

# Quality Teaching at Addington

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COMPILED BY ADDINGTON TEACHERS OCTOBER 2013

**Key characteristics of quality teaching can be summarised as .....**

- Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.
- All staff have consistently high expectations of all pupils.
- Effective teaching strategies, appropriately targeted support and interventions are well matched to pupils' individual needs
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to communicate both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils

**Please discuss .....**

What do we mean when we say we personalise learning at Addington

How is this different / similar / applicable to what we try to achieve at Addington

**Add your comments .....**

- Use resources that pupils like and enjoy
- Ensure targets are appropriate to individual levels
- Ensure appropriate equipment is available e.g. chairs, OT input
- Differentiation by complete activity if necessary
- Differentiating expectations
- Allocate adults to individuals or groups
- Praise and rewards as appropriate
- Change the environment to suit individual requirements
- Ensure IEPs, Individual Targets and Skills Sheets are used appropriately
- Start from where the child is – interests
- Continual evaluation (AFL) to set next steps
- Team approach – feedback
- Personalised Learning leads to 'The Big Picture'
- Personalised learning allows us to work on specific skills and aspects as necessary
- This has to be a consistent approach with all staff and across school
- Need continued professional development to ensure all staff aware of strategies and interventions
- Encourage social aspects of pupils development
- See pupil as an individual and know them in depth
- Should be destination led
- Quality teaching has to address behaviour
- Ensure pupils individual learning style is recorded and passed to receiving teacher
- Adapt the curriculum to challenge individual students
- Develop emotional intelligence
- Be creative

**What hinders good' Personalised Learning'?**

- Behaviour of other pupils can sometimes impact on the achievement of others in the group