



# Catshill Commitment Quality First Teaching Principles

*Catshill Federation- Consistent Inclusive Practice*



|    | Pupils will make progress by:                                                                                                  | Teaching and Learning Principle                                                                                                     | Professionals will ensure that pupils make progress by:                                                                                                                                                                                                      |
|----|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Building positive relationships, showing respect and feeling valued and supported.                                             |  <b>Strong relationships</b>                       | Getting to know every pupil academically and pastorally, building trust and belonging and creating a respectful and inclusive classroom culture. <b>Every Interaction Matters.</b>                                                                           |
| 2  | Feeling safe, settled and ready to learn in a calm and organised environment with clear routines.                              |  <b>Positive, calm learning environment</b>        | Establishing and maintaining clear routines, consistent expectations and high standards of behaviour. <b>Targeted praise</b> and reward to reinforce expectations and build motivation.                                                                      |
| 3  | Developing their handwriting, spelling, reading, numeracy and speech and language skills.                                      |  <b>Foundational skills</b>                        | Ensuring foundational skills remain a priority and planned for across all lessons.                                                                                                                                                                           |
| 4  | Knowing what they are learning, why they are learning it and what success looks like.                                          |  <b>Clear learning objectives &amp; outcomes</b>   | Sharing clear, achievable learning objectives and success criteria. <b>Pupils understand the learning intention.</b> Ensure that the learning intention and task match.                                                                                      |
| 5  | Drawing on what they already know and making connections with previous learning.                                               |  <b>Retrieval &amp; building on prior learning</b> | Creating opportunities to revisit, retrieve and connect learning so that new knowledge builds on secure foundations. <b>Remove presumed prior knowledge</b> so that all pupils can access the lesson from the start.                                         |
| 6  | Following the core expectations – <b>Be Kind, Be Safe, Be Respectful, Be Ready</b> to achieve their best.                      |  <b>High expectations</b>                          | Setting high expectations for learning, behaviour and achievement for all.                                                                                                                                                                                   |
| 7  | Using teacher modelling to support their learning, for example using working walls, knowledge organisers and word banks.       |  <b>Modelling &amp; scaffolding</b>               | Using live modelling, worked examples and scaffolding, including the use of working walls, and referring to knowledge organisers, to support pupils as they become more confident. Scaffold support can be gradually removed leading to <b>independence.</b> |
| 8  | Understanding their progress, knowing what to do next and how to improve.                                                      |  <b>Checking for Understanding (AfL)</b>         | <b>Checking for Understanding throughout lessons</b> – mistakes and misconceptions are identified immediately and addressed through live feedback. <b>Check children on the periphery.</b>                                                                   |
| 9  | Completing tasks and questions that stretch their skills and knowledge to the best of their ability.                           |  <b>Adaptive teaching</b>                        | Adapting teaching to meet individual needs, including SEND support, which will remove barriers to learning.                                                                                                                                                  |
| 10 | Thinking deeply, asking questions and developing their understanding. Choose learning that challenges. <b>Be aspirational.</b> |  <b>Challenge</b>                                | Ensuring learning is appropriately challenging for all, including higher attainers, and avoiding a ceiling on learning.                                                                                                                                      |
| 11 | Willingly answering questions posed by their teacher and thinking deeply about their answers.                                  |  <b>Effective questioning</b>                    | Using a range of purposeful questions to check understanding, probe thinking and deepen learning. <b>No hands up</b> results in equity and full participation, reduces opt out and increases accountability.                                                 |
| 12 | Receiving clear, constructive feedback that helps them improve and make progress.                                              |  <b>Feedback</b>                                 | Providing timely, purposeful feedback that helps pupils understand how to improve, including verbal and live feedback.                                                                                                                                       |
| 13 | Being actively involved, participating in lessons and showing curiosity about their learning.                                  |  <b>Engagement &amp; participation</b>           | Designing lessons that are active, varied and inclusive, ensuring all pupils are involved and not passive.                                                                                                                                                   |
| 14 | Talking about their ideas, sharing thinking and learning from others.                                                          |  <b>Oracy &amp; purposeful talk</b>              | Creating opportunities for structured talk, discussion and collaboration, using talk effectively to develop understanding. <b>All pupils have a talk partner.</b>                                                                                            |
| 15 | Reflecting on their learning, developing effective strategies and becoming more independent.                                   |  <b>Metacognition &amp; independence</b>         | Helping pupils think about how they learn, develop learning strategies and regulate their learning, so they become increasingly independent.                                                                                                                 |
| 16 | Completing tasks and developing their skills across a wide range of subjects and the curriculum.                               |  <b>Curriculum breadth and opportunities</b>     | Providing a broad and balanced curriculum with enriching experiences, and making purposeful connections across subjects.                                                                                                                                     |