



HPP (HJS)

Teaching and Learning Policy

Version	Date	Comments	Review
6	Autumn 2022	Curriculum intent reviewed	Autumn 2023
7	Nov 2022	English lesson expectation added and information about pen license	Autumn 2023
8	Spring 2023	The teaching of vocabulary added – STAR model and how ‘Golden Words’ are used	Autumn 2023
9	Spring 24	Appendix 1 added: Reading bookmark	Autumn 2024
10	Autumn 24	Reviewed and updated maths lessons	Summer 25
11	Spring 2025	Addition of Sketch book expectations Clearer definition and expectation around retrieval tasks Gallery lesson prompt	Summer 26
12	Summer 2026	Update of lesson observation prompt Gallery lesson rationale and guidance	Summer 27

HAMPTON JUNIOR SCHOOL

Introduction

Within the Hampton Primary Partnership, the policies in both schools for **Teaching and Learning** will develop children and staff to ensure they can '**Be the best they can be**'.

Our vision is that children within HPP will develop life-long skills and lead happy and fulfilling lives. Through our teaching and learning, we aim to equip children with the skills, knowledge and understanding required to reach their intellectual and personal potential.

The **Teaching and Learning Policy** is a central document which underpins and supports our whole-school vision.

The following **HPP Principles** provide our focus when creating and evolving the curriculum:

1. Aims

At our school we provide rich, relevant and varied learning experiences which allow all children to develop their skills, interests and abilities. Through appropriate challenge and exciting teaching, children are able to achieve, be proud and succeed together.

Through our teaching we aim to:

- Develop children's knowledge, skills and understanding in all subjects
- Focus on developing children's skills and competencies in English and mathematics
- Enable children to become confident and independent learners
- Develop children as resourceful and resilient learners
- Encourage children to challenge themselves in all areas of the curriculum
- Foster children's self-esteem and help them to build positive relationships with all members of the school community
- Develop high standards of behaviour and conduct
- Develop children's self-respect and self-awareness
- Encourage children to show positive attitudes and respect towards the ideas and feelings of others regardless of gender, race, culture and religion
- Enable children to feel valued within and positively contribute to the wider community
- Help children to grow into reliable, independent-thinking citizens
- Help children to be proud of their own work and recognise their achievements



2. Key Elements of Teaching

Planning and preparation should:

- Be clearly linked to objectives from the National Curriculum and progression of skills documents
- Be differentiated to demonstrate how pupils of all abilities are catered for
- Have clearly identified learning objectives and success criteria
- Plan for Learning Support Assistants to be deployed effectively throughout the lesson
- Identify resources that are utilised within the lesson
- Identify the structure and timings of the lesson
- Take into account children's prior understanding and knowledge through accurate assessments (formative or summative)
- Value pupils as unique individuals and ensure that all relevant equal opportunities legislation is adhered to. We strive to meet all the needs of our pupils through inclusion

Curriculum Intent:

The following statement outlines the 'Curriculum Intent' for Hampton Primary Partnership and was composed in consultation with staff, governors and pupils. It reflects the vision for Excellence in our curriculum.

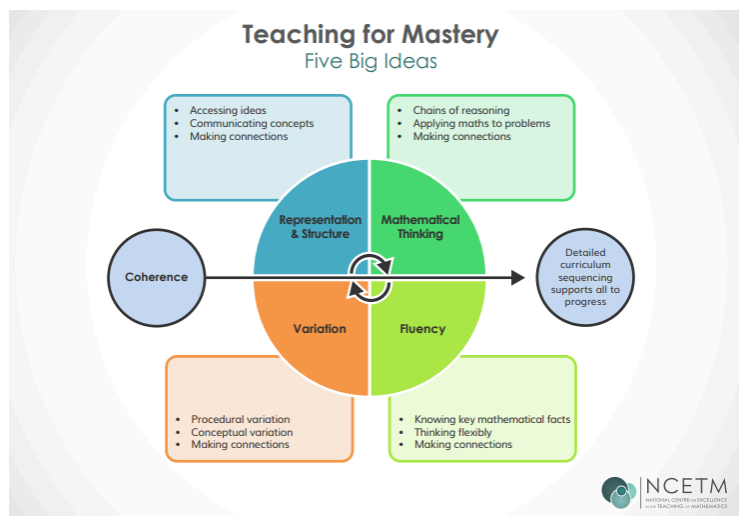
*'Be the best you can be' is at the heart of the HPP curriculum. Across the partnership, we pride ourselves on our **progressive and vocabulary-rich** curriculum being **clear, carefully considered and connected**. This ensures that our children develop **key knowledge and skills** in a fun and inspiring way so that they are well-prepared for the next stage of their education. **Resilience and independence** are embedded through the partnership's **ambitious** expectations for **all children to succeed**, whilst developing a life-long love for learning. By working in **partnership** with parents and carers, this supports our vision of **excellence** while considering all pupils' individual starting points and personal needs.*

Lessons should:

- Have specific learning objectives that are clearly explained within the lesson and regularly referenced
- Have a clear introduction
- Have clearly set tasks matched to children's ability and prior attainment
- Provide sufficient time for children to complete the tasks
- Give children appropriate opportunities for independent learning
- Provide opportunities for children to reflect on their learning which enables them to take actions to improve where necessary
- Activities should be labelled as Tasks (Task 1, Task 2 etc)
- If necessary be adapted according to the teacher's assessment of pupils' needs
- Allow children to practise higher order thinking skills
- Use effective questioning techniques
- Provide pace and challenge for all pupils
- Be enjoyable and interesting
- Be modified in accordance with pupils special educational needs ensuring that individual targets and provision maps are considered

Maths Lessons should:

All maths lessons will encompass the NCETM's Five Big Ideas. These are the fundamental characteristics for teaching for mastery.



Maths Lessons should:

All maths lessons should contain elements of Teaching for Mastery, although the exact lesson structure will vary according to the focus and the intended learning objective/s.

A range of the following Teaching for Mastery elements should be present in every math lesson:

- A review of prior learning and / or prior subject knowledge to ensure all pupils can access the new learning
- Carefully sequenced steps to build strong and secure understanding within each lesson
- Representations and models will be carefully chosen to reveal and expose mathematical concepts and to highlight connections
- Fluency is developed alongside conceptual understanding so each supports the development of the other
- Whole-class interactive teaching is daily so every child masters a concept and can progress to the next part of the curriculum sequence
- The teachers act as a facilitator to maths learning. This may include: leading back and forth interactions, questioning, short tasks, modelling and discussions.
- Think-pair-share should be included in lessons
- The exposure and explicit use of precise mathematical vocabulary will appear in every lesson
- Children are exposed to fluency, reasoning and problem solving in every lesson
- All children are given a single starting point for maths tasks
- Task design is carefully selected and sequenced to ensure there is depth for all
- Continuous assessment for learning
- Self-assessment opportunities for all children
- CPA model is used, where appropriate, across KS2

English lessons should:

All English lessons should contain elements of Teaching for Mastery, although the exact lesson structure will vary according to the focus (reading or writing) and the intended learning objective(s).

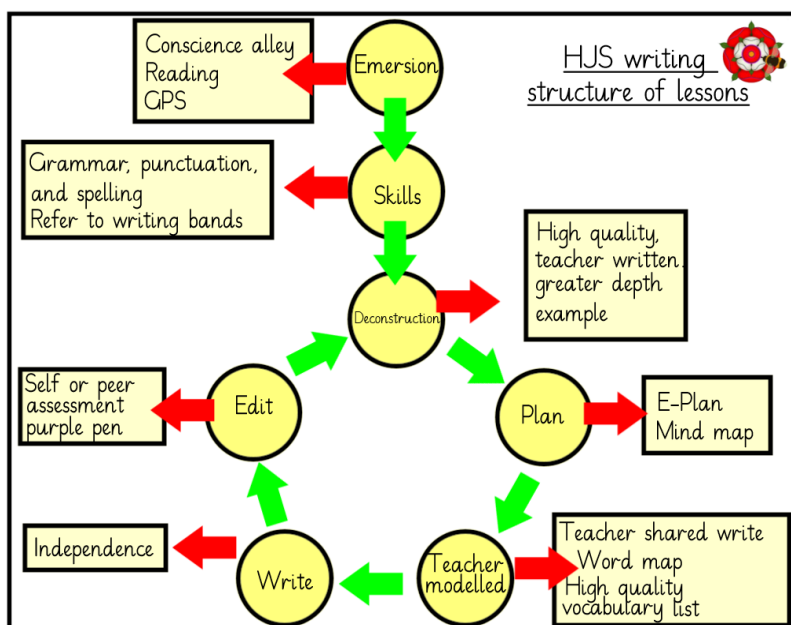
A range of the following Teaching for Mastery elements should be present in every English lesson:

- A review of prior learning and/or prior subject knowledge.
- Sharing of the learning objective and/or success criteria. Pupils need to be clear about how they can be successful during the lesson.

- Fluency – Explicit teaching of the skill(s) needed to achieve the learning objective.
- Teacher modelling of the application of the skill(s) within a context.
- The task – All children should begin the task at the same starting point. They will have the opportunity to progress through the tasks at their own pace.
- Depth for all – Teachers should model how pupils can move their learning forwards. Pupils should have the opportunity to practise and consolidate this through carefully planned activities.
- Opportunities for oracy and verbal communication skills to be practised, including choral speaking.
- Ongoing assessment for learning.
- Verbal feedback to address misconceptions and move pupils' learning forwards.
- Occasions for pupils to reflect on their recent learning and progress and/or to address their next steps.

Extended pieces of writing

Teachers should use the HJS writing structure of lessons to guide their extended pieces of writing (big writes).



Emersion – Pupils are given time to be immersed in a new text and to enjoy opportunities for drama and speaking and listening activities.

Skills – Key grammatical skills may be taught in isolation, related to the current text that is being studied. Teachers should refer to the writing band for their year group.

Deconstruction – Each unit of work will include a high quality, teacher written deconstruction, demonstrating a greater depth standard of writing.

Plan – E-plans and mind maps are used for planning. Each paragraph is planned individually before writing.

Teacher modelled – Each paragraph is given a grammatical target after which opportunities for children to write independently is given.

Editing – Pupils are given the opportunity to self or peer edit, using a purple pen, at the end of each paragraph and when they have completed their writing task.

Learning Support Assistants should:

- Be deployed as effectively as possible both inside and outside the classroom
- Be actively aiding pupils' learning
- Be involved in prior planning and preparation
- Have a good understanding of the needs of individual pupils
- Encourage independence and aim to support different focus groups. LSAs supporting a child with an EHC Plan should have a clear understanding of their personal targets
- Provide effective feedback to pupils and class teachers
- Have secure subject knowledge in order to support learning

Assessment / Feedback should:

- Be positive and constructive
- Engage children in a dialogue with their teacher about their learning
- Allow children the opportunity to reflect on both their own work and that of their peers
- Clearly identify next steps which are needed to secure improvement

Detailed information on this is included in our **Marking and Feedback Policy**.


Teaching Vocabulary at Hampton Junior School

Vocabulary

At Hampton Junior School, our 'Curriculum Intent' states that we pride ourselves on a '**vocabulary rich**' curriculum. The information below sets out how this is taught.

STAR Model

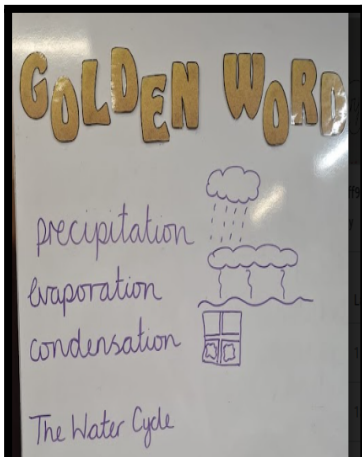
The teaching staff use the 'STAR' model approach to teaching vocabulary- which is displayed as 'Golden Words' for the lesson. The 'STAR' approach (by Stephen Parsons and Anna Branagan, 2017) is an inclusive, whole-class method focused on promoting vocabulary development in children aged between 5 and 11 years old.

 TEACHING VOCABULARY The STAR Approach	S ELECT...	the really useful vocabulary that is core to the topic.
	T EACH...	the selected vocabulary in a structured manner.
	A CTIVATE...	the meaning by using the words in context.
	R EVIEW...	the taught words to ensure they are retained.

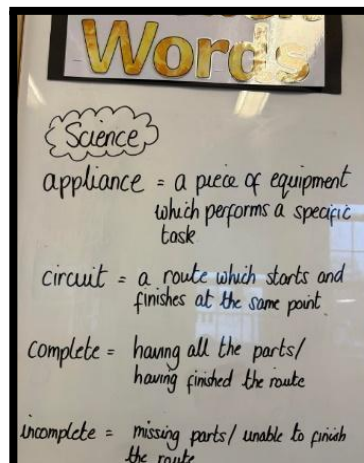
Golden Words

At the start of each lesson, teachers will select and write 3-4 key words which will be explicitly taught within the lesson for that subject area. This will be clearly displayed at the start of each lesson and remain visible throughout the lesson for pupils to refer to. Where appropriate, teachers will use pictures/explanations to secure **all** pupils understanding of these words. For those children who need additional support, an LSA will write these words on a whiteboard/paper for them to refer to or use in that lesson. Golden words should be referenced throughout the lesson.

Examples



Year 5 – Geography – Rivers

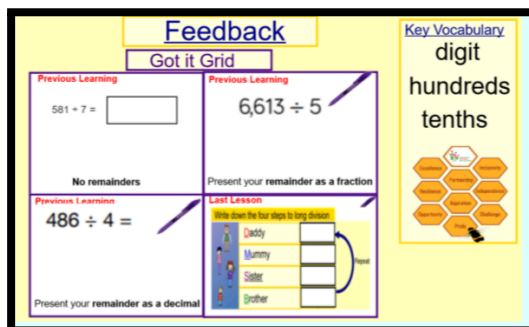


Year 4 - Science – Electricity

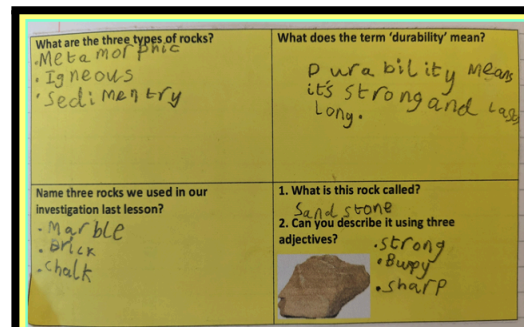
Retrieval Slides

Teachers will ensure each lesson begins with a retrieval slide which will encourage pupils to recall prior learning, address misconceptions or practise a taught skill. If necessary, teachers will adapt the planned retrieval to meet the needs and misconceptions of their class. This retrieval will cover a range of aspects (*see example below*) and will be completed by the student.

a) Got it grids. 'Got it Grids' are used throughout a unit of work to assess the children's learning. The 'Got it Grid' is designed to assess prior learning to ensure that the key skills, which are taught, are retained in the pupil's long term memory.



Year 6 – Maths- Division



Year 3 – Science- Rocks

b) In a Nutshell In a nutshell is used to summarise an area of learning. The pupils will have to consolidate their understanding into one sentence. This is a really useful, effective piece of formative assessment as the children need to really think about the key objective from the lesson.



c) 3-2-1. Teachers can use this at the end of the lesson or a series of lessons to recap their understanding. The teacher can choose the questions linked to 3-2-1. e.g. 3 Positive aspects of the Industrial Revolution, 2 Negative impacts of the Industrial Revolution and one question they have about the Industrial Revolution. This type of formative assessment can also be used to facilitate discussions as well as written work.

3-2-1

Write down 3 positive impacts of the British Empire:

- 1) They helped provide education to children.
- 2) They helped create infrastructure.
- 3) Lots of different cultures were introduced - leading to diversity.

List down 2 negative impacts of the British Empire:

- 1) They forced other cultures to believe in other things.
- 2) They made and supported the Transatlantic Slave Trade.

Write down 1 new key word you learnt during the lesson:

- 1) Transatlantic (trading people or things across the Atlantic Ocean)


3 - Adverbs to describe walking


2 - Adjectives to describe this gnome

1 - Simile to describe a tree

Example

Yr 5 History - Tudor Artefacts

A 

B 

DISCUSS

- 3 differences
- 2 similarities
- 1 question you would ask about **Source A**

d) Marvellous Mistake

Marvellous mistakes can be used across a range of lessons either as a starter, main task or plenary activity. This is used to ensure that a pupil obtains depth within the subject by identifying the mistake. This, in turn, shows that the pupil has mastered that particular skill/concept. The mistake may be from a resource or it can be snipped from a pupil's work and shared on screen.

to add and subtract multiples of 100.

Can you spot the mistake?
Can you explain why it's wrong?

Marvellous mistake!

600 750 700 650 700 650 500 450 400 350

now!

I believe that the numbers circled are incorrect because my sequence goes up in 50s and these don't follow that rule.

22.09.20 **Marvellous Mistake**

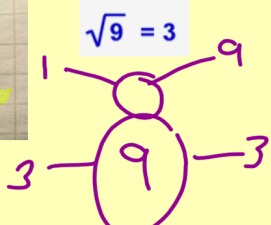

Why is 9 not a prime number?
What type of number is 9?

$4 = 2 + 2$
 $6 = 3 + 3$
 $8 = 5 + 3$
 $10 = 5 + 5$ | $7 + 3$
 $12 = 9 + 3$

$\sqrt{9} = 3$

Key Vocabulary

- Prime Number
- Square Number
- Square Root

Explain the mistakes

24 + 37

Mistake 1

+10 +10 +10 +7

24 34 44 54 60

Mistake 2

$\begin{array}{r} 24 \\ + 37 \\ \hline 51 \end{array}$

Mistake 3

$24 + 37 = 511$

e) Other Retrieval examples:

- Match vocabulary to definition
- Closed procedure activities
- Prove it
- Open ended questions which draws upon a range of learning experiences
- Editing
- Skill based questions
- Short quizzes

Key Elements of Learning

We believe children learn best when:

- They are interested and motivated
- They are given tasks which support and extend their ability
- They are confident, feel secure and are aware of boundaries
- They are challenged and stimulated
- Learning is relevant to them
- They have ownership of their learning
- When their mental well-being is supported

Effective Learning:

We acknowledge that people learn in many different ways and we recognise the need to develop pedagogies which enable all children to learn in ways that suit them.

Children will have the opportunity to learn in a variety of different ways including:

- Working independently and collaboratively
- Investigating and problem-solving
- Researching and finding out, with independent access to relevant resources
- Developing and discussing ideas
- Being exposed to effective questioning
- Participation in fieldwork and off-site visits
- Using their initiative and being creative
- Using multi-media, visual and aural stimuli
- Receiving support as well as being challenged
- Taking ownership of their own learning
- Reflecting upon their progress and identifying their next steps
- Responding to the teacher's feedback
- Participating in after school clubs
- Completing homework

The Learning Environment:

Learning takes place in an environment which:

- Is challenging and stimulating
- Is organised
- Provides equal opportunities for all
- Is well resourced
- Is happy and caring
- Is encouraging and appreciative
- Is peaceful and calm where appropriate
- Makes learning accessible
- Is welcoming

And where:

- Additional adults are well deployed and have a positive impact on children's learning
- Displays reinforce, celebrate and challenge learning

Displays in the classroom relating to teaching and learning:

Within each classroom the following should be present:

- HJS Values display
- YOYOB Chart
- HJS Bee Rules
- Golden words - subject specific vocabulary
- English: Working Wall (including children's work) and key vocabulary
- Maths: Working Wall (including children's work) and key vocabulary
- Talk scaffolds and Sentence Stems
- Reading display, including comprehension 'dogs' and recommended reads

A full list of displays are shared with teachers as 'non negotiables'.

Pen License

At Hampton Junior School, we pride ourselves on our handwriting and follow a scheme called 'Letter Joins. As of September 2023, Years 3 and 4 will be writing in pencil to ensure that both fluency and consistency is achieved before they move into the upper school.

In Years 5 and 6 all children will be provided with a blue ink pen. This is to ensure that they have sufficient opportunity to practise with a pen before they enter the next phase of their education. Children will continue to write in blue ink pen apart from in their maths book and sketch book where they will use pencils or other mixed media.

Art Sketch books

Pupils at Hampton Junior School are expected to use their sketchbooks as a tool for artistic development and exploration. All learning objectives (LO) must be included for each art lesson and marked in accordance with the marking policy to ensure progress is tracked effectively. Felt tips are not permitted for any reason, as they do not align with the intended use of the sketchbook for detailed, varied artwork with an emphasis on manipulating media for artistic purposes.

Students should make full use of the available space within their sketchbooks, ensuring that each page is carefully used for the exploration of different media. The sketchbook should reflect a variety of experiments with materials and techniques to document the creative process.

The final piece of artwork, showcasing the culmination of their learning and experimentation, must be clearly evidenced within the sketchbook, this could be as a photo that is stapled or sellotaped into the book (to save space) or a final piece completed directly into the sketchbook.

3. Professional Development

At Hampton Junior School, one way we support teachers' PD is through gallery lessons. Gallery lessons provide staff with the opportunity to observe teaching, promote a professional dialogue around a known set of expectations and reflect on their own practice.

Expectations around Gallery Lessons

We have implemented clear expectations around gallery lessons to ensure they are effective for all staff members involved.

- Prior to the gallery lesson, the focus of the session will be agreed upon by the teacher delivering the lesson and members of staff observing. This will relate to elements identified in the 'Quality First Teaching' handbook and the 'Lesson Observation' sheet (Appendix 2).
- Observers will spend between 30 – 45 minutes within the lesson and then 10 – 15 minutes after within a group discussion. During this discussion, observers will identify key features they noticed using the sentence stem '*I noticed that...*' as well as questions they would like

to ask about the lesson itself. Additionally, observers may identify strategies they would like to implement.

- Following this discussion, observers will engage in a professional dialogue with the staff, who delivered the lesson, to share their observations.
- Once complete, one of the observers will fill in the HJS CPD online document identifying 3 key takeaways from the gallery lesson.
- Staff, who have been observed, will have the opportunity to see the impact of the gallery lesson/s by conducting learning walks and providing additional support/guidance to those who require it.

4. Roles & Responsibilities

Learning Support Assistants (LSAs)

LSAs are responsible for supporting the learning of the pupils they work with. This is achieved by:

- Ensuring they are in the classroom at 8.30am to engage with the class teacher in planning and preparation for the day's learning
- Having a good knowledge of the needs of individual pupils
- Supporting individuals or groups of children as appropriate to actively aid their learning
- Providing written and oral feedback regarding their group's progress to the teacher
- Using their initiative to enhance learning within the classroom

Teaching Staff

Teachers are responsible for the progress of pupils in their classes and for self-evaluating their own professional development. This is achieved by:

- Self-evaluation of their subject knowledge and understanding of educational initiatives
- Self-evaluation of the quality and effectiveness of their own teaching, management of LSAs and the classroom environment
- Monitoring pupil progress to ensure the children achieve their progression and attainment targets
- Reviewing pupil progress data at termly meetings with the Leadership Team
- Adopting and effectively implementing the school's policies and aspirations
- Encouraging and developing the ability of pupils to evaluate and take responsibility for their own learning
- Monitoring classroom behaviour, homework, the home/school diary, rewards and sanctions, uniform, punctuality and attendance
- Effective communication with parents through regular discussions, the home/school diary, year group meetings, curriculum evenings, parent meetings and end of year reports.

Key stage leaders

Key stage leaders are responsible for overseeing the progression of skills and effective medium term planning of subjects within their key stage leaders, ensuring that appropriate resources are in place and that the aims of action plans are met, in order to support subject leaders. This is achieved by:

Senior Leadership Team (SLT)

The SLT is responsible for creating conditions that allow for quality teaching and learning which advances pupils' progression and attainment. This is achieved by:

- Creating the School Development Plan to identify targets to improve teaching and learning across the school

- Monitoring and evaluating pupil progress and attainment through year group pupil progress meetings, classroom observations of teaching and learning and the monitoring of children's work
- Strategic implementation of agreed actions towards desired outcomes
- Reviewing progress against targets set
- Manage the allocated budgets effectively

Executive Leadership Team

The Executive Headteacher and Head of School are responsible for providing professional leadership and management of teaching and learning throughout the school, in partnership with the Senior Leadership Team. This is achieved by:

- Conducting classroom observations, learning walks and termly performance management meetings with teaching staff to ensure standards of teaching and learning are continually improving.
- Analysis of data to evaluate the attainment and progress of pupils and groups.
- Working with the SLT to identify improvements to the teaching and learning of pupils and groups.
- Driving improvements to teaching and learning through monitoring the effectiveness of teaching and learning strategies and identifying new priorities.
- Ensuring an appropriate and engaging curriculum is in place which fulfils statutory obligations.
- Working with the staff, local colleagues, governors, the local authority and Ofsted to identify and monitor the actions and impact towards key priorities in teaching and learning.
- Disseminating national and local educational initiatives to governors and staff.
- Working with the SLT and following the programme of the annual school self-evaluation policy to monitor standards of teaching and learning. This includes conducting classroom observations, learning walks, pupil progress meetings and termly performance management meetings with teaching staff.
- Identifying and supporting CPD opportunities for staff to improve teaching and learning standards.
- Ensuring the school is sufficiently resourced to support the delivery of the curriculum.
- Ensuring the school site is well maintained and complies with Health & Safety legislation.
- Ensuring the school buildings and premises are effectively used to support successful teaching and learning.
- Creating a productive learning environment that is engaging and fulfilling for all pupils, drawing on the support of the school community.

Inclusion Manager

- Organising the timetabling and deployment of LSAs within the classrooms to maximise their impact on learning
- Conducting annual performance management reviews with support staff
- Organising CPD for staff related to SEND
- Organising the provision of additional professional involvement e.g. educational psychologist
- Organising the support and timetabling for those pupils with an EHC plan

This should be read in conjunction with the SEND Information Report.

The Governing Body

The Governing Body is responsible for working with the school to ensure that high quality teaching and learning is delivered. This is achieved by:

- Working with the ELT to create the School Development Plan, including teaching and learning aims and priorities
- Conducting Executive Headteacher performance management
- Working with the school to promote equality and diversity
- Monitoring the effectiveness of teaching and learning through monitoring visits with Key Stage Leaders and Senior Leaders
- Assessing progress towards the school development plan targets

Parents

Parents are responsible for working in partnership with the school to support its teaching and learning aims and values. This is achieved by:

- Ensuring the pupil arrives at school by 8.45am, in school uniform and with suitable equipment for the school day
- Ensuring the pupil has good attendance and does not take holidays during term time
- Attending parent consultations meetings to discuss the pupil's progress and how they can be supported
- Encouraging the pupil to take responsibility for their learning and complete homework
- Keeping the school informed of anything that might affect the pupil in school including absence and ensuring that contact details are up to date
- Supporting the school's behaviour policy and encouraging the pupil to be responsible
- Upholding the school's safeguarding policy by not publishing photographs taken at school on social networking sites or other public places.


Pupils

Pupils are responsible for taking ownership of their own learning and aiming to improve their progress and attainment. This is achieved by:


- Following the class and school rules
- Working to the best of their ability in school and when completing homework
- Wearing school uniform and taking responsibility for their belongings
- Arriving at school on time
- Being reflective and trying to learn from their mistakes
- Taking responsibility for their behaviour


Appendix 1:


Reading is a priority at HJS and therefore we want to ensure we have a consistent and effective method when reading with individual children. The following is a resource created to help adults who are reading individually with pupils. This may include teachers, LSAs and volunteers.





Reading with Children at HJS

 Discuss the front cover of the book. What is the title? What do you think this book might be about? If you've already started reading it, tell me in 3 sentences what the book has been about so far.


Sit beside the child so you can both see the book. 

 The child holds the book and follows the text with their

The child turns the pages of the book. 

 Stuck on a word? Adult says: "That wasn't quite right. Let's try and read it again." Child to attempt word again.

Still stuck? Adult says: "This is the word ___"



Lesson Observation - Expectations

<p><u>Sequencing concepts and modelling</u></p>	<ul style="list-style-type: none"> • Present material in small, incremental steps • Provide models and worked examples • Think- aloud - narrate your thought process to promote explicit teacher modelling • Provide scaffolds for 'challenging' tasks and then gradually remove as children gain confidence • Ensure lessons are sequential and progressive so children can make links and build upon prior learning
<p><u>Questioning</u></p>	<ul style="list-style-type: none"> • Use talk scaffolds to support children structure their response • Always come back to a child who struggled to answer the question and provide scaffolds to support their response • Use Think/Pair/Share after a question has been posed • Personalise questions (for specific children) to check understanding • Check for understanding - use whiteboards, think/pair/share, cold-calling, lolly pop sticks
<p><u>Inclusion</u></p>	<ul style="list-style-type: none"> • Use the Quality First Teaching Booklet to guide pedagogy • Teachers make reasonable adjustments to reduce barriers e.g. use visual cues (InPrint), sentence stems, change screen colour, task planner, pre-teaching • Prioritise 'talk' in the classroom - talk partners/talk trios/choral speaking • Adopt a helicopter approach to develop children's independence • Provide children with enough processing time before expecting a response • Have additional resources available - word mats, manipulatives, Chromebooks • Make personalised adjustments to maintain high standards of behaviour and engagement e.g. movement break cards, sensory activities, reward system
<p><u>Reviewing material</u></p>	<ul style="list-style-type: none"> • Begin each lesson with review material to activate learning • Ensure the retrieval process/assessment is time efficient • Use past assessments or previous learning content to personalise review material for your class • Make review material accessible to all students • Use a variety of techniques when assessing children - quizzes, questions, multiple choice
<p><u>Stages of Practice</u></p>	<ul style="list-style-type: none"> • Ensure there is enough time to practise taught skill before the independent task • Introduce skills in small, incremental steps • Use choral repetition, partner and group talk to ensure all pupils are actively engaged • Provide verbal feedback whilst pupils are completing tasks • Ensure children have demonstrated about 80% competency during the lesson before beginning the independent tasks

***This document will be reviewed and updated annually by SLT.**

