

# Learning and Teaching Policy

<b>Committee</b>	Governors' Curriculum Committee
<b>Approved by Governors</b>	May 2011
<b>Review Date</b>	May 2012

## TOGETHER WE LEARN TO MAKE A DIFFERENCE

We wish to be a school that places learning at the centre of what we do. We will know the capabilities of all students and support them to aim higher. Through the curriculum, extra curricular opportunities, the pastoral system and the healthy ethos of the school, we aim to turn out mature and emotionally literate young adults equipped to face life's challenges.

We want students to enjoy all aspects of school life and be inspired by their lessons. Teachers will ensure that students make progress in every lesson and encourage their classes to develop personal learning and thinking skills which will allow them to apply and transfer what they have learned across the curriculum. We expect them to make significant progress whilst in our care.

Effective learning and teaching is the principle purpose of Westbourne Sports College. It underpins the successful provision of a broad and balanced curriculum in which all pupils, regardless of ability, can succeed.

## Effective Teacher Behaviours

Teachers who are concerned with pupils' emotional and social needs, and who know their interests as individuals, are found to promote academic involvement and motivation.

### Interactive teaching

Varying pupils learning styles (VAK) is vital in promoting enjoyment and achievement in the classroom. Successful teachers are able to identify their own teaching style and teach in different ways to different groups of learners.

<b>Learning style</b>	<b>Responds to</b>
<b>Visual</b>	Sight, images, diagrams, pictures, video tapes, posters
<b>Auditory</b>	The spoken word, lectures, audio tapes, sound effects
<b>Kinaesthetic</b>	Movement and feelings, role play, drama movement, rhythm, maps and charts

### Questioning

Good questioning:

- Lets the teacher check understanding and 'pitch' the lesson
- Lets pupils practice and feel mastery of the topic
- Lets pupils verbalise their thinking by explaining their answers

Research shows that teachers tend to concentrate on 'knowledge recall' type questions. In order to overcome this, the teacher needs to plan specific types of questions that will be asked. Blooms Taxonomy and Weiderhold's question matrix are useful tools to help plan effective questions that meet higher levels. Examples can be found in your TEEP folders in the Effective Teacher Behaviours pack. Encourage students to answer giving a wait time after a response will illicit more from the students. Rephrase or prompt rather than answering the question yourself. Give positive feedback even if they get it wrong. Encourage everyone to respond through mini whiteboards, targeted questions, thumbs up or

down, use a no hands up policy or ‘Think-Share-Pairs’ strategy (pose a question, give thinking time, discuss with a partner, agree answers, then share with the class).

## Whole Class Discussion

This can help to fulfil major learning goals by:

- Promoting involvement by allowing pupils to voice their own ideas.
- Letting pupils think things through and verbalising their thinking
- Helping pupils gain communication skills by voicing views in public
- Helping consolidate prior learning as pupils articulate and think about it.
- Supporting development of higher order thinking through demanding, open tasks and scaffolding from other pupils
- Promoting critical thinking
- It is important that they are well structured and techniques are used to overcome problems of whole group discussion. Examples can be found in your TEEP folders in the Effective Teacher Behaviours pack.

## Collaborative Group Work

Traditional teaching	Collaborative learning
A teacher-centred environment	A pupil-centred environment
Teacher in control	Pupils are in control of their own learning
Power and responsibility are primarily centred on the teacher	Power and responsibility are primarily student-centred
The teacher is the instructor and decision-maker	The pupils are the decision-makers; the teacher is facilitator or guide
The learning experience is often competitive; the competition is usually between pupils, who resent others using their ideas.	Learning may be collaborative or independent as needed. Pupils work towards a common goal, willingly help each other, share ideas and skills. They compete against their own previous performance, not against other pupils.
Teacher defines a series of tasks, organised in subject disciplines.	Authentic, interdisciplinary problems and tasks.
Learning takes place in class.	Learning extends beyond the classroom.
The content is most important.	Content, skills and dispositions valued.
Knowledge mastered via a drill/practice	Pupils evaluate/construct knowledge.
Content not always in context	Content learned in a relevant context.

Group work needs to have the following :

**Clear purpose** – explain the goal unambiguously, state that co-operation is desired and emphasise that group outcomes will be rewarded e.g. collective grades.

**Sharing skills** – when pupils are not used to this, a ‘Round Robin’ technique can be used. The teacher asks an open question and pupils answer in turn until all have contributed. It helps if the group has a shared manipulative resource.

**Listening and participation skills** – groups paraphrase in turn the response of the previous group. When pupils are shy, uncooperative or simply ‘free-riders’ they can be allocated specific tasks or be given ‘time tokens’.

### How to group

During the 1990s, research suggested that groupings should have pupils of broadly similar abilities but not too similar. For example, groups could be made up of middle ability with

high ability, and middle with lower. When groups were too alike, able pupils did not think help was needed whilst lower ability groups did less well than expected.

## In Group Tasks

Avoid free-riders by giving each group member a task:

**Summariser** – summarises the conclusions reached, to check that the rest of the group agrees, and prepares the group's presentation to the class.

**Researcher** – collects background information and looks up any additional information that is needed to complete the task.

**Checker** – checks that the facts the groups will use are indeed correct and will stand up to scrutiny from the teacher or other groups.

**Runner** – tries to find resources needed to complete the task, such as equipment and dictionaries.

**Observer/trouble-shooter** – takes notes and records group processes, which may be used during the debriefing following the group work.

**Recorder** – writes down the major output of the group, and coordinates the work of the other group members.

## Classroom Climate

Research indicates the importance of the environment for achievement in learning. The classroom needs to feature:

- Supportive and warm relationships between the teacher and pupils (teacher perceived as helpful, good humoured, leading without being over strict, enthusiastic)
- Teacher genuineness (having the same attitude away from pupils)
- High expectations of teacher (values pupil's work, enthuses about curriculum)
- Teacher encouraging pupil interaction
- A cheerful and inviting learning space.

## Classroom Management

Classroom management becomes intrinsic to learning when pupils know that their voice is heard, good relationships between teacher and pupils are fostered and interactive teaching is the norm.

**Knowing names** is a sign of respect and is powerful in engaging pupils. Pupils can make name tags for desks, or be asked to say their name first each time they speak. Try to memorise one group of pupils a day. Have pupils' photos on seating plans.

**Rule setting** which is agreed by the whole class, straightforward and stated positively e.g. 'Always speak at the right level' rather than 'do not shout'. Rules should be displayed prominently, applied consistently and consequences made clear.

**Inappropriate behaviour** – divert the misbehaviour by asking the pupil a question, speed up the lesson pace, or quietly remove what is distracting the pupil. If this does not work, move closer to the pupil, make eye contact, use verbal cues like naming the pupil or praise a well-behaved pupil. Only after this point, a formal warning may be needed.

## Pupil Voice

It is important that children are able to give opinions about things that affect them.

Immediate ways of inviting students to do this in the classroom are through:

- Assessment and marking, specific help with what is needed for improvement.
- Interactive teaching, encouraging pupils who need help to ask for it.
- Asking pupils' views about process, such as after a discussion or a new way of working and giving feedback to show views have had an influence.
- Exit and entry questions for a topic e.g. what did you most enjoy? What helped you most in your learning of the topic? What would you change in order to improve next time?

## Effective Learner Behaviours

### What is learning?

- Learning is an active process. The learner relates new experiences to existing meaning and in the process may accommodate and assimilate new ideas.
- Past, present and future are connected. Some un-learning and re-learning may be needed.
- How the learning is influenced by the use to which learning is to be put: how does the learning inform action in future situations?

Effective learners have gained understanding of the individual and social processes necessary to become effective learners. This is not just the acquisition of particular strategies, but the monitoring and reviewing of learning to see whether strategies are effective. This can be described as 'learning how to learn' or metacognition.

### What are the outcomes of learning?

- Knowledge – of things, ideas, people, action
- Skills – with things, people, ideas and action
- Feelings and emotions: success, satisfaction
- Ideas and strategies about learning
- Motivation to learn more
- A sense of oneself, including self learner
- A sense of others and interacting with them
- A sense of membership of a community

### Teaching-learning processes

Mark Twain said, **“If teaching were as simple as telling, we’d all be a lot smarter than we are.”**

To plan activities which promote the process of learning is a complex challenge. Bruner describes 4 models of pedagogy;

1. Learning by being shown
2. Learning by being told
3. Learning by constructing meaning
4. Learning by joining a knowledge generating community

The second is probably the most common in classrooms today.

The ways in which we talk about teaching and learning processes may reflect different conceptions of learning:

**She taught me.....** (Instruction)

**I made sense of .....** (Construction)

**We worked out that .....** (Co-construction)

Effective Learning in the classroom is promoted by:

- Activity, with reflection and sense-making
- Collaboration for learning
- Learner responsibility for learning
- Learning about learning

### **Promoting responsibility in learning**

There are a number of strategies in the TEEP packs on the Effective Learner Behaviour leaflet on how teachers can support effective learners and what qualities effective learners need to develop.

### **Promoting learning about learning**

Learners who build up the language and piece together knowledge about their learning experiences become more reflective, strategic and versatile, and show improvements in academic performance.

Classroom practices which promote learning about learning include:

- Making learning a focus of attention
- Making learning a focus of conversation
- Making learning a focus of reflection
- Making learning a focus of learning

Aspects of learning about learning include:

- Reviewing how we learn most effectively
- Exploring our thinking and problem-solving
- Reviewing our beliefs about successes
- Exploring approaches to anxiety-provoking tasks
- Managing feelings that impede learning
- Practising our approach to difficult tasks, talking ourselves through them
- Examining our responses to experiences of failure
- Analysing contributions to group task

# MONITORING THE QUALITY OF LEARNING AND TEACHING

**The monitoring of the quality of Learning and Teaching is a key element of the college's aspirations to offer a high quality educational experience and to improve pupil attainment for all.**

**The aims of monitoring should be:-**

- To achieve and sustain the highest standards of learning and teaching in all curriculum areas
- To improve pupil attainment
- To inform staff development through target setting and action planning
- To facilitate the exchange of good practice
- To inform and involve parents of pupil performance
- To provide evidence of the college's improvement and value for money to the Governors, LA and Ofsted

**The monitoring process will consist of:-**

- Classroom observation followed by feedback discussion and target setting for improvement.
- Regular scrutiny of pupils' work followed by feedback discussion and target setting
- Checking of short term lesson plans to indicate match between learning outcomes, attainment and subject specific college targets
- Scrutiny by the Governors' Curriculum Committee and Governor links

**The Process for classroom observation:-**

- Leadership will carry out observations in the first term of all staff.
- Subject Leaders/Heads of Faculty should construct an observation schedule for their areas for the second term in order to have an overview of all planned observations
- Climate walks are used to support and celebrate good practice. Classes are dropped into by Leadership links, Subject Leaders and Team Leaders to gain a snapshot of teaching and learning in the college. This will be recorded on the Climate Walks Form and a copy given to the Heads PA to file. This will not be graded but a record is needed to show how we are focused on improvement.
- To encourage the sharing of ideas, innovation and risk taking in lessons informal peer observations called Learning Partnerships will take place. Staff will choose a partner *to share good practice* this can include an observation of a colleague in the same team or a colleague teaching a subject outside the expertise of the observer. A Learning Partnership Form will be completed and a copy given to the Heads PA. This will not be graded.
- Observations will use the standard college observation form which incorporates the TEEP cycle and can have a specific focus if deemed necessary by observer/teacher.

- Feedback should be given within 24hrs. It should be constructive, supportive and indicate areas for improvement
- Written feedback will be provided in the form of the Summary Sheet at the back of the observation form
- The written feedback may be used by staff being observed for the Performance Management Cycle
- Staff at every level in the college can seek constructive advice on any aspect of Learning and Teaching from the ASTs.

Team Leaders should:

- i) regularly scrutinise pupils work through book and planner sampling
- ii) scrutinise and moderate pupils' work across the subject(s)
- iii) discuss with pupils their perceptions of the subject and their performance in it.

All observation documents are available on the 'O' Drive in the Monitoring and Support folder. Paper copies can be found in reprographics. See also Appendix 'A' and 'B' for the lesson plans and Appendix 'C' for a copy of the observation form.

## Teaching Effectiveness Enhancement Programme (TEEP)

All staff have been trained to Level 1 of TEEP. The TEEP model is an effective vehicle to achieve improved standards of Learning and Teaching and therefore it is the expectation that ALL colleagues will embed TEEP into their classroom to improve practice. All new staff will have access to a TEEP portfolio and each team area are in the process of putting together a pack of exemplar lesson plans and subject materials which are subject specific using the TEEP model. Each subject team will also have a TEEP Toolbox which holds resources that can make lessons more innovative and imaginative to aid the TEEP process. A cohort of practitioners have been trained to L2 TEEP. They will coach and mentor new and existing staff in improving learning and teaching practice. This will address the individual needs of teachers at Westbourne. Collaboration and sharing of good practice is seen as a key way to improve the professionalism of teachers. This will be promoted through the coaching and mentoring model.

### The TEEP Model of Learning and Teaching (One lesson or a series of lessons)



1. Prepare Learning
  - Physical environment
  - Emotional environment
  - Motivation
  - Give the “Big Picture”
  - May be “Bell” or Entry Work
  - May be pre-thinking about the work to come
  - Link to previous lesson/unit
  - Prompt start
  
2. Agree Learning Outcomes
  - Make the content, skills and thinking explicit
  - State clearly what the students will have learned by the end of the lesson
  - Share the criteria against which performance will be assessed

### 3. Present New Information

- Through all the senses (Visual, Auditory, Kinaesthetic etc)
- “Hook” the students
- Emotional/unusual aids to memory
- Short, clear, ‘punchy’

For example you might use- ICT, artefacts, smells, food, tape, text, speaker, video, music

### 4. Construct

In this section the pupils are actively learning. The activity(ies) may be teacher directed or student directed.

- Activities should use the range of multiple intelligences and a range of learning preferences
- Where possible give a choice of activity
- May be individual or collaborative
- Should include opportunities for higher order thinking

### 5. Apply

- Students are given the opportunity to demonstrate their learning. This may be assessed e.g. by self, peer group, teacher
- May be minor (short task) or major (an assignment, piece of coursework)
- May be- demonstration, explanation, written report, display, powerpoint, poster, film, photos, practical, tape tec.
- Students should do more than simply repeat or recall- they need to show they understand

### 6. Review

- Review is vital for learning
- Use the debrief to discuss whether learning outcomes have been achieved
- Use the review to teach pupils how to talk about how they learn (metacognition)
- Review can be oral (discussion), written (learning log/review sheet) or pictorial
- Pupils need regular review experiences, and lengthier reviews at the end of a unit/module.

**Further information and examples of real practice are available on the TEEP link on the VLE.**

## **Supporting Learning and Teaching**

Learning Champions who are trained to L2 of TEEP are available to support individual teachers or work with teams or a particular year group to develop resources. This is an additional layer of support available to that offered to staff from Team Leaders, Subject leaders, SLT and NQT mentors.

### **Why seek additional support?**

Perhaps lesson observations have highlighted an area in which an individual needs support developing, or you would like some ideas as to how improve your teaching practice. Staff that are new to college might appreciate the chance to work through new ideas.

## **What areas could be supported?**

Any areas related to learning and teaching. These could include: Learning outcomes, questioning techniques, focusing on learning in the classroom, AFL, group work, behaviour management etc.

## **How do I get support?**

In the first instance contact a member of the leadership team overseeing learning and teaching with a brief outline of the area you wish to develop. A choice of mentors will be offered that you could work with. We would then arrange an initial meeting to determine the support needed. It may be that you require someone to give you feedback on a lesson or you need to watch another professional in the classroom. Follow up work might include collaborative planning of a lesson, team teaching or using your mentor to support the trialling of a new idea.

## IMPROVING CLASSROOM PRACTICE

### The features of an unsatisfactory lesson are:-

- Slow starts due to teacher not being ready or children arriving late
- Pupils not prepared/no equipment/homework
- No evidence of Assessment For Learning
- No supporting paperwork.
- Unclear learning outcomes and success criteria where lessons are planned in terms of activities not learning
- Limited use of resources - lessons that consist of nothing but teacher explanation then textbook exercises
- Poorly organised, for example, teacher leaving room to fetch resources!
- Lack of pupil teacher interaction with domination of teacher talking, questioning limited to accepting first responses
- No time limits for activities, leading to slow pace
- Poor board work with illegible handwriting
- Over emphasis on pupils working through textbook with general teacher oversight
- Few opportunities for pupils to make oral contribution
- Lack of challenge for more able pupils with teacher thinking dominated by minority of more difficult pupils
- Poor use of learning support assistants
- No attempt to display work
- Lack of plenary or recap to test the learning

### The features of a good lesson are:

- Prompt starter activity, pupils know expectations when they enter classroom, coats off, equipment and books out straight away so they are prepared for learning
- Evidence of Assessment for Learning at least every 20mins (Refer to Assessment For Learning Guidelines in Staff handbook)
- Supporting paperwork- lesson plan, seating plan and records of student target grades and current progress.
- Learning outcomes are clear and measurable stating what they will *learn* written on board. Use of differentiated resources to aid the learning
- Present new ideas giving the bigger picture
- Resources readily available and tested before use
- The TEEP lesson format is explicit
- Activities are timed and the timing is shared with pupils so that pace is ensured
- Different teaching strategies are used to assist learning and develop skills i.e. auditory, analysis, problem solving etc.
- Pupils work in pairs/groups learning from others Collaborative Learning.
- Encourage pupils to explain their learning by more structured questioning techniques and allowing time for responses
- Use of data to plan resources and group pupils to assist learning
- A positive use of pupil work displayed in the classroom to celebrate success and use as a learning resource
- Review- A plenary which tests the learning outcomes.

**Teacher:** \_\_\_\_\_

# Learning Plan

<b>Date:</b> _____	<b>Period:</b> _____	<b>Class:</b> _____
<b>Topic:</b> _____		<b>Lesson Number in SOW:</b> _____

## LEARNING OUTCOMES

<i>All learners will...</i>	<i>More advanced learners will...</i>

How will I?...	AFL opportunity?	Time (Mins)
<b>PREPARE FOR LEARNING</b> <i>(Set the scene/establishing what they know already/recap the last lesson)</i>		
<b>AGREE/SHARE LEARNING OUTCOMES</b> <i>(so students know what they must achieve and how they will be assessed)</i>		
<b>PRESENTING NEW INFORMATION</b> <i>("hook" the students)</i>		
<b>CONSTRUCT ACTIVITY</b> <i>(explore the topic to find the meaning)</i>		
<b>APPLY ACTIVITY</b> <i>(students demonstrate new understanding)</i>		
<b>REVIEW/PLENARY</b> <i>(ensure learning outcomes have been met)</i>		

**How have I differentiated in this lesson?**

# Teacher: \_\_\_\_\_ Learning Plan

<b>Date:</b> _____	<b>Period:</b> _____	<b>Class:</b> _____
<b>Topic:</b> _____		<b>Lesson Number in SOW:</b> _____

<b>LEARNING OUTCOMES</b>	
<i>All learners will...</i>	<i>More advanced learners will...</i>

Lesson sequence	AFL opportunity?	Time (Mins)

**How have I differentiated in this lesson?**

<b>Key</b>	<b>Code</b>
<b>PREPARE FOR LEARNING</b> ( <i>Set the scene/establishing what they know already/recap the last lesson</i> )	PL
<b>AGREE/SHARE LEARNING OUTCOMES</b> ( <i>so students know what they must achieve and how they will be assessed</i> )	LO
<b>PRESENTING NEW INFORMATION</b> ( <i>“hook” the students</i> )	NI
<b>CONSTRUCT ACTIVITY</b> ( <i>explore the topic to find the meaning</i> )	CA
<b>APPLY ACTIVITY</b> ( <i>students demonstrate new understanding</i> )	AA
<b>REVIEW/PLENARY</b> ( <i>ensure learning outcomes have been met</i> )	RP

**Observation Evidence Form**

<b>Teacher observed</b>		<b>Observer</b>		<b>Date &amp; Time</b>	
<b>Subject</b>		<b>Group observed</b>		<b>Length of observation</b>	
<b>Focus</b> (main purpose of observation)			<b>Learning Objective:</b>		
			Achieved during observation?		

<b>What is the impact of teaching on the students' learning?</b>	
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<b>Key considerations</b>	<b>Quality of Learning</b> What are different groups and individual students <i>actually learning</i> as opposed to <i>doing</i> ? How well do students collaborate with others? To what extent do students take responsibility for their own learning?	<b>Enjoyment of learning and attitudes</b> Are students developing good habits of learning? Are students interested in their work and in what they are learning? Are students engaged, working hard, making a good effort and productive? Do students know what they are learning and why?	<b>Assessment to support learning</b> Are there any significant differences in the learning of different groups of students? Are students involved in assessing their own learning and progress? Do students have targets? Do they know how to achieve them?	<b>Students' progress</b> Are different groups making the same/ different progress? What new skills and knowledge are students gaining? How well are students developing ideas and increasing their understanding? How far and fast are they 'travelling' in their learning?	<b>Quality of provision</b> Are AfL strategies used to enable differentiation? Are activities pitched at right levels of challenge? How good is the dialogue and oral feedback? Is questioning used effectively to gauge understanding?
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**Main strengths of the teaching and use of assessment to support learning**

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**Areas for development**

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**Next Steps**

(E.g. Further observation or meeting, support required, follow-up work needed)

What?	By who?	When?

**Overall assessment of learning and progress\***

1 - Outstanding	2 - Good	3 - Satisfactory	4 - Inadequate

**Overall assessment of teaching and assessment\***

1 - Outstanding	2 - Good	3 - Satisfactory	4 - Inadequate

**Comments by teacher observed**

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Signature of Observer..... Date.....

Signature of teacher observed..... Date.....

## The quality of learning and teaching: grade descriptors

<p><b>Outstanding (1)</b></p>	<p><b>The pupils acquire knowledge, develop understanding and learn and practise skills exceptionally well. Pupils demonstrate excellent concentration and are rarely off task, even in extended periods without direction from an adult. They have developed resilience when tackling challenging activities and are keen and committed to succeed. Their ability to grasp opportunities to extend and improve their learning is exceptional. Progress is at least good for all groups of students and is exemplary for some.</b></p> <p>Teaching is at least good and much is outstanding, with the result that the pupils are making exceptional progress. It is highly effective in inspiring pupils and ensuring that they learn extremely well. Excellent subject knowledge is applied consistently to challenge and inspire pupils. Resources, including new technology, make a marked contribution to the quality of learning, as does the precisely targeted support provided by other adults. Teachers and other adults are acutely aware of their pupils' capabilities and of their prior learning and understanding, and plan very effectively to build on these. Marking and dialogue between teachers, other adults and pupils are consistently of a very high quality. Pupils understand in detail how to improve their work and are consistently supported in doing so. Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with striking impact on the quality of learning.</p>
<p><b>Good (2)</b></p>	<p><b>The pupils acquire knowledge, develop understanding and learn and practise skills well. The pupils are keen to do well, apply themselves diligently in lessons and work at a good pace. They seek to produce their best work and are usually interested and enthusiastic about their learning. A very large majority of pupils make at least good progress and some may make outstanding progress, with nothing that is inadequate.</b></p> <p>The teaching is consistently effective in ensuring that pupils are motivated and engaged. The great majority of teaching is securing good progress and learning. Teacher has strong subject knowledge which enthuses and challenges most pupils and contributes to their good progress. Good and imaginative use is made of resources, including new technology to enhance learning. Other adults' support is well focused and makes a significant contribution to the quality of learning. As a result of good assessment procedures, teachers plan well to meet the needs of all pupils. Pupils are provided with detailed feedback, both orally and through marking. They know how well they have done and can discuss what they need to do to sustain good progress. Teachers listen to, observe and question groups of pupils during the lesson in order to reshape tasks and explanations to improve learning.</p>
<p><b>Satisfactory (3)</b></p>	<p><b>The extent to which pupils acquire knowledge, develop understanding and learn and practise skills is at least satisfactory. Most pupils work effectively when provided with appropriate tasks and guidance but lack confidence in improving the quality of their work. They generally work steadily and occasionally show high levels of interest and enthusiasm. The pupils make the progress expected given their starting points and some, although not the majority, may make good progress. Progress is inadequate in no major respect and may be good in some respects.</b></p> <p>Teaching may be good in some respects and there are no endemic inadequacies in particular groups of students. Pupils show interest in their work and are making progress that is broadly in line with their capabilities. Teachers' subject knowledge is secure. Adequate use is made of a range of resources, including new technology, to support learning. Support provided by other adults is effectively deployed. Teaching ensures that pupils are generally engaged by their work and little time is wasted. Regular and accurate assessment informs planning, which generally meets the needs of all groups of pupils. Pupils are informed about their progress and how to improve through marking and dialogue with adults. Teachers monitor pupils' work during lessons, pick up general misconceptions and adjust their plans accordingly to support learning.</p>
<p><b>Inadequate (4)</b></p>	<p><b>The extent to which pupils acquire knowledge, develop understanding and learn and practise skills is inadequate.</b></p> <p>or</p> <p><b>Too many pupils fail to work effectively unless closely directed by an adult and give up easily. Pupils do not enjoy the activities provided, which is reflected in poor completion of tasks.</b></p> <p>Expectations are inappropriate and teaching fails to promote the pupils' learning, progress or enjoyment.</p> <p>or</p> <p>Assessment takes too little account of the pupils' prior learning or their understanding of tasks and is not used effectively to help them improve.</p>