

Quality first teaching

Good literacy teaching

Good literacy teaching is lively, engaging and involves a carefully planned blend of approaches that direct children's learning. The children are challenged to think. The teacher provides children with good support but requires independence as and when appropriate. The balance between adult-led and child-initiated activity is an important element of planning within the EYFS, but similarly throughout the primary school opportunities should be provided for children to initiate their own learning and to use and apply the literacy skills they have been taught. The pitch and pace of the work is sensitive to the rate at which the children learn while ensuring that expectations are kept high and progress is made by all children. Although the learning focus may give greater weight to learning in a particular strand or area of literacy, the strong interdependence between speaking, listening, reading and writing should underpin planning and provision for learning.

The literacy skills and knowledge that children are expected to learn is clearly defined and the teacher has mapped out how to lead the children to the intended learning. Children know that they can discuss and seek help as and when they need to. They like to be challenged and enjoy the opportunities to practise and apply their learning. Over time the children identify their attainment and recognise the progress they have made. They support one another in group work and are happy to share their ideas and to explain their reasoning and methods. Children who need more support than others are identified quickly and receive early intervention to help them maintain their progress.

Leading children's learning requires a broad repertoire of teaching and organisational approaches. There are lessons when the emphasis is on technique and the teaching is quite directive; there are lessons where the directing is less evident and teachers use carefully chosen activities and well-directed questioning. Good literacy teaching requires a good knowledge of the subject, an understanding of the progression in the curriculum being taught and recognition that some teaching approaches are better suited to promote particular learning outcomes.

Good mathematics teaching

Good mathematics teaching is lively, engaging and involves a carefully planned blend of approaches that direct children's learning. Children are challenged to think. The teacher or practitioner provides children with good support but requires independence as and when appropriate. The pitch and pace of the work is sensitive to the rate at which the children learn while ensuring that expectations are kept high and progress is made by all children.

The mathematical skills and knowledge that children are expected to learn are clearly defined and the teacher has mapped out within a teaching sequence how to lead the children to the mathematics. Children know that they can discuss the mathematics, seek help and use resources as and when they need to. They like to be challenged and enjoy the opportunities to practise and apply their learning. Over time the children identify their attainment and recognise the progress they have made. They support one another in group work and are happy to share their ideas and to explain their reasoning and methods. Children who need more support than others are identified quickly and receive early intervention to help them maintain their progress.

The teacher or practitioner recognises that mathematics is a combination of concepts, facts, properties, rules, patterns and processes. Leading children's learning must take account of this and requires a broad repertoire of teaching and organisational approaches. The teacher makes a careful choice of teaching approach to meet the learning purpose and ensures that there is variety and engagement. There are lessons when the emphasis is on technique and the teaching is quite directive; there are lessons where the directing is less evident and through carefully chosen activity and well-directed questioning the children are steered to use and apply their learning to 'discover' the rules, patterns or properties of numbers or shapes.

The teaching sequence incorporates practical, visual and ICT resources that children can use to test and confirm their learning. Children have access to these resources and understand how to use them. There are models and images demonstrated and displayed to support methods, promote thinking and develop strategies and these are used to build links between areas of mathematics. The teacher balances the need for precision with the flexibility to use alternative methods and strategies. There is good attention to mental and written work to ensure that both are developed, practised and applied.

Good mathematics teaching requires a good knowledge of the subject, an understanding of the progression in the curriculum being taught and recognition that some teaching approaches are better suited to promote particular learning and outcomes.

