



## Teaching & Learning at West Buckland

### **Why?**

As part of the Huish Trust, we aim to deliver educational excellence and put children at the centre of everything we do. We want to add value to children who are engaged and motivated. We all know the value a good teacher with strong relationships can have on a child's journey and wider life.

At West Buckland we allow staff to be creative and respond to the needs of their class; we also strive for the consistent delivery of key aspects to promote a uniform and progressive journey.

### **What?**

- Every class has access to NumBots / TTRockstars – this must be accessed in class at least once a week as well as being set for homework.
- A poem is shared with children every day.
- A minimum of 3 mornings a week, there is a 'Fluent In Five' activity set for all children.
- Every Friday there is a 'flashback' activity in Maths.
- One Maths lesson a week is a discussion based session with no recording in books.
- Phonics (RWI) is delivered in groups at least 3 times a week.
- Feedback time is given at the start of every Maths and English lesson.
- A retrieval activity is planned and delivered at the start of every Topic lesson.
- Every lesson contains a quiz.
- In KS1, handwriting is formally taught at least 3 times a week.
- Children are read to every day.
- All class reader texts are displayed and referred back to.
- Whole class guided reading is used by all classes at least 3 times a week.
- End of unit assessments are used.

### **How?**

The list of key lesson delivery techniques is to provide the basic structure of a lesson and a day in any of our classes – it is not a dictatorial list, but a collaboration of all teachers' thoughts and children's needs. These provide the foundations for consistency and smooth transition throughout. Each lesson will be carefully planned to deliver the best possible learning outcomes. Best practice techniques will be evident in each session:

- Modelling
- Questioning
- Children doing more talk and work than the adult
- Scaffolding / Differentiation
- Live verbal feedback
- A degree of higher-level challenge