside of school.</i></p>
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Some examples of approaches and strategies used by schools developing AfL

- Reporting to parents and carers provides clear and specific information about their child's progress with appropriately challenging personal learning targets, success criteria and what their child needs to do to achieve their targets.
- 'Reporting to' shifts towards 'ongoing dialogue with' parents and carers about their child's progress and how they can be encouraged and supported at home. This is a move towards a stronger partnership relationship between the school leaders, teachers, parents and carers, and their children.
- APP is used to inform the ongoing dialogue with parents and carers regarding their children's progress, curricular targets, the support they will receive at school and the support that would be useful at home. Where pupils are receiving one-to-one tuition, parents and carers are fully informed of the focus and nature of support and are encouraged and helped to contribute.
- Parents and carers are enabled and supported to be at the heart of transition and transfer and continuity of progression in learning, for example, by being actively engaged in the dialogue with primary and secondary school teachers (using APP where appropriate) during transfer.
- During parents' meetings, the school offers guidance to help parents and carers understand AfL, how it supports learning and teaching in lessons and what can be done to support their children's learning at home. Parents and carers are invited to join 'learning walks and talks' to actively build staff-community relationships, where they can experience first-hand what is happening in classrooms.
- Feedback is gathered from parents and carers. Current issues and priorities for discussion are posted on a rolling programme. A parent and carer survey is conducted, for example, every two years, as part of the school's self-evaluation of the impact of AfL. Priorities are identified and used to inform revisions to the AfL elements within the SIP.
- Governors review progress with the development of AfL and its impact on pupils' learning and progress. For example, the parent governor is a champion for AfL and meets regularly with SLT, staff, pupils and parents and carers to review progress with its development and impact on pupils' learning and progress.
- The use of support materials is promoted and facilitated by the SLT.

Reviewing the leadership and management of change (AfL focus)			Traffic light the statements: Green = secure or surpassed Amber = partial or inconsistent Red = not evident
School:		Date:	
Focusing	Developing	Establishing	Enhancing
<p>Senior and subject leaders review strengths and weaknesses of teaching and learning across and within all subjects.</p> <p>Some senior leaders understand the nature and purpose of AfL (as a key aspect of all good teaching) and are beginning to build upon identified pockets of good practice.</p> <p>AfL is being woven into SI planning as a key development priority.</p> <p>Systems are being introduced to evaluate strengths and weaknesses in pupil performance and track individual pupil progress in each subject.</p> <p>All teaching staff (including TAs) are included in communications and training.</p> <p>AfL development is often a focus in discussions.</p> <p>All subject leaders are expected to review their AfL practice as part of self-evaluation.</p> <p>Most subject leaders are prioritising the development of AfL.</p>	<p>SLT are introducing structures and systems to foster distributed leadership (to support and develop both top-down and bottom-up change processes).</p> <p>Senior and subject leaders are developing a shared understanding of AfL as a key means of accelerating pupil progress and developing independent learners.</p> <p>Systems are being introduced to monitor and evaluate the impact of developing AfL on teaching and learning, motivation, behaviour and pupil progress.</p> <p>The whole-school focus for AfL development is informed by analysis of the learning needs of pupils.</p> <p>Systems are being developed to evaluate strengths and weaknesses in pupil performance, set individual targets, and track pupil progress in each subject.</p> <p>Most subject leaders are proactively developing AfL across the school and reviewing its impact to determine 'next steps'.</p> <p>Many subject leaders and teachers are working collaboratively, within and across the school.</p> <p>Coaching of AfL is being developed.</p>	<p>Headteacher, senior and middle leaders work together to refine and sharpen structures, systems and approaches to whole-school change and introduce new ones where things aren't working.</p> <p>All SLT and most teaching staff have a secure and shared understanding of what effective AfL practice 'looks like'.</p> <p>All senior and middle leaders maintain an unrelenting focus on developing AfL, and address competing priorities and contradictory policy or practices which stem from these.</p> <p>All subject leaders and teachers evaluate strengths and weaknesses in pupil performance and track individual pupil's progress.</p> <p>The impact of developing AfL on teaching and learning, motivation and pupil progress is systematically and systemically monitored and evaluated. This ongoing process directly informs CPD.</p> <p>All subject leaders and most teachers, and TAs work collaboratively, share their practice and learn from each other (e.g. through peer observation) both within and across subjects.</p> <p>Coaching is established across the school and is an entitlement for all teachers and TAs.</p> <p>Parents and carers are consulted as part of self-evaluation and are being helped to support their child's learning.</p>	<p>The school's structures, systems and approaches unite change efforts focused on developing a community of independent, deep, learners.</p> <p>A shared understanding of AfL continues to become ever more insightful.</p> <p>All staff and pupils reflect critically on their ways of working and 'think outside the box' if necessary, i.e. flex and change through learning from others to take intelligent informed risks.</p> <p>Structures and mechanisms are established for encouraging and facilitating sustained professional dialogue between all staff.</p> <p>All pupils are fully engaged in processes to monitor and evaluate their progress.</p> <p>All staff engage in enquiry-based monitoring and evaluation which informs CPD (e.g. ongoing action research in lessons and coaching). CPD is seen as a journey.</p> <p>All staff work collaboratively and enthusiastically share their practice and learn from what they and their peers do well.</p> <p>Cross-school collaborative working is part of the culture and generates a learning buzz.</p> <p>Parents and carers are proactively engaged in supporting learning in and outside of school.</p>

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Impact in relation to 'Reviewing learning and teaching in lessons (AfL focus)' progression table			
Typically, most pupils and teachers are at 'Focusing' or 'Developing' with a few at 'Establishing'. High within-school variation.	Typically, few pupils and teachers are at 'Focusing', most are at 'Developing' or 'Establishing'. Significant within-school variation.	Typically, some pupils and teachers are at 'Developing', most are at 'Establishing' and some at 'Enhancing'. Some within-school variation.	Typically, pupils and teachers are at 'Establishing' or 'Enhancing'. Minimal within-school variation.

Reviewing learning and teaching in lessons (AfL focus)					Traffic light the statements: Green = secure or surpassed Amber = partial or inconsistent Red = not evident
Teacher:		Year Group:	Class:	Date:	
	Focusing	Developing	Establishing	Enhancing	
Pupils	<p>All pupils know there are learning objectives.</p> <p>Most know what they have to do, a few have a limited understanding of what they are trying to learn.</p> <p>Some pupils can relate the lesson to recent lessons.</p> <p>Most pupils can work together.</p> <p>Some are confident to contribute to discussions.</p> <p>Some are confident to talk about their work.</p> <p>Most pupils make progress in their learning.</p>	<p>Most pupils are clear about what they are trying to learn.</p> <p>Many are aware of some features of a good learning outcome.</p> <p>Many can, with support, identify some strengths and weaknesses in their work and suggest how to improve it.</p> <p>Many recognise how the learning builds upon earlier learning.</p> <p>In whole-class discussions all pupils listen to others. Many are confident to contribute.</p> <p>In paired or group discussions most pupils contribute and learn from each other. Discussions remain focused.</p> <p>Most pupils make progress in relation to the learning objectives.</p>	<p>All pupils have a clear understanding of what they are trying to learn (and value having learning objectives).</p> <p>All pupils are clear about the success criteria and can, with support, use these to judge the quality of their own and each other's work and identify how best to improve it.</p> <p>Most pupils can, with support, contribute to determining the success criteria.</p> <p>All pupils can relate their learning to past, present and future learning in the subject and most can relate this learning to other subjects.</p> <p>In whole-class, group or paired discussions all pupils develop their thinking and learn from each other.</p> <p>Pupils are confident to take risks by sharing partially formed thinking or constructively challenging others.</p> <p>All pupils make good progress, in relation to the learning objectives, with some independence.</p>	<p>All pupils understand what they are trying to learn and confidently discuss this using subject terminology.</p> <p>All pupils routinely determine and use their own success criteria to improve.</p> <p>Pupils understand how the learning relates to the key concepts and skills they are developing.</p> <p>Pupils value talk for learning and consciously use it to advance their thinking.</p> <p>There is a classroom buzz: pupils initiate and lead whole-class discussions; group discussions are self determined and governed.</p> <p>Responses are typically extended, demonstrate high level thinking and support their views.</p> <p>All pupils have an appetite for learning: they independently identify and take their next steps in learning to make good progress.</p>	

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<p style="text-align: center;">Teacher</p>	<p>Lessons are planned to learning objectives and appropriate tasks then identified.</p> <p>The learning objectives and/or learning outcomes are shared, e.g. displayed.</p> <p>Opportunities are provided for discussion related to learning (whole-class, group or paired)</p> <p>Pupils are encouraged to listen and learn from each other and contribute to discussions.</p> <p>Progress, in relation to the learning objectives, is reviewed with the class, e.g. during the plenary.</p>	<p>The lesson is planned to appropriately challenging learning objectives (linked to National Curriculum standards) which focus the teaching.</p> <p>The teacher explains the learning objectives and outcomes and checks pupils' understanding.</p> <p>The teacher explains what a good learning outcome will 'look like' and this relates to subject standards.</p> <p>The teacher explains the value of what is being learned and how it links to past and future learning (big picture).</p> <p>The teacher relates the tasks to the learning objectives and outcomes throughout the lesson.</p> <p>The teacher regularly assesses learning and provides specific, positive feedback to inform next steps.</p> <p>There are opportunities for structured whole-class, and supported group/paired discussion.</p> <p>Teacher uses specific strategies to improve the quality of dialogue and pupil confidence.</p>	<p>The lesson is planned to appropriately challenging learning objectives and intended learning outcomes using success criteria to scaffold learning.</p> <p>Opportunities are provided for pupils to explore the objectives, outcomes and success criteria and sometimes determine the success criteria themselves.</p> <p>Exploration of the big picture includes links to other aspects of the subject and to other subjects.</p> <p>Pupils are helped to use success criteria (which focus on fine grades of progression in key concepts and skills) to identify how to take their next steps.</p> <p>Progress is regularly reviewed with pupils, e.g. prior to the next stage of a task.</p> <p>The teaching is flexible and responsive to pupils' learning needs and the progress they are making.</p> <p>The teacher uses skilful questioning, appropriate resources and engaging activities to focus and sustain whole-class, group and paired dialogue.</p> <p>The teacher explicitly develops pupils' dispositions, skills and confidence to engage in dialogue.</p>	<p>Planning is informed by an in-depth understanding of standards and progression in key concepts and skills (subject and cross-curricular).</p> <p>The teaching enables each pupil to use AfL to take their learning forward independently.</p> <p>The teacher routinely explores with pupils how they learn most effectively and how this can be applied.</p> <p>The teacher and pupils develop the lesson together in response to the learning needs.</p> <p>Whole-class and group dialogue is skilfully orchestrated and supported as an integral feature of the lesson to accelerate learning and develop pupils' independence.</p> <p>Teacher intervention in discussions is minimal but timely and in response to critical learning moments.</p>
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Audience: Primary school leaders, local authorities
and school improvement partners

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