



Thames View Infants

Policy for Learning and Teaching with ICT

The *Teaching Segment* of Whole Class Interactive Teaching lessons

Areas for Consideration	
<p>Classroom Organisation</p> <ul style="list-style-type: none"> ▪ seating arrangements; ▪ sight lines; ▪ resources. 	
<p>Interaction & Oracy</p> <ul style="list-style-type: none"> ▪ interaction between teacher and pupil, and amongst pupils themselves; ▪ the development of speaking and listening skills in the children is given a high priority; ▪ where appropriate, pupils are required to justify and extend their answers; ▪ questioning used to gauge understanding, with teacher changing approach if necessary; ▪ teacher uses assessment information to re-focus teaching and teach pupils how to perform to target standard; ▪ a lively pace with high expectations; ▪ teachers “unpacking learning” in small steps. 	
<p>Demonstration & Modelling</p> <ul style="list-style-type: none"> ▪ first-hand & “second-hand” experiences/resources being used as a stimulus; ▪ teacher-demonstrations & modelling, using: <ul style="list-style-type: none"> ○ <i>the visualiser,</i> ○ <i>the PC,</i> ▪ children modelling & demonstrating key concepts to others, using: <ul style="list-style-type: none"> ○ <i>the visualiser,</i> ○ <i>the PC,</i> ○ <i>Other technologies (iPads).</i> 	
<p>Other Considerations</p> <ul style="list-style-type: none"> ▪ differentiated questioning to target lower-attaining children and to extend the more able; ▪ encouragement and praise ; ▪ the teacher selects teaching methods on the basis of fitness for purpose and uses a range of these; ▪ key vocabulary used; ▪ Class informed of learning intention & key vocabulary at start of lesson; ▪ teacher writes clearly using school handwriting style. 	



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The Consolidation Segment of Whole Class Interactive Teaching lessons

Areas for Consideration	
<p>Deployment of Staff</p> <ul style="list-style-type: none"> ▪ the teacher <i>teaching</i> with a focus group/target group of children (as appropriate); ▪ support staff actively engaged within a specific task seating arrangements; ▪ sight lines; ▪ resources. 	
<p>Consolidation Activity</p> <ul style="list-style-type: none"> ▪ well-selected, meaningful activities, enabling children to consolidate the intended learning points as effectively as possible; ▪ children using ICT: <ul style="list-style-type: none"> ○ to consolidate learning linked directly to the learning intention for that lesson; ○ to consolidate learning linked to the learning intention for that lesson, whilst at the same time revising key skills from within the ICT Scheme of Work and associated minimum standard documents (<i>where appropriate</i>); ▪ differentiated activities and support correctly matched to the pupils' ability and need – including gifted and talented children. ▪ children sure of the consolidation outcome. 	
<p>Expectations</p> <ul style="list-style-type: none"> ▪ outcomes linked to the minimum standard expectations for that year group; ▪ children collaborating and/or working independently (where appropriately); ▪ an appropriate noise level. 	
<p>Other Considerations</p> <ul style="list-style-type: none"> ▪ children working individually, in pairs, groups or as a whole class; ▪ children accessing the writing and role play areas (if an English lesson); ▪ personalised learning: engendering collaborative/independent learning, including across subjects/lessons – children may be working out of class using technologies, not necessarily linked to the lesson in hand. ▪ children motivated, on task and interested; ▪ pupils not dependent on the teacher; ▪ children using wiis. 	