

Coleridge Primary School: Quality First Teaching



Good teaching Key components	What it might look like in a lesson?	What it might look like in books/pupils work?
Progress	Responses to feedback in the lesson Independence- Depending on confidence of individual Appropriate differentiation Know individuals Achieving success criteria (next steps set) Engaged- With correct resources in place for children who are easily distracted (Squishys/Tangles) Development of skills Using and applying strategies and vocab- Vocab mats Moving children on (eg independence/new challenge)	Closing the gap Peer assessment Self-assessment Challenge Constructive feedback Photographic/written Application of skills
Passion	motivation/involvement Keen to participate Engaging resources (inc kinaesthetic, visual, auditory) Enthusiasm Awe and wonder Positive attitude Communicating about their learning Building and planning for interests	Pride in presentation Completed tasks accurately Good quality Extended pieces of work- depending on their ability Quality not just quantity More involved in talk partners and answering question

	Passion from the teacher	
Pace	<p>Long/medium/short term</p> <p>Target questions</p> <p>Time appropriate tasks depending on ability.</p> <p>Concise teaching</p> <p>Mental and oral openers</p> <p>Split inputs</p> <p>Engagement of children</p> <p>Preparation of resources Answering questions appropriate to task/ability</p> <p>Stick to learning objective Checking progress during the lesson- further input if needed</p>	<p>Next steps</p> <p>Extension activities to challenge according to their needs</p>
Purpose	<p>Long/medium/short term vision Learning objective specific to lesson working towards and building on prior learning/knowledge to achieve a</p>	<p>Relevant tasks building on or consolidating previous learning. (matches intentions)</p> <p>Differentiated activities</p> <p>Practical experiences they choose to</p>

	<p>broader outcome. (life skills/employment) Differentiated inputs Involvement of pupils sharing/linking children's own experiences. (real life) Link to enterprise skills</p>	<p>do independently which displays their knowledge and learning which may be linked to own experiences (role play/planting/physical tasks)</p>
Participation	<p>Talk partners Assessment for learning Independence Feedback from child Modelling mistakes and self-correcting with a narrative. Sharing and making children feel safe to have a go take risks</p>	<p>Completion of task accurately. Met outcomes Link to prior and future learning</p>
Praise	<p>Instant feedback specific to learning/skill/child/objective Celebrating/Sharing success (individual, peer, group, whole class) Happy children - self confidence</p>	<p>Team points Record of conversations Positive feedback</p>