



Teaching and learning checklist

DAILY – THE DAILY DIET IS HIGH QUALITY IN EVERY AREA

<input checked="" type="checkbox"/>	Clear <u>daily routines</u> , which build pupil independence
<input checked="" type="checkbox"/>	Pupil <u>wellbeing</u> is at the centre of everything we do at South Hill
<input checked="" type="checkbox"/>	<u>Punctuality</u> in every part of the school day
<input checked="" type="checkbox"/>	<u>House points</u> are awarded regularly and there is a culture of praise
<input checked="" type="checkbox"/>	The 'South Hill Way' is referred to throughout the day
<input checked="" type="checkbox"/>	Learning objectives and <u>success criteria</u> shared in every lesson
<input checked="" type="checkbox"/>	Most lessons show clear <u>differentiation</u> through the use of challenge 1,2,3 as well as scaffolding, adult support, etc.
<input checked="" type="checkbox"/>	<u>Adjustments</u> to tasks are made for SEN pupils to allow them to succeed
<input checked="" type="checkbox"/>	Effective <u>questioning</u> and <u>movement</u> for pupils in every lesson
<input checked="" type="checkbox"/>	<u>Clear modelling</u> by all adults including use of vocabulary, language and grammar
<input checked="" type="checkbox"/>	The teacher and TA work with <u>a focus group</u> regularly in lessons to extend learning and provide QFT
<input checked="" type="checkbox"/>	Mini <u>plenaries</u> in every lesson (AFL)
<input checked="" type="checkbox"/>	Children <u>self assess</u> and the teacher assesses work next to the learning objective as per the <u>marking policy</u>
<input checked="" type="checkbox"/>	Books are <u>marked</u> before the start of the next lesson - <u>Verbal feedback</u> is given and recorded in books regularly and used to move individual pupils learning forward - <u>Next steps</u> are set and responded to by pupils
<input checked="" type="checkbox"/>	In EYFS, <u>CIL</u> takes place every morning and afternoon
<input checked="" type="checkbox"/>	There are <u>high expectations</u> of the work that pupils produce in their books and this is addressed and rectified, where needed
<input checked="" type="checkbox"/>	Class and cloakrooms are <u>tidy</u> and resources easily accessed
<input checked="" type="checkbox"/>	<u>Deadlines</u> are met and <u>emails</u> are checked and responded to promptly
<input checked="" type="checkbox"/>	Provision is <u>consistent</u> across the Year group

WEEKLY

<input checked="" type="checkbox"/>	<u>PSHE</u> lesson using school PSHE scheme
<input checked="" type="checkbox"/>	PE lessons x 2 and <u>outdoor learning</u> opportunities
<input checked="" type="checkbox"/>	Children <u>lead the learning</u> in some areas of the lessons
<input checked="" type="checkbox"/>	Each child is listened to <u>reading</u> and reading logs are signed
<input checked="" type="checkbox"/>	<u>VARK</u> – Different learning styles are catered for
<input checked="" type="checkbox"/>	<u>Homework</u> is set on a Wednesday and checked on a Monday

HALF TERMLY

<input checked="" type="checkbox"/>	Classroom <u>working walls</u> updated regularly and corridor displays, as per the termly plan
<input checked="" type="checkbox"/>	<u>Moderation</u> of books to ensure individual progress and to identify differentiation and next steps for pupils, including use of SEN assessments
<input checked="" type="checkbox"/>	Hooks and opportunities such as school trips are used to <u>enhance learning and inspire pupils</u>
<input checked="" type="checkbox"/>	Resources are <u>agreed</u> and ordered promptly
<input checked="" type="checkbox"/>	<u>Creative curriculum approach</u> is planned for and gives a clear learning journey throughout the topic
<input checked="" type="checkbox"/>	A range of different <u>children's work</u> is displayed
<input checked="" type="checkbox"/>	<u>Planning</u> is put on school network
<input checked="" type="checkbox"/>	Assessments carried out and support put in place for SEN pupils

TERMLY

<input checked="" type="checkbox"/>	<u>Good academic achievement for all pupils</u>
<input checked="" type="checkbox"/>	<u>Formative assessments</u> completed (as per the termly planner and guidance given by the Key stage leader)
<input checked="" type="checkbox"/>	<u>Assessments</u> data sheets are completed in core and foundation subjects and put on server (deadline dates on the termly planner)