



At Meadowfield we believe in lifelong learning. We want learning to be a rewarding experience for everyone and recognise that the best teaching and learning experiences can help children lead happy and fulfilling lives. Through our teaching we aim to equip children with the skills, knowledge and understanding to fulfil their intellectual and personal potential so they are able to make choices about their future and have the best life chances.

High expectations of learning behaviour

- Clear routines and effective classroom management
- Consistent use of the behaviour policy and restorative practice
- Promoting learner motivation
- Effective use of adults to support learning
- Children are supported to be independent learners
- An environment free from distractions



Adaptive Teaching

- Accessible for all through support and models
- Use of connect 4, recaps and quizzes to support retention (systematic checking for understanding)
- Clear use of LTP's and connected curriculum to look at prior and new learning
- Scaffolds, quality models and images
- Planned and tailored interventions
- High expectations and modelling
- Collaborative learning environment
- Use of technology and outdoor learning
- Keep up not catch up culture
- Consistency across year groups in pitch and resources



The Learning Environment

- High quality resources are used to bring learning to life
- Use of key texts, the outside environment and opportunities for learning outside school
- Displays are used to support retention and celebrate learning
- Child centred and inclusive
- Clear routines following the schools half termly behaviour focus
- Adaptable to meet learners needs
- Promotes, independence, confidence and mutual respect



Knowing and Remembering More

- Pupils record and communicate their learning in a variety of ways
- Use of the connected curriculum, quizzes, flash back 4's and key vocabulary
- Pupils engaged in thinking through high quality questioning
- Wider experiences and extra-curricular activities
- Use of Meadowfield Talk, communication strategies and key vocabulary
- Meadowfield 11 before 11
- Clear learning objectives that link to the focus of the learning
- Sequential and focused lessons using the MTP and LTP



Effective Assessment and Feedback

- Marking and feedback policy is used
- Verbal feedback and live marking/feedback is used to maximise learning opportunities
- Misconceptions are planned for and addressed
- Peer and self-assessment
- Pupils have time to reflect and act on feedback
- Planned opportunities for assessment and reflection
- Use of team and Key stage moderation and Raising Achievement Conversations to understand data
- Response interventions and interventions in place for targeted support
- Handwriting and presentation policy is followed and used

