Sir Edmund Hillary Academy

Inspiring Minds and Nurturing All

Teaching and Learning Policy

Key Elements and Principles of Teaching & Learning Across Our Academy – a practical guide

January 2024

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Introduction

Our Academy values are the foundation on which we aim to provide a learning environment in which all children are nurtured, inspired and challenged. Whilst Learning and Achieving is the key value in focus for this policy, indeed THE core activity of the Academy, all the other values play a supporting role in living out this value. App 2 explores the Values in a little more depth.

Our Academy **Values**

> *C*ourage; bravery to initiate and embrace challenge
>
> *L*earning and achieving
>
> *I*nclude everybody and inspire individuals
>
> *M*indful and reflective
>
> *B*uilding a strong, safe and loving community

This policy sets out the key features of what good quality teaching and learning looks like at Sir Edmund Hillary Primary Academy. Pupils will be provided with the best possible education, which will challenge them through high expectations and encourage them to be inspired individuals and lifelong learners. We believe every child does matter and that children can and will achieve, according to their individual abilities and unique talents.
To enable this, teachers need to engage in reflective enquiry about their own and other's practice and be motivated to provide excellence in everything they do. They need to acquire an informed repertoire or toolkit of possible learning opportunities that they can artfully implement with agility according to the learners they have before them and the concepts, skills or attitudes that need to be learned.

Aims of this document:

- To guide and support teachers and teaching assistants in ensuring the best possible standards of teaching and learning
- To promote consistency in the quality of teaching
- To ensure that all pupils have access to the same high quality of teaching and learning
- To ensure that all pupils make good or better progress

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Components of Effective Teaching & Learning

Our Teaching and Learning policy has three main components. The first is a sound, evidence based understanding from cognitive science of **Effective Learning Principles**. The second is making sure that teachers create classroom climates that give them **Space to Teach** and finally, to engage learners, we need to ensure there are **Compelling Contexts for Learning**.

At Sir Edmund Hillary Primary Academy, we believe that children learn best when:

- The teachers have good or outstanding subject knowledge and understand the needs of the particular class
- Assessment for Learning strategies and data are used effectively to ensure pupils make sustained progress (see Appendix 1 - Ideas for Assessment for Learning)
- They are taught effective learning behaviours as outlined in our Academy values (see Appendix 2 – Academy Values and Learning Behaviours)
- Their learning has an appropriate challenge
- Learning experiences are inspiring, motivating and engaging
- They are encouraged to form positive relationships with their teacher, peers and other members of the school community

- They have clear direction and are praised for all the good things that they do
- They are actively involved in their learning at an appropriate level to match their learning needs
- They are encouraged to become increasingly autonomous learners
- They are working in an environment which is safe, caring, supportive and stimulating
- Their learning is well structured and delivered: a range of strategies and resources are skilfully used to secure achievement for all

It is incumbent on all teachers to create, and senior leaders to help guide, a climate of effective learning in their classrooms. For further guidance, see Appendix 3 – Top Action Tips in Observation and Feedback and Appendix 4 - Ofsted Judgement about the quality of teaching and learning.

Effective Learning Principles

All learning is memory and teachers need to bear this in mind in all their actions – from designing lessons to how they interact with pupils.

All lessons across our Academy *should, flexibly, include the following key elements to ensure high quality teaching and learning. New teachers to our* Academy *will receive training to ensure they fully understand these elements and to enable them to embed them in their everyday practice.*

Planning 1 – a sequential framework

The Academy has several layers of planning to help ensure that the requirements of the Early Years and Foundation Stage & National Curriculum. Our *Curriculum Map* helps ensure a 'broad and balanced' curriculum. This is informed by the *Curriculum Statement* for each National Curriculum subject. To ensure the children are engaged in a structured and sequential curriculum from year to year and term to term, the Curriculum Statement specifies for each subject the Intent Implementation & Impact of the subject whether it is supported by appropriate Schemes and Sequences. For some areas we adopt, in full or in part, published schemes and in other areas we have generated our own from good practice. In the Implementation section of the Curriculum Statement there will be an indication of how the Academy's Values are to be worked into the curriculum and how certain Themes will be consistently explored to support the children from year to year to develop an understanding of themselves and the world they live in. The Curriculum Statements show how concepts within the subjects are structured and if appropriate draw distinctions between Substantive and Disciplinary Knowledge. The progression for each concept is then shown for expectations of what children should eb able to know or understand at different milestones or ages through the National Curriculum.

Our *Long Term Subject Planning* then shows how these concepts are organised across year groups and terms, showing what is intended to be taught at what point according to a logical/ schematic sequence in learning.

Teachers alongside Subjects Leaders, then generate *Medium Term Plans* which, if necessary, break down into smaller *component Substantive and Disciplinary knowledge* for the children to know on a lesson by lesson basis, according the Age Related Expectations within the Structured sequences.

A *Half Termly Overview* of learning is produced for parents and published to the Website.

Weekly Timetables are developed as the children progress through the half term showing the Learning Intentions for each lesson (see Below), and published to the Classroom Door

Class Files should be regularly updated by teachers and therefore need to be a 'live ' working file. They contain an overview of the class and identifies those who belong to respective Vulnerable Groups (SEND, EAL, Disadvantaged/PP) These are also a place to store Planning and Assessment so that any cover teacher can pick up the current state of play should they need to.

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Our Curriculum

A separate Curriculum Rationale sets out the reasons why we have made certain choices in our curriculum and how it reflects our ethos and aims for our academy as well as the context from which our children derive. In summary, to aid teachers organise the learning for their children our curriculum…

1. Is **Broad and Balanced.** We believe that the subjects of the National Curriculum are a means for all children to access and understand the world in a holistic way.

2. Is taught as **Discrete Subjects**. We have radically changed how we organise our curriculum as a response to some of the changes outlined above. We have moved from a topic based curriculum that blended some National Curriculum subject areas, to a Single Subject teaching approach where we can focus on the particular knowledge inherent for each subject area. With our carefully sequenced progressions we can identify what knowledge children joining the Academy may be missing and we can make learning sequential and as clear as possible for all learners.

3. Is **Aspirational for All**. Because we have a wide diversity of ability we ensure there are creative solutions for children with Additional and Special Educational Needs as well as providing Higher Attaining pupils with access to more challenging material.

4. Is **'Futures Orientated'**. We frame each curriculum area with an understanding of job opportunities that might arise if a child considers the curriculum area to be of interest or a strength.

5. Is **Vocabulary Rich** aiming at challenging all learners, because of the diversity of backgrounds, with and oral and expressive language skills.

6. Supports children's understanding of **Equalities:** We contextualise British Values with an understanding of the Protected Characteristics and some units of work actively explore issues of bias and prejudice.

7. We prioritise **Reading** through learning the phonic code to enable children to access all aspects of the curriculum as rapidly as possible.

To support our curriculum we have some lenses or themes through which we frame our learning: **Valuing Worksop, Sustainability, Being Courageous.**


Each National Curriculum Subject has a Learning Journey that reflects most of the above elements. The Learning Journey is to be used during every Learning Sequence to show the children how their learning is building through their course of study.

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Willingham's Simple Memory Model

The Learning Model proposed by Willingham reminds us that we must keep the stimulus within the environment low & focussed to enable pupils to attend to that which we want them to learn. Teachers must then keep items working through the remembering, forgetting, and learning loop to ensure changes are made to Long Term Memory.
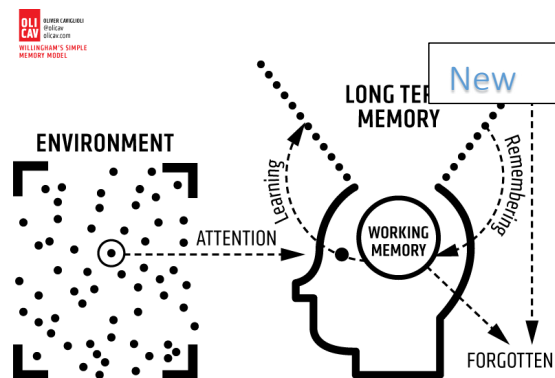
Evidence Based Teaching - Rosenshine Principles

A great summary of evidence-based teaching and learning principles were developed by Barak Rosenshine in *The Principles of Instruction (2010).* We use Tom Sherrington's summary of the 10 Principles into **4 themes**:

1>Reviewing and Retrieving Material: *(1-Daily Review,10-Weekly & Monthly Review)* Daily Review is important to resurface prior learning from the last lesson. Let's not be surprised that students don't remember everything. They won't- it's a powerful technique to building fluency& confidence and its especially important if we are about to introduce new learning to active relevant prior learning in working memory.

2>Questioning*: (3-Ask Questions, 6- Check for Student Understanding)* Ask more questions to more students in more depth. Ask process questions a lot- how they worked things out, how they know- not just what they know. (also see Bloom's Taxonomy in Questioning App 9) This is about getting feedback to check for misconceptions and gain high success rate (see 5/7)

3>Sequencing Concepts and Modelling: *(2- Present new material using small steps, 4-Provide Models, 8- Provide scaffolds for difficult tasks.)* Small steps- with practice at each stage- break down concepts and procedures into component knowledge that can be practised. Models are worked examples making processes evident. Scaffolds should be gradually withdrawn to ensure independence.

4>Stages of Practice: *(5-Guide Student Practice, 7-Obtain a High Success Rate, 9- Independent Practice)* These are very related to the stages of Direct Instruction – see below, and the EEF's Seven Step Metacognitive Model to Independence. Teacher's need to be close to pupil's initial attempts, building confidence and not making too many errors. 80% success rate in questioning & practice is optimal- with 95% being too easy and 70% too low. The obvious aim is for all students to be able to replicate tasks and retrieve knowledge independently and this needs to be extensive and repeated for knowledge to be learned.

Different Types of Knowledge

It is useful to have clarity of terms when it comes to teaching staff talking about the knowledge to be learned. Many different authors use varying shades and similar terminology, so this provides important clarity for our own context. The following is derived Aidan Severs' summary.

Declarative Conceptual Knowledge - knowing that
- **plain facts without any reference to any schema, pattern or inter-relationship.**
- *"consists of facts, rules and principles and the relationships between them. It can be described as 'knowing that'."* - OfSTED Computing review
- we can declare the things we know - we can say it aloud knowing it's true.
- can be either *substantive* or *disciplinary* in nature, **or neither of these**.

Substantive Conceptual Knowledge - established facts
- **Established that they are true because they have been substantiated by disciplinary thinking**
- "*the content that teachers teach as established fact*" - Christine Counsell, 'Taking curriculum seriously'
- knowledge of the products of a discipline

Disciplinary Knowledge – knowing how we know (a piece of substantive knowledge)
- "what pupils learn about how that [substantive] knowledge was established, its degree of certainty and how it continues to be revised'" - Christine Counsell, 'Taking curriculum seriously'
- not the same as skills

Procedural Knowledge -knowing how to
- 'skills'
- *"Procedural knowledge is knowledge of methods or processes that can be performed. It can be described as 'knowing how'."* - OfSTED Computing review
- often confused with disciplinary knowledge

Substantive Procedural Knowledge – knowing how to do something
- using know how to represent substantive knowledge
- the knowledge of how to carry out a set of actions in order to arrive at a known outcome, or using the knowledge of a procedure to represent something that the user knows about
- **techniques, processes or methods**

Disciplinary Procedural Knowledge – knowing how to produce substantive knowledge
- **knowing methods of enquiry and why they are appropriate within a discipline.**
- procedures developed by pioneers of the discipline, and replicated by children but with a novel outcome or product.

For simplicity, our documentation will refer to Substantive, Disciplinary (both referring to Conceptual knowledge) and Procedural Knowledge. We will also refer to Component Knowledge where knowledge is broken down to small steps and chunks that can easily be memorised or practiced.

Lesson Structure- Direct Instruction

The EEF and John Hattie consistently find that the lesson sequences involving Direct or Explicit Instruction create the greatest learning progress for children. Appendix 10 & 11 elaborate on these stages but there are obvious links with Rosenshine's and Sherrignton's work detailed above. The stages within such lessons are as follows:

1. Review previously learned material
2. State Objectives or Learning Intentions for Lesson
3. Guide Practice, assess performance and provide corrective feedback (I Do, We Do)
4. Independent Practice (You Do),
5. Asses performance, review Learning Intentions

Reviewing Previously Learned Material

The Learning Journey (Diagram pg 7) has a pathway up the mountain and should be used by teachers to indicate the steps of learning involved in a particular sequence of lessons. These Learning Journeys have been presented in accessible ways for different ages, but essentially work like "I went shopping…" lists that cumulatively review and grow across the learning in a sequence. The images and phrases used are a means of dual coding the knowledge and should also be reflected in the other resources the Academy creates such as Knowledge Organisers.

From each unit of work planned, the most significant components should be flagged for further review to ensure they become part of the learning loop to embed in Long Term Memory. (see Willingham's Model above and further section on Reviewing and Retrieving below)
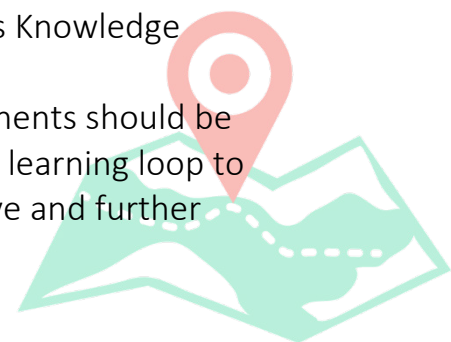
Learning Intentions

A learning intention describes what pupils should know, understand or be able to do by the end of a lesson or series of lessons. It makes explicit to pupils what the focus for learning is going to be, they should not be confused with the context or activity of the lesson.

- Learning Intentions are based on the component knowledge derived from the National Curriculum and/or an assessment of prior learning (rarely will a full National Curriculum Statement be concise or child friendly enough.) This provides a clear understanding of where each child needs to go next
- LI are clearly displayed and referred to throughout the lesson.
- Learning Intentions should be challenging but also realistic so that children can make accelerated progress relevant to their current abilities
- Learning Intentions can be differentiated so that the intended learning outcome is clear for all ability groups

Success Criteria & Steps to Success

These are about planning the Learning Journey with the children so that they know when they have reached the goal.

'… success criteria summarise the key steps or ingredients the student needs in order to fulfil the learning intention – the main things to do, include or focus on.'

- Shirley Clarke

- They should be brief and succinct

- *90% of what the brain remembers is derived from visual images.* Success criteria must be visible so children can look up and check during the lesson as it helps to keep learning focussed.

  We will make different types of Success Criteria clear to the children through the terminology used:

- Steps to Success- These are success criteria for Procedural Knowledge -skills, based objectives; they are usually chronological and step-by-step. Following them usually ensures success and often ensures quality.
- Success Criteria for application objectives usually where separate skills, concepts or knowledge have previously been taught and the various elements are being brought together as a whole. They tend to consist of all the things learnt so far and are usually in the form of a check- list or menu with no procedural order. Using them usually ensures the Learning Objective has been met.

- Success criteria are to remind children of those aspects of the task on which they must need to focus. They are not a simple fix-it list and they do not ensure quality – this must be done through modelling, feedback, questioning etc. during the lessons, or in previous lessons.
- Asking children to reflect back on the Success Criteria and Steps to Success during and at the end of the lesson gives the children ownership.
- Success Criteria promote links to working walls (displaying criteria or methods etc.), questioning, peer and self-assessment, marking and feedback.
- To encourage children to take responsibility for their learning, it is important to ask children for the success criteria just before the task. The learner then:
  - Keeps track of what they have done and what is left to do in the time given
  - Knows the expectations of the teacher

- Can start to self-evaluate against the criteria and ask for help where needed
- Can mark their own work or work with response partners
- Confidently work with others as all share the same success criteria

- Teachers find the benefits of having Success Criteria are that:
    - planning is focused more around Success Criteria than the activity which saves time and clarifies the lesson
    - planning for Success Criteria can involve discovering that the activity will not meet the learning objective in its present form, necessitating activity modification
    - oral feedback during the course of a lesson focuses naturally around the Success Criteria
    - marking is more focused around Success Criteria than superficial, limited features

Children's progress is accelerated when they are clear about Success Criteria, are able to judge the quality of their work and know how to improve it. Indeed, they are most effective when drawn up, collaboratively, with the pupils themselves.

Effective use of Questioning

It is adults who help pupils make sense of information. The frequency and nature of interactions between teacher and pupils is highly significant. We develop understanding by

- Using open-ended questions.
- Providing waiting time- (3-5 seconds), pupils need time to think through their answers before replying.
- Providing thinking time by giving an advance warning, such as '*In two minutes I am going to ask you…. '*
- Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups.
- Ensuring pupils fully understand the question.
- Do not encourage hands up to answer questions – use an approach that allows targeted questions that engage all children and encourage them to think, as well as keeping all children focussed on the learning

A useful exercise to tally up the type of questioning used with an observed session and the types of Active Learning strategy contexts used to explore questions can be found at **App 9 "**Question Styles by Bloom's Taxonomy -Critical Thinking Hierarchy "

Teachers should endeavour to move toward more higher order thinking to deepen the learning of children.

Layers of Support -Modelling, Scaffolding, Adaptations, Differentiation-

Modelling is one of the most important and fundamental skills a teacher should have and everyone should work towards excellence in this area. It is an activity full of 'brain-science' as it exploits 'mirror neurons' as a person imitates the behaviour of the person modelling as they make explicit the cognitive processes involved in a piece of learning or procedure and indicate the key items of steps that need to be learned to co-ordinate together.

A **scaffold** is a structure that has key prompts on it to reduce cognitive load in complex tasks. They are great to use in a modelling stage and gradually prompts within the scaffold should be withdrawn so that a child can have success independently.

In a staged removal of a scaffold, teachers are making **adaptions** to their teaching according to the way children perform at a task. **Adaptations** need to be swift responses to AFL and can be as simple as locating the relevant piece of text, drawing a diagram, changing the analogy. But they can also be more instructive like retaining or building more scaffold, providing extra examples or deploying peer support.

Differentiation is defined by the Training and Development Agency for Schools as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.' Differentiation in the classroom is all about understanding that we are dealing with a group of diverse individuals and adapting resources, expectations and our teaching prior to delivery to ensure that all pupils have access to learning. It should be an on-going and flexible process.

- Differentiation is one way we provide challenge for pupils of all abilities within lessons.
- Differentiation can be achieved through a variety of methods:
  - ➢ Task
  - ➢ Grouping
  - ➢ Resources- scaffolds, use of manipulatives
  - ➢ Pace
  - ➢ Outcome
  - ➢ Support –use of teacher or TA, intervention
  - ➢ Feedback
- We would like children to be involved with moving their own learning forward, therefore, when appropriate, children will choose their own level of challenge.
- Challenges come in three levels; bronze, silver and gold (silver would be the expected level and for children aspiring to be ARE). Children could remain on one or move between the challenges within one lesson.

- Where the task remains the same, differentiation can be through the expectations directed through the success criteria – they could still be labelled bronze, silver or gold.
- Expectation is that there will be differentiated tasks within **most** maths lessons, within the comprehension tasks in reading and within other curriculum areas where the tasks need to be made accessible to some and provide the required level of challenge to the more able.
- Feedback should be according to children's need- and should be especially present where differentiation is by Outcome.
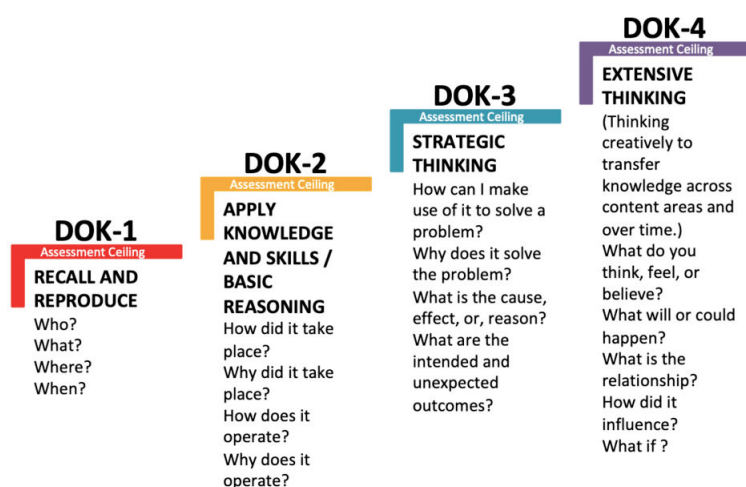
The Academy will continue to explore the understanding of differentiation as 'Layers Of Support' into the following years prior to the next full review of this policy.

Active Learning & Level of Challenge

- All pupils are actively engaged during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are not sitting passively.
- Opportunities for discussions with a Learning Partner are a regular features in all lessons. Pupils are trained to use habits of discussion and non-verbal cues when engaged in lessons, during class discussion and when working with a partner.
- Active teaching strategies, visual resources, artefacts, auditory input are all used creatively as a way to enhance learning. (see Appendix 5 - Ideas for Pupil-Led Learning)
- Children help and encourage each other

Level of Challenge- to help teachers design tasks that will promote a complexity in thinking and manipulating knowledge learned, Webb's Depth of Knowledge rubric is a useful framework to assess tasks by. This is especially when we are looking at mastery and extension of activity using the same units of knowledge. By using the framework, teachers can align instructional delivery, activities, to maximize student engagement and

Webb's Depth of Knowledge

DOK-1
Assessment Ceiling
RECALL AND REPRODUCE
Who?
What?
Where?
When?

DOK-2
Assessment Ceiling
APPLY KNOWLEDGE AND SKILLS / BASIC REASONING
How did it take place?
Why did it take place?
How does it operate?
Why does it operate?

DOK-3
Assessment Ceiling
STRATEGIC THINKING
How can I make use of it to solve a problem?
Why does it solve the problem?
What is the cause, effect, or, reason?
What are the intended and unexpected outcomes?

DOK-4
Assessment Ceiling
EXTENSIVE THINKING
(Thinking creatively to transfer knowledge across content areas and over time.)
What do you think, feel, or believe?
What will or could happen?
What is the relationship?
How did it influence?
What if ?

learning outcomes. Teachers can also use DOK to differentiate instruction and accommodations for students with different learning needs. It is similar to but slightly simpler than Bloom's Taxonomy which focuses on the cognitive task within a question or thought process. Webb's is more task orientated. Further elaboration & comparison with Bloom's and is provided at Appendix 10.

To implement Webb's DOK in classroom instruction, teachers can design activities and assessments that align with each level of complexity. For example, teachers can design **Level 1 tasks** that focus on simple recall of information such as asking students to identify key vocabulary words or concepts from a reading passage. Activities that challenge **Level 2** thinking might involve applying knowledge and skills to new situations such as asking students to use mathematical equations to solve real-world problems.

Level 3 tasks are more complex and often require students to analyse and synthesise information from multiple sources or use multiple strategies to complete a task. Teachers can design activities and assessments that challenge Level 3 thinking by asking students to compare and contrast arguments of two different authors on a controversial issue or to evaluate data from scientific experiments to draw conclusions.

Finally, **Level 4 tasks** involve extended thinking that goes beyond the classroom. Teachers can challenge students' critical thinking skills by providing authentic learning experiences such as working on a project that requires students to analyse and solve real-world problems. For example, students could evaluate the environmental impact of a new development in their community or design solutions for reducing traffic congestion in their city.

Assessing Performance, Feedback and Marking
Assessment

Assessment, for the teacher, is the cornerstone of all teaching and at its most simplest understanding is finding out what the children can do and what they know. However, it should not drive the ethos of the classroom. The reason children come to school is to learn, not be tested. Our teaching cycle covers ten weeks and test the children early in December, in February and then in May/June. We use the end of year data from the previous year to set targets for children to achieve ARE or make good progress from their starting point, to help us understand what each child will need to do over the year.

- Early in Autumn 1, in Y6 we run a full set of Sats and in Y1 a Phonics Screen, to facilitate a question level analysis to find gaps that will need teaching to.
- Each end of cycle is used for gap analysis- we do not test children for no point.

- Testing children should be done in a low stakes way to make sure they make the best of the opportunity. This means they should be prepared in a way that builds confidence not anxiety.
- We use our test data to manage interventions and groupings of children and therefore needs to be processed promptly to be accessible to colleagues and SLT. We use an online data processor as our pupil data store and tracker. The Academy is currently moving to using DCPro.
- Teachers prepare Class Action plans following analysis of their data to determine what their focus ins over the next ten weeks and how they can provide for children in class, grouped or on a personal level.
- End of cycle data and our the plans that arise from analysis by SLT is reported to Governors in a generalised manner to support their monitoring of the Academy's effectiveness.
- Children with particular needs may be assessed using different tools according to need and often on a more frequent basis.
- There is a substantial amount of learning time between the May June tests and the end of the academic year and this time should really focus heavily on intervention for those children not reaching ARE in preparation for the following year.
- Teachers keep copies of the latest Class and Year Group Assessments, Targets and Data summaries in their Class Files- Planning and Assessment Folder

Feedback

Assessment not only includes the way in which we test children to ascertain what they do and don't know or know how, it is also an ongoing and dynamic interaction often understood as Assessment for Learning (AFL) and Feedback.

AFL and Feedback has a positive effect on learner achievement. In John Hattie's seminal work on educational effectiveness, Visible Learning for Teachers (2011), Hattie ranked feedback strategies 10th out of 150 factors that bring about significant improvements in learner outcomes. This was particularly true if the strategies involved feedback about the learner's own work. Assessment for learning is embedded in everyday practice and is used to inform teaching and learning. Questioning individual children throughout a lesson, making them articulate their understanding and assessing their progress against the learning intentions, helps give feedback to the teacher about children's understanding.
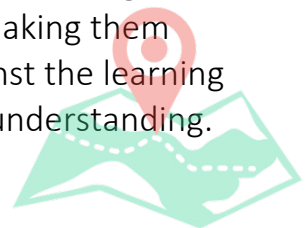
We know that the more immediate the feedback to the child the better, so we aim for continual review during lessons, stopping lessons at intervals to take one random child's learning and share good examples. Children look for the successes and where an improvement can be made, this is then modelled to help them make their own improvements in their work as they go along. Lessons are adapted and groupings are fluid as a result of effective AFL.

Feedback away from the point of teaching is also necessary and the following is the Academy Marking and Feedback policy.

Marking

We mark not only to communicate to children correction around errors and to praise success but also to record learning objectives and progress towards targets as a record to ourselves. Tasks should be structured to allow initial performance/practice of a skill, followed by constructive feedback (either oral/self/peer/marking etc), and then children should be given other opportunities to enact and improve their performance, using the feedback given. Tasks should not be overlong or distanced from feedback.

The aims of our marking are;
- For our marking to be *accurate, consistent* and *move learning on.*

- To inform planning on a short term basis, for individuals and groups.

- To determine "Guided Groups" wherein children are readily rearranged, in the short term, according to specific needs.

- To monitor the progress of individual children and thereby promote their progress by letting them know their targets for improvement, and how they can achieve them.

- To develop the child's self-confidence and awareness of how they can progress, allowing them to purposefully self/peer assess through discussion of their performance as regards success criteria or learning objectives.

- To create a visible record of feedback.

Marking/feedback should, where possible, be done with the children in the class, varying as to its curriculum focus and the audience (i.e. sometimes it will be necessary to feedback at individual, group or whole class level depending on the needs of the children.)

Good markers will provide comments to accompany their marking. These comments offer feedback to pupils that enables them to improve their work in the future. In order to do so the comments must identify any particular faults with the work and indicate how these faults can be overcome in the future……"

Agreed standards of achievement in Core Subjects -
Agreed standards of achievement by which assessment of achievement and future targets are made are based on the National Curriculum and interim framework documentation. The standards form the basis of consistent marking, Teacher assessment, grouping and target setting.

Not all feedback is written, some <u>of the most valuable feedback for the child will be immediate spoken comments or modelled activities/visual representations etc</u>. Verbal comments are indicated by a VF note being used. (this can be one word to indicate the content of the discussion)

The plenary session of lessons/group sessions serve as an ideal time for teacher and class to evaluate their performance in the light of the lessons objectives/group/personal performance and targets and should be timed into the structure of lessons. This entails bringing the children's focus back to the Learning Intention, or being more speculative and open about the 'other things' the children may have learned.

 There is also often the chance to capitalise on mini-plenaries within the lesson so as to re-focus or develop the children's grasp of the objective and how it can be achieved best.

Key Principles to Marking and Feedback.

- <u>Marking should have a focus,</u> related to the lesson's main learning intentions.
<u>This focus/objective, and the criteria for success should always be made clear to the children</u> at the start of the lesson, or at a point where it becomes appropriate. This can be done in a manner judged suitable by the teacher e.g. An initial activity which makes the need for the objective obvious and necessary/write the objective on the board, in the child's book, or use other means.

- <u>Marking should be handed back quickly whenever possible</u>, and general points discussed with the group, and if possible more specific points with the child.

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- <u>Marking should not be too heavy</u> (especially at the early stages of writing) since this can discourage children. Main areas of concern or ideas for improvement should be made evident.

- <u>Comments should be written in language appropriate to the child's age and ability</u>

- <u>It is sometimes profitable for children to assess and mark their own work</u> (at class, group or individual level, either by themselves or with a partner). The criteria for marking should be very clear here. <u>Peer and self-assessment can be recorded on the Kit Bags/ writing checklists or comments written in coloured pencil.</u>

- <u>Good work, effort and learning behaviours should be rewarded and linked with Marvellous Me rewards.</u>

- <u>Children need to be aware of the need for neatness and careful layout.</u>

- <u>There should be an indication of whether each piece of work was completed independently, with support, in a guided group or with a partner which will be indicated on the Kit Bag.</u>

Marking in children's books

- A comment on the effort made / a congratulatory comment and reward.

- Work will be marked in **ink** which contrasts with the child's working colour

- Children will work in black ink or pencil

- A dot or line will be used to indicate errors and VF when verbal feedback is given.

- In Foundation Subjects every piece of work will be seen and read, but not always assessed to highlight mistakes. Work will be ticked and misconceptions or incorrect work relating to key vocabulary or Learning Intention will be addressed.

- In maths books, all work is to be marked and any work that needs correcting should be indicated to the pupil. If a child has all their answers/calculations

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correct, they should then be set an extension/deepening learning task to show that learning is being challenged. This should be at least twice a week.

- Children should always be encouraged to show their working out, especially in areas such *as mathematics and science since this gives an insight into the child's understanding and* so allows the teacher to assess the child's performance and determine future teaching and learning.

- **Super short targets should be set regularly**; these will require children to do something immediately in response to the marking e.g. further practice at a calculation, handwriting practice, spelling or improvement of sentences. Children must respond to these the following day and these must be checked by the teacher.

- In English, writing work is marked during the writing of plot points or non-fiction shapes. The success criteria gives the expectation for each sentence produced. Children will self and peer review their work, underlining the element in a sentence to prove they have included the technique required in the success criteria. Teachers will check this for understanding and tick success criteria in the kitbag. Non-negotiable spelling words, age/stage appropriate common exception words and non-negotiable punctuation errors are identified. Spelling errors that have been identified and any vocabulary words children wish to collect can be transferred to their vocabulary book.
  - P- punctuation
  - G- grammar
  - Spelling errors- word underlined and written below the children's writing. Written comments where it will address a particular misconception or improve an element of writing.

- Spelling - Whilst children are emergent writers, spelling is not marked. Teachers need to keep their professional judgement over which errors it is appropriate to identify. Spelling errors are underlined to draw the pupil's attention. Options may then be taken as appropriate to the work and the pupil. Options can be that; the teacher provides the spelling, the pupil research the correct spelling using a dictionary, corrections are made, the word is entered into spelling logs.

- Punctuation - Once the pupil is writing in sentences marking will promote the correct use of punctuation.

- All work should show the learning intention, be *titled* and *dated* so as to allow work analysis and help the child reference how the task relates to the learning.

- Time for the child to review comments made, or edit and improve their work should be provided. Children in Y2 – Y6 edit and respond to feedback using a Purple Polishing Pen. (Y1 in summer term)

- Once children have responded to feedback (made corrections) teachers need to have a system to check in that they have had success. All feedback should be responded to and then checked for errors

Self Review

An essential part of the learning process is getting children to reflect on the learning process they have been through. Therefore, children need to capture their feeling of confidence in knowledge or understanding before and after a piece of learning. This can be as simple as taking a confidence level on a scale of 1 -5 after the Learning Intention has been shared. This can be shown on fingers and recorded on the Learning and Achieving Rucksack within the Kitbag. A second view can be taken at the end of a session when they review learning once independent practice is complete.
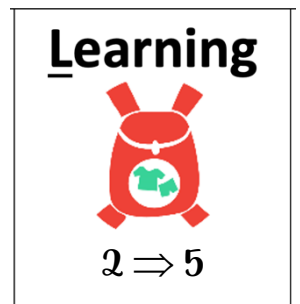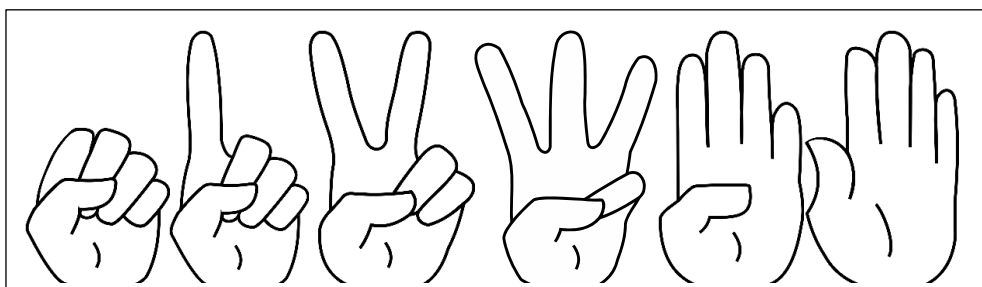
This extends all the way to more complex Self-Review such as the editing aspect of writing where they check their output against Success Criteria and seek to improve their work.
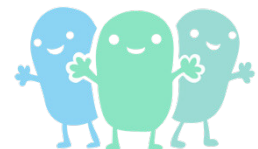
Peer Review – an essential part of feedback
- Austin's Butterfly- Google it

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Working Together

Be Kind

Be Helpful

Be Specific

Courage - Learning –Including- Mindful- Building
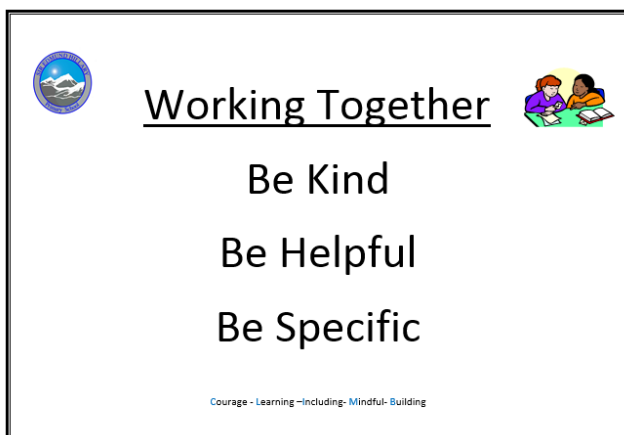
Peer Feedback is an essential part of building a collaborative classroom environment and needs careful building as a character skill as children need to be insightful and objective about he other's work *AND* sensitive to the person and their emotions as they receive the feedback. The Be Kind, Helpful, Specific rubric, elaborated upon further in App3 pg42, is to be used across the school.

Kitbags

Kitbags help to promote the Feedback loop to reflect on all the learning resources deployed in a lesson- from the Learning Intention to the level of interdependence. Teachers can provide pre-written kitbags, or have the children do their own recording of the Learning Intention and, when required, the purpose of the lesson. They can also show the level of support the child has received and the level of challenge that the child completed.

It is expected that the children complete these for most lessons as EVALUATION against Success Criteria is a very strong way to secure learning. Without evaluation we are moving on without purpose.

The kitbag also shows a visual representation of the Academy's values that link to learning skills; this is to prompt the children to think about using them in their learning. Give children the opportunity to mark a value on their Kitbag if they have had to deploy that in that lesson.

Standard Kitbag

LI -				🥇 B. S. G	P I G S
Our Values:	**Courage**	**Learning**	**Including**	**Mindful**	**Building**

For extended writing piece of writing, the Kitbag will include the success criteria (not too many that the children are overwhelmed) each of which will have been a focus for learning in the sequence leading up to this piece of writing. Each success criteria will be in a different colour; after the writing is completed,

children will use the success criteria to identify where it has been applied in their own work highlighting them in some way using a coloured pencil. This allows pupils to assess their own work and allows the teacher to perceive misconceptions and understanding.

For Extended Writes

LI -				🥇 B. S. G	P I G S
Our Values:	**Courage**	**Learning**	**Including**	**Mindful**	**Building**
Success Criteria					

Bronze, Silver, Gold

Drawing on the principles described in Learning Without Limits (Hart et al) the B.S.G is a means to opening the expectations of pupils and allow them to access work either within a cognitive confidence zone, or to challenge themselves within the zone above. The purpose is to create a culture of possibility within the classroom and to not reinforce limiting messages that setting by ability often give. Children (and teachers) need to be encouraged to exemplify the Courage Value as it is when our brain aches that we truly learn (Boaler/ Dweck) but it is our natural instinct to avoid that level of challenge. It is not appropriate to structure all learning opportunities in this way, but they should happen with enough frequency for the teacher to be able to engage the children in a dialogue around expectations.

P.I.G.S.

Paired, Independent, Group, Supported
The Kitbag gives teachers and children the chance to record as to where on the spectrum of Interdependence the learning opportunity has been, and how much adult input may have supported the task.

Weekly and Monthly Review
Spaced and Interleaved practice are concepts well described in David Diadau's Book- 'What if Everything You Know About Education Is Wrong' 2015. It discusses the research evidence that backs up the Rosenshine principles within Reviewing Material. Essentially- if you want children to recall items in a week's

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time they need to revisit them every other day. If you want them to recall them in a year's time they need to revise the material every 4 weeks.

Low stakes testing helps children to know what they can and can't remember, and the nature in which we do this should be surrounded with pleasure in achievement and not adversely affect self-esteem in learning. The process of learning necessarily entails not knowing and children should associate this as a positive process.

Content to be retained should initially be identified on long term planning and make its way through MTP's to Learning Journeys & Knowledge Organisers. How knowledge is presented will help children identify things they can and can't remember- numbered lists, mnemonics etc are good memory aides. Review of material is already built into the Learning Journey, and Vocabulary development is key to connecting words and concepts within disciplines.

Asking children to create as well as participate in Multichoice quizzing and Short Answer testing are also activities that can support this memorisation process.

Space to Teach

When learning is less effective, it tends to be because the teacher has not been able to maximise the levers that allow them to do their job effectively. The tools are often there but not applied consistently, or the natural stress of the job means that effective reflection has not been able to be applied to improve outcomes for learners. The Academy is seeking to create a supportive environment to enable teachers to maximise what they want to do with children- ie teach them.

An over-riding principle here is that too often, teachers, thinking that they have to be responsible for everything, do not exploit sufficiently the power of the peer. The following support the key learning levers of Meta-cognition and Reciprocity/Peer Tutoring (Education Endowment Foundation) that can sometimes seem so allusive.

The following are items that we are consistent with as a Academy from class to class, year group to year group. Teachers will need to consistently apply them, and regularly revisit!

Learning Environment

In all aspects of Academy life, we promote excellence in learning through our values and attitude to learning. Our Academy Values illustrate all of the positive learning behaviours we expect from all children, to ensure they are engaged, challenged and reaching their potential. Appendix 2 provides the materials supporting our Values across the Academy and teachers are expected to deploy and raise awareness of the Learning Behaviours that support them in both a regulated manner and occasional manner when the needs arise within a class.

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Our values and learning behaviours are displayed in every classroom for children to access. The behaviours are promoted through assemblies, as well as through planned activities in the classroom.

Our Values:	Courage	Learning	Including	Mindful	Building
Behaviour	*Courage to initiate and embrace challenge* — Resilient and creative thinkers	*Learning and achieving* — Resourceful & independent enquirers	*Including everyone and everything* — Reciprocity and team workers	*Mindful and reflective* — Reflective learners	*Building a safe and loving community* — Reciprocity and self-managers

Calm Supportive Classrooms & Transitions

From the playground to the classroom, from a child's point of view, transitions are the places that build anxiety and inhibit learning. Teacher's communication of their supportive relationship with each child and how the group need to relate to each other. App3 gives suggestions for developing transitions, and teachers trial and improve many different strategies. September is always a focus for developing these into a desired speed and efficiency and they often need reinforcing through the year.

Be Consistent – drive for (and celebrate) excellence

Self help Routine - Three /Four Before me

"Three Before Me", is a means of establishing the expectation that all children can function independently within the classroom that the teacher has provided. It is a means of developing children's 'Resilience' muscle. It pushes the responsibility of locating an answer to commonly asked questions back to the child and therefore allowing the teacher to maintain focus on delivery.

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Children's ability to solve problems independently and collaboratively is a crucial component to the personalized classroom where teachers have 'space to teach'. *3 Before Me* (KS1) *4 Before Me* (KS2) is a strategy used to develop these skills by requiring children to do three things (including asking themselves) for support when they find themselves 'stuck'. Instead of solely relying on the teacher for answers, children are empowered to push through challenges on their own to build confidence, resilience, and in turn autonomy.

In our Academy we use the phrase '3 Before Me' with the supporting words:

Brain -thinking about the problem again for themselves

Board -look at the lesson resources developed through the lesson, the success criteria, table top flips.

Book –(4 before) using resources like the dictionary, thesaurus,

Buddies – asking learning partner or others

Me

This approach should be used throughout the Academy and consistently within each classroom; however, teachers would not have a student do this if they are unsure of an academic concept or if they are legitimately questioning something. This is simply a reminder for my students to not always rely on a teacher and to not only ask others, but to also try to problem-solve the first time.
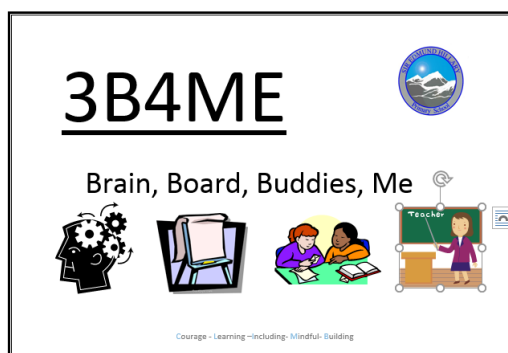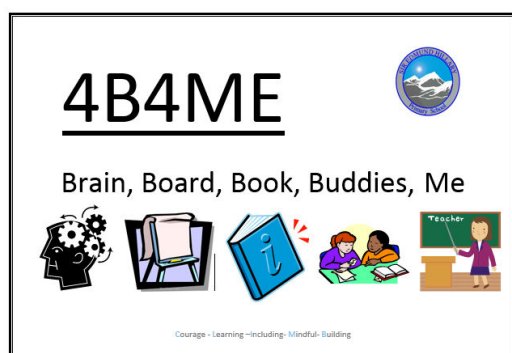
Collaborative, Co-operative, Interdependent

From the outset, teachers should model &train children's body language- when making pairs or forming groups they should START WITH A SMILE, and establish the task. Dylan Wiliam makes it clear that there is no point working in this way unless all are accountable to the outcome.

A collaborative learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This can give teachers time to teach!

All children should have the opportunity to work with any and everyone else in the classroom at some point through a term. A particular strategy we are currently working on might be described as **Kagan Grouping** as it is heavily influenced by Spencer Kagan's work:

This approach puts children to work in mixed ability pairs teams or groups. Ideally tables will be organised into 4's with each group having 1 HA, 1 Higher MA, 1 lower MA and 1 LA. The children in the group are then given a number 1 to 4 respectively and the placed into pairs (1 and 2 together and then 2 and 4 together). This means that the academic difference between the two children is not too great. These groups should be changed about every 3 weeks.

One possible method of creating groups could be: sort the children's names into 4 piles- HA, HMA,LMA,LA. Choose 1 from each pile, this is team 1. Repeat for all table teams.

Collaborative approaches are used throughout the Academy, regularly, across all curriculum subjects. The most effective way to create quality co-operative experiences is to **regularly use feedback to enable the children to evaluate the quality of their interpersonal skills**. *Co-operation in The Classroom – Global Co-operation for a Better World* provides structures for teachers to work through the practice of co-operative procedures with their children, from different ways to create groups through to structuring quality feedback. Pgs 7,8 & 9 should be invaluable.

This approach is supported by developing **Habits of Discussion** with the children, by providing progressive 'talk phrases' that scaffold discussion and rules for collaborative work. The same rules can also support peer review and peer marking.

Developing Quality Talk- Dialogue for Learning- Habits of Discussion

This is an important strategy for both co-operative learning and meta-cognitive (thinking and learning about learning) development. It helps children to structure their discussion, facilitate other people's thinking and helps them to reflect on their own contribution.

Everyone's voice is important. We think in impressions and emotions and keywords. Yet we should expect children to speak in complete sentences. We often don't know what we think until we try to express it, and string those ideas together into something that makes sense. Children who are not given space to articulate their mind's working will have less opportunity to fully know what

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they are thinking, for their teacher or peers to intervene, question, validate or be in awe. Classroom culture is paramount.

We use The **Habits of Discussion** as an instrument for this. Each aspect of discussion has a non-verbal hand gesture. These can be used to orientate a speaker in what they say without having to interrupt their flow, thereby maximising the amount of talk and thinking a child can do. They help teachers regulate discussion and maximise the thinking quality and cognitive load that the children are applying. Most importantly- it helps create the language for them to do this to each other. Peer power.

Appendix 6 -shows the Habits of Discussion- they are currently being developed to provide a stronger progression in the sentence stems for the older children to match our higher expectations of their use of language.

The Learning Pit- Understanding Learning

The key to raising attainment is acting within a child's zone of proximal development (Vygotsky) or within liminality (Didau). The problem with this is that it's a difficult state of mind to maintain- it hurts- the brain is creating neural pathways of new learning (Boaler). Guy Claxton in his Learning Powers work, has developed the concept of the Learning Pit where children develop the meta-cognitive skill of recognising when it has become difficult, but applying Dweck's Growth mindset, think about strategies to get themselves out of the helplessness and anxiety that they may be feeling to achieve the challenging outcome expected of them. One of the ways Higher Attaining children can sometimes become unstuck is that they never experience a level of challenge, and when they do, they have not the skills of resilience that are needed to be a learner of quality. Teachers need to visit and revisit this concept with the children as and when appropriate.

Scaffolds/ Props and Walls for Learning

Teachers should rotate resources on working walls according to the needs of the children or the particular Rinse and Repeat Transition they may be working through. Beware wall paper.

Compelling Contexts for Learning

The Academy is in a process of developing its understanding and practice of Creativity in the Curriculum and this section seeks to summarise some of the learning and development, expressed through some significant points of training the Academy has undergone. This includes use of Cornerstones Sequencing (Engage/ Develop/ Innovate/Express) Power of Reading resources, collaborative STEM projects, training from Jonathan Lear (Authentic Audience from the Monkey Poof Box) , Uncharted Territories by Roberts and Kidd, and the Narrative Immersion Approach from Rebecca Bell (Drama and Enquiry Led Learning, Mantle of the Expert)

There is much pressure to see learning as being a retrieval process using a computer memory or filing system metaphor. Science is proving these to be an inadequate and limited understanding of the way our brains work and the way we build skills and apprehend knowledge requires social and emotional, physical and schematic and cognitive procedures to engage with making content memorable, relevant and purposeful.

Enquiry approaches mean the children develop the skill in asking questions that further define the information and know-how they need. Knowledge is more readily retained as it has been acquired through experience and relates to something made real to the child through a context or problem they are invested in.

The definition of Creativity in Education that we are working with is from Mathilda Joubert *"The application of independent original thinking'*. It can occur within any and every curriculum area and is not the preserve of the creative arts. *'All our Futures: Creativity, culture and education',* the National Advisory Committee's report (DfEE, 1999). Stated that we are all, or can be, creative to a lesser or greater degree if we are given the opportunity.

The definition of creativity in the report (page 29) is broken down into four characteristics:
1. thinking or behaving **imaginatively**
2. this imaginative activity is **purposeful**: that is, it is directed to achieving an objective
3. these processes must generate something **original**
4. the outcome must be of **value** in relation to the objective.

Narrative Immersions, dropping the children in to Imaginary Contexts, can help link areas of learning, subjects and attitudes that can develop Enquiry, Challenge and Problem Solving.

Planning 2- Planning for Creativity Within Compelling Contexts and with Values at the heart.
Jonathan Lear Values led

Rebecca Bell from her Inset Narrative Immersion Approach to Enquiry Led Creative Learning identifies the following 5 'C's in a Dramatic Enquiry:

1. DEFINING THE **CONTEXT –**
   – Defining the ROLES
   – Defining the SPACE
   – Defining the SITUATION
2. INTRODUCING THE **CHALLENGE THAT PROMPTS ENQUIRY LEAD / CREATIVE LEARNING** -
   – Introducing a problem/dilemma that needs to be overcome.
   – This challenge needs to inspire a desire to enquire: investigate, research and collaborate to problem solve
3. INTRODUCING **COMPLICATIONS** and / or **CLUES**
   – Introducing constraints (physical, social, time, resources) to increase the challenge
   – Introduce new challenges – further problems and obstacles to overcome
   – Offer clues to support progress in the enquiry of the children need support to aid their progress
4. **CONCLUDE** THE NARRATIVE –
   – resolve the dilemma
   – Reflect on the learning
   – Develop new thinking and curiosities that may lead to the next Dramatic Enquiry!

Teacher's Toolkit for Drama and Enquiry Led
To facilitate the teacher in delivering the above approach, the further tools a teacher needs in their toolkit are summarised in Appendix 8- Drama and Enquiry Led Learning Strategies. There is more details on each of these within each Teacher's

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Appendix 1 - Ideas for Assessment for Learning

- Pupils are given the learning intention and work out the success criteria for themselves-gives teachers the opportunity to see where the gaps are

- At the end of an activity, lesson or unit, ask pupils to write down any points that are not clear to them. The teacher or TA can then work with groups of children who have the same learning needs to close learning gaps.

- After a whole class introduction, use questioning to tease out whether pupils understand. Ask pupils who still have queries to stay on the carpet for further explanation, whilst those who are confident can begin the task. As the class becomes confident with evaluating their own understanding, allow pupils to make their own decision to leave the carpet as soon as they are clear on the learning.

- Pair/Share-Pupils share with their partner:

  > 3 things they have learned
  > 1 thing they found easy
  > 1 thing they found hard
  > 1 thing they would like to learn in the future

- At the beginning of a topic learners, or teacher in Early Years, create a grid with three columns:

  > What they know
  > What they want to know
  > What they have learned

  Fill in the first two columns individually or in groups and then return to the third at the end of the topic.

- Use of mini-white boards-pupils write down their answers and show to their peers or teacher.

- Questioning helps teachers to identify correct misunderstandings and address gaps in knowledge. It gives teachers information about what learners understand and can do.

  Closed questions - ask learners to recall

  Open questions - encourage the use of thinking skills, communication and the elicitation of more information:

  Why is X important?
  What if?
  What makes you say that?
  How would you?
  Can you explain?
  Use the word might to encourage pupils to think and explore possible answers. I.e "Why might that happen," rather than "Why will that happen?"

Appendix 2 – <u>Core Values</u>

Vision Statement

Inspiring Minds and Nurturing All

These values inspire us all, adults and children alike, and nurture us in both our personal growth and our development as an institution. If Inspiring Minds and Nurturing All is our mountain, then our values are what binds us together as we climb and hold us fast to the mountain.

Courage to Initiate and Embrace Challenge

Inspired by the life of Sir Edmund Hillary, this value leads us to challenge ourselves as individuals. If we never experience the need for having courage then we have not put ourselves into situations where we are challenging ourselves. Why own an Ice Pick if we never have to climb a wall of ice? Our learning is diminished if we do not put ourselves in challenging situations. Our lives are enriched when we resolve to try, even when we know it will be hard and we are uncertain of the potential outcome, and not necessarily have success. The success is in the giving it a go.

Learning and Achieving

The core activity of the Academy is to progress in our learning, and to do so in the most effective ways. We know this requires practice and dedication; sheer hard work. It requires us to apply ourselves in taking on new knowledge, and then to show that we understand this knowledge by applying and using it. We value all learning, but the very best learning is when an individual finds their own intrinsic motivation, because it is enjoyable and interesting in its own right, and not for extrinsic rewards or validation. We will end up with a kit bag of resources; things we know and things we can do.

Including Everyone and Inspiring Individuals

We create our community by ensuring every member is valued for who they are and what they can become. We treat people with respect and show good manners to make sure that everyone knows that they are welcome and considered equal within our team. Sometimes we need to adapt what we do to make sure that we function well as a community of learners and sometimes we need to identify when someone's voice is not so strong and therefore advocate for them. We do this best when we think how we can inspire each individual to reach their own mountain top.

Mindful and Reflective

We want our Academy to reflect a holistic understanding of what it is to be a person and engaging with the full capacity of our minds as a place to be allows us

to also engage with significant qualities such as humility and patience. When we are mindful we are helping to plan the route ahead, enjoy the scenery as it passes and reflect on where we have been, so a map is useful at every stage of our journey. We are able to follow instructions for good reason and purpose. We know that to evaluate and reflect is a crucial to securing progress in any part of any learning journey.
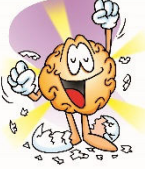
Building a Safe and Loving Community

When we care for everyone we meet and everything around us we are ensuring strong bonds between our selves and our environment. We want our Academy to reflect a big family so we will work across year groups and generations and build quality relationships to keep each other safe. We will learn about ourselves and how we can manage our emotions, our resources and our time, but we understand that we must help others to do this too. That's what being a family is about; nurturing, and sometimes challenging each other, without letting go.
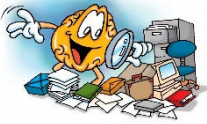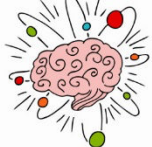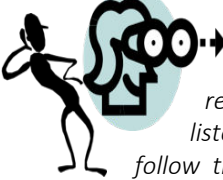
Learning Behaviours
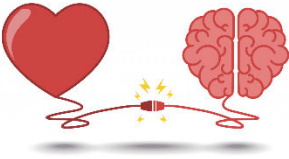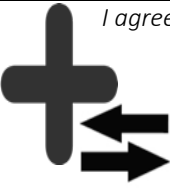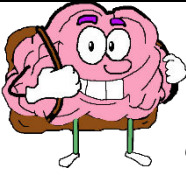
To make sense of the Values in practical ways in the Learning Environment the children need to be shown how they are supported by specific skills they use to achieve the most powerful learning behaviours. The exemplify being 'good' learners'. We use Habit of Discussion to also support these learning behaviours and of course our Academy Rules. Being 'Meta-cognitive' about this is to allow the children to Observe and Evaluate how they and other people use the skill, deploy the attitude, include the Habit, keep the Rule. The icons help the children access the word so should be used on a rotational basis according to what the class needs at anyone time.
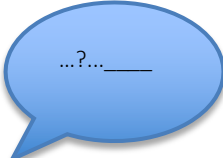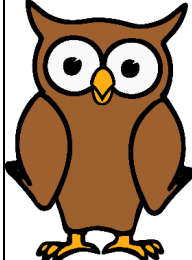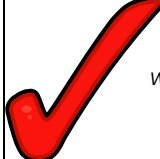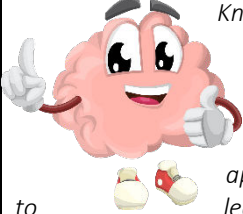
The Learning Behaviours- Skills and Attitudes are taken from Guy Claxton's Learning Powers. Shirley Clarke's Learning Skills are also relevant but do not match across entirely and therefore elements appear under more than one value.
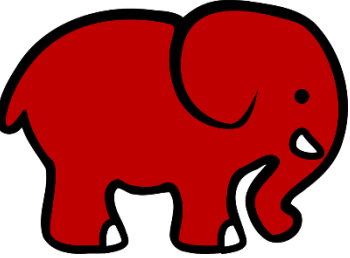
Values	Skill/ Attitude/ Habit/ Rule	Comment	Skill/ Attitude/ Habit/ Rule	Comment

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Courage *to initiate and embrace challenge* **Nepalese Animal-** Mountain Goat	Managing distractions,	*Recognising and reducing distractions; knowing when to walk away and refresh yourself. Creating your own best environment for learning.*	*Challenge yourself*	*Recognising that personal motivation can be seen as challenge, identifying a target to improve towards; Muscles don't get stronger without them being pushed to their limit- neither does our brain.*
Claxtons' Learning Power *Resilience*	Perseverance,	*Keeping going in the face of difficulties, channelling the energy of frustration productively. Knowing what a slow and uncertain process learning often is.*	*Free to fail*	*Overcoming fears of self and peer perception; identifying &reducing inhibiting factors; creating a climate that acknowledges learning and failure are necessary partners.*
Clarke's Learning Skills Creative Thinkers Use Imagination, Lateral Thinking	Absorption,	*Being able to lose yourself in what you are doing; rapt and attentive, in a state of 'flow'.*	*Speak Audibly (HOD)*	*Everyone has a voice and a right to be heard.*
	Noticing	*Perceiving subtle nuances, patterns and details in experience; using all the senses, and applying reasoning about what is perceived.*	*(No Associated Academy Rule)*	
Learning *and achieving*	Questioning,	*Asking questions of yourself and others. Being curious and playful with ideas- delving beneath the surface of things.*	*Collecting*	*Getting to know everything about lots of things, building up a fuller picture, a quest for knowledge, an interest in a wide range of what the world has to offer.*

Nepalese Animal– Hillary Bear *Claxtons' Learning Power* *Resourcefulness* *Clarke's Learning Skills* Independent Enquirers Form Opinions, Make choices, Enquire, Problem solve, Apply Knowledge, Question	Making links,	*Seeing* *connections between events and experiences. Building patterns- weaving a web of understanding.*	Build Upon Others' Answers (HOD)	*Because of listening to others, responses build the discussion and add new elements to it. Comments are not in isolation.*
	Imagining,	*Using your imagination and intuition to put yourself through new experiences or to explore new possibilities. Wondering 'what if…?'*	State Your Thinking (HOD)	*Cite your evidence. Prove it. Think out loud. Retell. Speculate.*
	Reasoning,	*Logical and rational skills to work things out methodically and rigorously; constructing good arguments ad spotting the flaws on others.*	Ask and Clarify(HOD)	*Clarify for your own mind and for others. It's ok to not understand. Whistleblow.*
	Capitalising	*Drawing on the full range of resources from the wider world- other people, books, the Internet, past experiences, future opportunities.*	(No Associated Academy Rule)	
*I*ncluding *everyone and inspiring individuals*	Collaboration,	*Knowing how to manage yourself in the give and take of a collaborative venture, respecting and recognising other viewpoints; adding to and drawing from the strength of teams.*	Listen & Talk in Turn (HOD)	*Track the speaker, be respectful, listen and follow the direction of the discussion.* *Hands down when someone is speaking. Do not interrupt.*

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Nepalese Animal- Tiger *Claxtons' Learning Power* *Reciprocity* *Clarke's Learning Skills* Team Workers Collaborative, value &Support others, communicate, Listen	Equalities	 *Valuing others irrespective of difference. Determination to find and consider positively both similarities and differences. Purposefully including. Meeting different needs, including the need to be inspired and empowered.* *Treating EVERYONE as equally important.*	Interact Peer to Peer (HOD)	 *Not just the teacher-the thinking of everyone in the room is important. Be focussed on the people in your group, not the teacher.*
	Empathy & Listening,	 *Contributing to others' experiences by listening to them to understand what they are saying, & putting yourself in their shoes. Creating a climate of equal treatment.*	Academy Rule: Show Good Manners & Respect at All Times	*Everyone deserves respect and using our manners is one way that we show this.*
	Evaluate Others' Responses (HOD)	*I agree/ disagree because… It's OK to disagree but it's not polite if you don't say why.*		
*M*indful *and reflective*	Planning,	*Thinking about where you are going, the action you are going to take, the time and resources you will need and the obstacles you may encounter.*	Choosing	*Deliberately taking a course of action for considered reasons.* *Initiating a process because it will be beneficial. Taking guidance and acting on it- making informed decisions.*

Nepalese Animal- Owl *Claxtons' Learning Power* Reflective *Clarke's Learning Skills* Reflective Learners Reflect, Revise	Revising,	*Being flexible, changing your plans in the light of different circumstances, monitoring and reviewing how things are going and seeing new opportunities.*	*Elaborate (HOD)*	*Tell me More/ Stretch It Out, Build your answer higher. Make it more complete.*
	Distilling,	*Drawing out the lesson from experience, reflecting on the learning and being your own coach.*	*Speak in Complete Sentences (HOD)*	*Don't give one word answers; repeat the question in the answer. No incomplete sentences* …?…____
	Meta-Learning	*Knowing yourself as a learner- how you learn best; how to talk about the learning process.*	***Academy Rule:*** *Follow Instructions With Thought & Care*	
Building *A Safe & Loving Community* **Nepalese Animal –** Elephant	Imitation,	*Constructively adopting methods, habits or values from other people whom you observe.*	*Praise Your Peers (HOD)*	*Be specific- say what for/ what was good.*
	Interdependence	*Knowing when it's appropriate to learn on your own or with others, and being able to stand your ground in a debate.*	*Prompt your Peers (HOD)*	*What might the teacher say? Encourage others to act on an idea that's worth exploring.*

Claxtons' Learning Power *No link* *Clarke's Learning Skills* Motivation, manage my feelings, Understand others,	Lead	 *Seeing what needs to be done and being pro-active in making things happen.* *Keeping a group focussed on the core question/task, identify and redirect if straying.*	*Academy Rule:* *Care for Every One & Every Thing*	
	Hint, Don't Tell (HOD)	*Help other people do the thinking work-* *especially if you think you already know- What might they need to be able to answer?Can you make a connection for them to another text, life experience, piece of knowledge.*		

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Appendix 3 – Top Action Tips in Observation and Feedback

A) Behaviour Management & Engagement

1. Develop Routines and Procedures especially around transitions
o Write out the routine and procedure that needs improvement to the smallest detail of what is said and what is done. **Rehearse this** with a colleague in the classroom without the pupils.
o Introduce the procedure to the pupils in short sequential steps
o *Rinse & Repeat* **:** Practice the routine to perfection: have pupils do it again if it is not done correctly until it is done as efficiently as possible to maximise learning time**.**
Eg: 3B4Me, Signalling silence, attention, noise level, carpet to chairs, in from break, walk through school, handing out books, prepping for next lesson, tidying up,

2. Narrate the Positive
o "I like how Jason has got straight to work on his writing."
o "This table is ready to go: their pencils are down and their eyes are on me."
o Narrate the positive whilst looking at the children who are not complying.

3. Challenge and Build Momentum
o "The last class were able to move off the carpet and set to work in 45 seconds. I bet you can do even better."
o "Now I know you're only Y3, but I have a Y4 problem that I bet you could master. Get ready to prove how smart you are."

4. Increase your Teacher Radar and Implement Least Invasive Immediate Intervention
o Deliberately scan the room for compliance - let them know you are looking- create standing hotspots that they know is the place in which you are doing this.
o Circulate with purpose- move around the perimeter
o Give Instruction, Narrate the positive, Redirect one pupil slow to comply.
o SUMO – Shut Up and Move On
o Least to most invasive:
  1. Use proximity
  2. Use a non-verbal
  3. Maintain eye contact
  4. Say student's name quickly
  5. Give a small consequence
  6. Assert Academy rule
o Anticipate off-task behaviours and pre-rehearse your response

5. Establish Authority
o Wide Eyes and Big Smile- be the most engaging thing in the room- build positive atmosphere- especially use with "2"- let the children know you love them as learners.
o Stand Still- when giving instructions use a hotspot, stop moving, strike a formal pose.
o Use Economic Language- crisp instructions with as few a words as possible
o Do Not Engage- Keep repeating your core instruction – ignore students complaints, give *the why* once pupils engaged/focussed/moved on.

- o Employ Quiet Power – lower your voice and change your tone to communicate urgency
- o Do Not Talk Over – Use a Reset like Clap a Rhythm, or hands up & on lips, to get attention before continuing to speak.
- o RIP & PIP- Reprimand in Private, Praise in Public
- o Engaging Activity / Avoid passivity/ Pace- you're in charge of learning

B) Intellectual Engagement & Rigour

1. Establish the Right Objective
- o Data driven- effective assessments
- o Curriculum Plan & Age-Related Expectation Driven
- o Accomplishable in one lesson
- o Coat hangers for children's learning – make it relevant

2. Check for understanding
- o Publicly monitor pupils work to give instant feedback to the objective
- o Poll the Room to see spread of confidence
- o Cold Call, ensure all children are asked to contribute at some point
- o Set up plenary and mini plenaries prior to moving on from I Do to You Do, or We Do
- o Use an Exit Ticket- briefly mini assess the pupils to check the depth of mastery of a concept at end of session

3. Increase the Thinking Ratio
- o Reflect on why a child answered incorrectly
- o Script out structured/closed questioning that builds understanding to get to the right answer.
- o Reduce teacher talk by using peers, non verbals, and other Habits of Discussion
- o Provide thinking time after posing challenging questions
- o Talk partners- maybe call them learning or thinking partners
- o Insist on reasons and evidence
- o Speak in full sentences- quoting the question back in the answer and then giving a *because*.

4. Encourage Effective Independent Practice
- o Model I do, You do, We do stages
- o Ensure enough time is given to independent practice and that the activity supports the objective- (Given that the objective is right)
- o Support struggling students- (pre-identify who and how) whilst continuing to scan the room for compliance. (this is more of Behaviour & Engagement Strategy than a raising thinking)
- o Align independent activity to rigour of forthcoming assessment.
- o Set a timer

5. Maintain Rigour
- o No Opt Out & Challenge Low Rigour Responses- Maintain 100% of pupils 100% of the time
  1. Provide answer, Pupil repeats, All repeat in a simple I Do/We Do
  2. Structure a series of Closed Questions to assess and build understanding.
  3. Peer Support to Up rigour, then revisit child to check concept
  4. Peer Support – Hint, Don't Tell
- o "I don't want the answer, I want the thinking behind the answer"
- o Use and Expect Technical Vocabulary

(Based on Lemov -Teach Like A Champion)

C) Teacher's Toolkit- Diversity of Learning Experiences

1. **Direct Teaching**
   o Learning Intention/ Objective Shared- Also relating to a bigger picture
       o Knowledge *Know about/how/ why/ what*
       o Skill *Be able to (verb)…*
       o Understand - *Understand how/the causes of/what happens / why/*
   o Success Criteria
       o Do the pupils know what the standards are they will have to account for – WAGOLL/WILFs
   o Engagement & Commitment – A good "hook", emotional investment
   o Clear direction- Input/ Modelling/Checking for Understanding
   o Guided Practice- efficient use of; checking for understanding feedback/ mini plenaries/ small group instruction
   o Closure – effective reflection on what has been learned/ reinforce main points/ refer back to big picture/ clarify/eliminate confusion
   o Independent Practice – reinforcement practice in different context- Application (for example – if the lesson was about inference from reading a passage about dinosaurs then Independent practice should be about inference from reading about whales) Considered to be most crucial step

2. **Modelling**
   o Single Learning Objective – keep referring back to it to drive the modelling
   o Narrate your thinking when modelling
   o Reject ideas as well as accept- Give reasons for rejecting
   o Demonstrate mistakes and facility to edit
   o Include children in decision making to keep it active- switch dynamically between 'modelled' for pace and 'shared' for engagement.
   o Be Fluid and Flexible- allow the children to drive and have ownership
   o Whiteboards to enable universal engagement/ contribution.
   o Collect Vocabulary

3. **Feedback- both written and oral feedback Be Specific, Be Kind, Be Helpful**
   a) Be clear – is the feedback clear, concise, comprehensible?
   b) Be Purposeful – moves learning forward- There are only 3 reasons for feedback- is it to i) Provide Clarity around a task or learning intention, Be Specific; ii) Increase Effort-motivational, Be Kind ; iii) Increase Aspiration – provide thinking or learning challenge/ reinforcement Be Helpful - "No Challenge means no mistakes and no mistakes means that feedback is unlikely to be useful." (Didau 2015)
   c) Use Feedback to model and show good practice with a Response Needed (bi)
   d) *Response Needed (Edited within- Purple Polishing /Additional task- Super Short Targets SST's) -The children should be given time to respond visibly*
   e) Engage with the individual positively – 'I like it when you …' (bii)
   f) Timely – judge the speed of turnaround- it can be too soon but is often too late.
   g) Ensure that the feedback is not too overwhelming (biii)
   h) Non-negotiables should be addressed, but **differentiated** comments related to the learning intention or personal targets (bi&iii)
   i) "Well done, you have secured X, have a go at this/these…" (b iii)

4. **Building Knowledge & Memory –** All Learning is Memory
    o   My Turn , Your Turn, Your Turn
    o   Look, Say, Play (visualise), Cover, Write, Check
    o   Recall testing- three to eight new items (depending on age) Retrieval Practice- Self-Quiz.
    o   Connect with the Bigger Picture- link new information to things already known (eg: Tricky times tables to Square Numbers) create organisational scheme/ Framework-logical or bizarre (Spelling: What do you find in a LIBRARY?)
    o   Self- Create- children must be allowed to make their own decisions and effort to build memories- Don't Over Provide. Create own notes, outlines, sequences, guides, charts, diagrams, (these are Meta-cognitive strategies),
    o   Self-create - Multiple choice quizzes with pronounced distractors
    o   Dual Coding- create Visual and verbal memory for the same information. Actions can also help.
    o   Chunking – schema that are easy to apprehend
    o   Distributed study- little and often is better than long blocks- giving time to forget.

5. **Active vs Passive Learning**
    o   Timing children 'off taskness'

6. Group Work
    a. Body Language- "Start with a Smile"
    b. Establish the task
    c. Develop roles- (D&T Team Manager, Resource Gatherer x2, Communication Officer)
    d. Make sure everyone contributes

Subject Specifics

Appendix 4 -Ofsted Quality of Teaching & Learning. (Pre 2019)

	Judgements about the quality of Teaching, Learning and Assessment
Outstanding (1)	■ Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected. ■ Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced. ■ Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up. ■ Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support. ■ Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words. ■ Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning. ■ Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities. ■ Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.
Good (2)	■ Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils. ■ In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning. ■ Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths. ■ Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words. ■ Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress. ■ Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities. ■ Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills. ■ Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

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Requires Improvement (3)	■ Teaching, learning and assessment are not yet good.
Inadequate (4)	**Teaching, learning and assessment are likely to be inadequate if one or more of the following applies.** ■ Teaching is poorly planned. ■ Weak assessment practice means that teaching fails to meet pupils' needs. ■ Pupils or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently. ■ Pupils cannot communicate, read, write or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills because they are unable to access the curriculum. ■ Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.

Appendix 5 - Ideas for Pupil-led learning

Correct or Incorrect

Provide the class with some statements about the topic they're learning, eg. eight correct statements, two incorrect. The class has to get into small groups and discuss which statements they believe are in/correct. By discussing the topic, they are learning from each other.

Carousel

Have questions about the topic written on A3 pieces of paper. Put them up around the room. Pupils move about, leaving their ideas/responses on the pages. Then perhaps small groups could summarise the ideas of each page.

Think-pair-share : This strategy has three steps. First, pupils think individually about a particular question or scenario. Then they pair up to discuss and compare their ideas. Finally, they are given the chance to share their ideas in a large class discussion.

Pass the paper

At the end of a lesson/activity, each child gets a piece of blank paper, and writes his/her name on top. S/he then writes one thing that s/he has learned during the lesson. After one minute, the paper is passed to the person on the right, who writes an additional fact. After one minute, the paper is again passed to the right. The paper is passed a number of times, depending on the skill level of the children. Finally, each piece of paper is returned to the original owner, and it serves as a mini-review of the lesson.
(The teacher could play soft music in the background during this activity.)

Inside outside circles
• The children are divided into two groups. One group makes an inner circle and the other group makes an outer circle
• The children in the inner circle and the outer circle face each other to form pairs.
• The children take turns to report their information to the partner. At the end of a set period of time, the children are asked to move (for example, the

children in the outer circle moves two places to the left), thus creating new pairs.

• The children now share their information with a new partner.

Muddiest point

Following a lesson/activity/unit of work, the children discuss what they have learned in groups of two or three or four. Each group chooses a 'muddy point' - in other words, they identify something that they are still not clear about, and they write this on a piece of paper, or a post-it, which they attach to a wall. This also serves as an excellent assessment tool for the teacher, and will inform the next stage of teaching and learning.

Snowball groups/pyramids

This method involves progressive doubling: pupils first work alone, then in pairs, then in fours, and so on. In most cases, after working in fours, pupils come together for a plenary session in which their conclusions or solutions are pooled. Provide a sequence of increasingly complex tasks so that pupils do not become bored with repeated discussion at multiple stages. For example, have pupils record a few questions that relate to the class topic. In pairs, pupils try to answer one another's questions. Pairs join together to make fours and identify, depending on the topic, either unanswered questions or areas of controversy or relevant principles based on their previous discussions. Back in the large class group, one representative from each group reports the group's conclusions .

Jigsaw

This technique can be used whenever the material to be learned can be divided into segments, and where no one segment must be taught before the other. An example of this might be where the class are studying the world's different climates. The teacher prioritises four climates ; Tundra, Tropical, Mediterranean and Equatorial.

The procedure is as follows:

• The class is divided into study groups, for example in fours, and each child is numbered 1,2, 3 or 4.

• The learning material is divided into 4 segments, and each child is given a segment, in this case a different type of climate.
• Each child studies their allocated material (climate)
• The children now form 'expert groups' – all the 1s come together, all the 2s and so on.
• The expert groups discuss their learning, and agree on the main points of their material (climate) to be learned.
• Each child now returns to his home group, and 'teaches' the home group about the climate that s/he studied.

Stump your partner

Pupils take a minute to create a challenging question based on the lesson content up to that point. Pupils pose the question to the person sitting next to them.

Fishbowl

This method involves one group observing another group. The first group forms a circle and either discusses an issue or topic, does a role play, or performs a brief drama. The second group forms a circle around the inner group. Depending on the inner group's task and the context of your course, the outer group can look for themes, patterns, soundness of argument, etc., in the inner group's discussion, analyse the inner group's functioning as a group, or simply watch and comment on the role play. Debrief with both groups at the end in a plenary to capture their experiences.

Adventure Stories

After the adult has read a story, (This can be a story of their choice) pupils discuss and decide how they can improve the story. Pupils have access to dressing up clothes, animals, dinosaurs, dolls etc. Pupils act out their version of story using the resources. This can be in small groups or in a larger group when pupils are given different roles. E.g. building the different scenes that their story will need- a den for the dinosaurs, a pen for the animals.

Two minute recap

At the end of a lesson/activity, ask the children to turn to a partner and tell his/her as much as s/he can remember about the lesson in two minutes. The

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teacher times the activity, and after two minutes, signals it is time to change roles. The second person now takes two minutes to tell as much as s/he can remember about the lesson/activity.

Doodle it!

At the end of a lesson/activity, the teacher asks the children to illustrate their response to the lesson. After a short period of time, the class is divided into pairs/triads/quads. Each child shows their doodled response to the other children, and explains the illustration.

Place mat

Place mat involves groups of students working both alone and together around a single piece of paper. The paper is divided up into sections depending on the number of members in the group and in the centre is a large square or circle as shown. Children record their ideas in their allocated section and the composite result in the centre belongs to the group.

Ideas for using Place Mat

• When embarking on a new topic such as electricity in science, the children take time to reflect individually and record what they currently know in their allocated section.
The collective initial ideas are recorded in the centre square and are seen to be representative of the whole group. This also works really well for making predictions as a group before an investigation.

• If children have been assigned a mathematical problem to solve, each child works on the problem in their own section and the group then share their thinking. The agreed methods and outcome is recorded in the centre square. Alternatively, a separate problem can be given to each child in the group of say, four; i.e. teacher presents four maths problems. When finished, children can share their solutions with others who have also completed the same problem as them, or else the four separate solutions can be discussed in the same group.
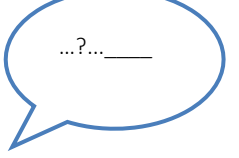
• When writing up a drama contract, the class may be required to reach a consensus about the ground rules that should appear in the contract. Each child in the group could record five rules that they consider to be important. They take turns in reading their ideas to their group and the group place a star beside any ideas that are common. These are then recorded in the centre box as the prioritised rules of that group.

• Children are listening to a piece of music and asked to respond to the mood by recording a list of suitable adjectives. As above, the children pool their ideas about their responses and choose the top three most suitable words to describe the piece.

Again these are written into the centre square.

Walk about

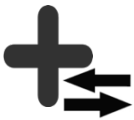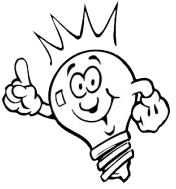Place mat can be adapted to allow one child from each group to move to another table, taking the completed place mat with them to share the key ideas with another group. If possible they should discuss the reasons for their own group's choice of ideas.

App 6 Habits of Discussion Sequence

A list, in sequential teaching order, of the 'habits of discussion' most often used during reading discussion. Adapted by Chris Guest from Great Habits Great Readers Bambrick Santoyo 2013

LEARNING TO SHARE – (F2- Y2)

Habit of Discussion	Children's Response	Training Prompts
Listen, & Talk In Turn	• Track the speaker • Hands down when someone is speaking • Do not interrupt	• NV: Teacher models hands down • NV: Teacher eye contact, hand movement- two finger sweep from the eyes • Teacher prompts children to give peers a chance to think/talk. Look at the person talking- it's polite.
Speak Audibly	• Children speak audibly	• Teacher prompts: "Loud and proud" • NV: Hand to ear Or MAKATON- two finger sweep from lips, then up to ear
Speak in Complete Sentences …?…____	• Don't give one word answers. • Restate the question in the response; no incomplete sentences	• NV: Fists side by side: indicating one block of speech before adding the next block
State Your Thinking	• All children give an opinion to initiate or further discussion • Strong link to "Citing Evidence" in comprehension prompts… • …and "Retelling", to get the thinking started..	• Teacher ensures/insists, all members of group take part • Encourage connections with own experience, "What does it feel like when…?" • Teacher prompts: "What are you thinking, ____." And models support: "That's valuable thinking, thank you." • NV: Finger to palm (pg) or fist (brain)
Ask A Question	• Asks questions to clarify own or other's thinking; initiate or further discussion • Whistle-blowing –its OK to not understand	• Teacher asks: "Does anyone have a question of ____?" , "What questions does this make you want to ask?" • Children- whistle-blowing –empower children by letting them signal or record words/ideas they haven't understood. • NV: referee whistle-fingers to lips • OR; Crooked finger like Question Mark
Interact Peer-to- Peer: direct answers to the group	• Look at every group member when giving an answer, not just the teacher	NV prompts: fingers pointing to eyes and then to the rest of the group- Two finger sweep like Track the Speaker. Teacher prompts: "Tell him.", "Tell the group."

LEARNING TO Build – (Y3-4)

Habit of Discussion	Children's Response	Training Prompts
Elaborate On Your Answer	• Teacher prompts children to give a more developed answer • Children prompt each other	• Teacher prompts students to give a more developed answer: "Tell me more.", "Can you build that up, stretch it out?" • NV: fingers pursed together, and then spread apart (like pulling gum apart)

Build Upon Another's Answer	Responses build upon what the previous child said; comments are not in isolation	"Build on that." "Tell me more about what_____said." NV: Flat Hand at 90 degrees- add another level
Evaluate Others' Responses (Agree/disagree /somewhat agree)	• Thumbs up/side down • Children saying "I agree with what you said because..." and • "I somewhat agree with what you said, but..."	• Teach the stems of agree/ disagree/ somewhat disagree: "I agree with what you said because..." and "I somewhat agree with what you said but..." • NV- thumbs up, flat, down • Teacher prompts the group: "What do you think about that?"' "Do you agree?" or, "Do you agree...." Teacher then asks "Why do you think that..."
Peer Praise	Praise each other's work or thinking	Teacher prompts for praise: "What did you like about Jason's answer?" "Could someone offer some praise for that answer?"
Prompt Peers with Universal Prompts:	Children saying: • "Tell us more." • "What in the story makes you think that?" • "Why is that important?" • "Why do you think that?" Repeat the original question	• Teacher trains: "So now we're at a point where if you don't agree you need to prompt each other with a universal prompt." • Series of questions / Universal Prompts as flash cards on table
Hint, Don't Tell	• Give a hint to another child to find the answer without telling them • Prompt a peer to make a connection (to another text, to a life experience)	• Teacher could say, "I want you to help your neighbour" or "Instead of telling the answer you could have prompted like this..." • Teacher could elicit a 'tie-in': "Remember what we did in yesterday's? How can you tie that in/use that here?" -"What does it feel like when....?" NV- Hand encloses other fist
No Hands	• Discuss without raising their hands • Understand "wait time", and know when to prompt a peer in the conversation	• Teacher non-verbal: they back away in their chair and reach out their hands to the students to encourage them to continue the conversation • Encourage children's use of non-verbals instead they are thinking about the nature of their contribution.
Lead	• A group facilitates itself from start to finish • Stay focused on the core question, identify & redirect if straying • Identify when an equally valid new line of enquiry occurs	• No teacher action (just signs of watchful oversight) • Signs of re-directing a Reading Group that is off-task. • Teacher intervenes: "What is our core question? Are you answering that question?"

(Based on Bambrick-Santoyo 2012)

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Appendix 7 Key elements and principles of teaching and learning across our Academy -A short practical guide

Well Planned

- Lessons should make accessible the long-term learning aims within the school's Planning Framework so that the children's **learning happens within the carefully chosen sequence**.
- A lesson will use **component knowledge**, that helps to build to the larger picture of learning that reflects the National Curriculum
- Lessons need to have **both a Substantive** Objective and a **Disciplinary** Objective, as the one informs the other and keeps the learning grounded in the Subject being learned.
- **Vocab Rich- and using a high degree of Oracy principles-** children need the language in their own mouths**;** rehearse and repeat.
- Be organised- have resources available and prepared rather than stalling working, learning.
- Plan questions that will extend depth of thinking

Well Structured
- Revisit prior essential knowledge, with speed. Build, don't undermine confidence in remembering- get 100% response – unsure- give it and repeat.
- Gain interest without overstimulating
- Show and share Learning Intentions – ensure the Substantive Knowledge is made sense of by Disciplinary Knowledge of the Subject- how do we know
- Share vocabulary
- Model work examples- think out loud at the board, model several that show the range of thinking needed
- Stages of Practice- supported to independent – level of challenge that tackles potential misconceptions I Do, We Do, You Do
- For scaffolded work – encourage children to be ambitious and confidently take on a challenge. If they get everything right the level of challenge is too low.
- Plan tasks that can be adapted to simplify or deepen using the same knowledge
- Monitor independent work effectively
- Follow the clock to give pace- give time and realistic expectations
- Ensure there is review of learning to bring out potential misconceptions to be addressed there and then, essential learning, level of confidence in the learned material.

Powerful Feedback
- Feedback is both written and oral feedback
- It must move learning forward.
- Be Purposeful – moves learning forward- There are only 3 reasons for feedback- is it to
  i) Be Kind- Increase Effort- motivational,;
  ii) Be Specific -Provide Clarity around a task or learning intention,;
  iii) Be Helpful Increase Aspiration – provide thinking or learning challenge/ reinforcement

- Have you been clear – is the feedback clear, concise, comprehensible?
- Use Feedback to model and show good practice with a Response Needed **eg**- Purple Polishing /Additional task- Super Short Targets SST's) -The children should be given *time* to respond *visibly*
- Timely – judge the speed of turnaround- it can be too soon but is often too late.
- Ensure that the feedback is not too overwhelming

Appendix 8 - Drama and Enquiry Led Learning Strategies

Further Details on these are available on the Staff Server and in Booklets within each Teacher's Classroom Resources

STRATEGY	
Teacher Persona	
• To increase enquiry, curiosity and 'dramatic tension' within the learning context by challenging attitudes or proposed actions from the view point of another character or story teller • To inspire and control the engagement of the children, by 'holding' them in drama mode and moving the drama smoothly to a particular area of focus • To introduce new information and / or new vocabulary, to model sentence types, structures and language registers	
Teacher in Role	The teacher adopts a character within the drama and engages with the children in-role as that character.
Teacher as Narrator	Prompting and controlling the direction and development of the drama and responding to it through a narrative voice. Adding atmosphere and detail to the context of the drama and its development.
Teacher as Facilitator	Out of role, the teacher organises and enables the children to participate in the drama and use drama strategies competently.
Thinking & Reflecting	
Reading the Picture	A collective, oral exploration of a photograph or image.
Opinion Line	A method of enabling the whole class to actively express different opinions simultaneously.
Empty Chair	A method for safely enabling the class to express their individual viewpoints about a character in the drama ? his / her behaviours, attitudes and actions.
Provoking and Stimulating	
Placing the Prop	Introducing an artefact (or a collection of objects) that can trigger engagement in or out of role and inspire an imaginary context to open-up; or add further intrigue and challenge midway through a drama. • To 'hook' the children into learning and increase engagement • To inspire enquiry, curiosity and 'dramatic tension' within the learning context • To move the learning on by introducing fresh challenge, and/or a fresh focus • To open access to specific learning outcomes • To ignite the learning brain with multisensory materials
Placing the Text	Introducing text within the drama context so that children encounter new information, challenge and intrigue while in role. Or using the text to inspire the 'tip' into role. -Aims are the same as 'Placing the Prop'
Eavesdropping	A method of showing and sharing improvised group work. A means of dropping tension and challenge into the learning context. • To ensure all groups get to show/perform some (but not all) of their work. The teacher controls and manages sharing • To reveal new details within the learning context e.g. gossip about a key character in a story or information about the plot to over-through parliament
Sharing and Reporting	
News Report	A way of presenting a story or information (fictional, factual or historical) to an audience. • To share stories, historical events, news or information in a structured and engaging way using a journalistic language register
Guided Tour	Working in pairs, a tour of an imaginary location or setting.

	• To develop descriptive language which can include different senses e.g. smell, touch, taste and sound • To bring an imaginary setting to life
Magic Microphone	Using a toy microphone to interview children while they are in role as another character. • To enable children to think and speak from different viewpoints To empathise with a character from a different spiritual, social, cultural or historical context

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Stepping into Stories

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Narrator, Action, Sound	A way of playing with and/or developing a story • To explore known stories, to introduce and create new stories, to test or try out children's stories • To play with and examine the potential of a story rather than to create a performance
Tableau	A still dramatic group image that has been constructed by the participants. • To promote discussion about the content; to show complicated or dangerous action such as violence; to represent character relationships
Story Stick	An 'in the moment' collective narration and enactment of a story.

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Developing Characters

To explore and develop characters from stories and those of their own creation

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Hot-Seating	An opportunity to question a character. • To find out information about a character; to investigate a character's attitude, motivation and personality
Role on the Wall	A large, visual and written representation of a character. • To explore what we know about a character; to contrast outward appearance with inner feelings; to capture critical reflections
Circle Packing	A collective packing activity for a character or group of characters who are embarking on a journey. • To build a collective role at the start of a drama • To develop vocabulary

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Mapping and Drawing

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Defining the Space	The construction of an imaginary location to use in the drama. Transforming the real environment into an imagined one. • To help the children visualise the setting or location in the drama and enter the imagined world of the drama. It can be used to support written setting descriptions
Map Making	An illustrative representation of an idea / plan to move the drama forward and offer solutions to problems within the drama. • To provoke problem solving, critical thinking and creativity. It supports the development of the drama and enables the group to consider a range of options
Collective Drawing	The class working collaboratively to give form to an imagined image(s) e.g. a map through the forest to get to Grandma's house; the layout of the tomb in Romeo and Juliet. • To shape a shared understanding of the wider context of the drama, next steps, new locations, etc

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Adopting Roles

To allow children to 'walk in the footsteps' of other characters, to understand what they do, how they live and how they think and feel

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Improvisation	The adoption of roles by children to enact a scene or situation without a script. • To enable all children simultaneously to create their own versions of a scene, exploring language and character relationships

Meeting in Role	A meeting of characters to address a specific question or issue facing those characters at which both the children and the teacher are in role. • To provoke in-role responses to a problem, to promote solution-finding, to discuss alternative strategies
Occupational Mime	The enactment of tasks, whilst in role, relating to a specific job or task. • To help to reinforce the imaginary context of the drama for the children

Exploring Thoughts

- To consolidate the individual decisions, thoughts and feelings of a character
  - To examine in detail one critical moment or a significant journey of a character - revealing subtext
- To shape a range of viewpoints ready to form a persuasive argument /debate -a great 'scaffold' into writing
- To create depth to a character
- To make thinking visible and auditory and, therefore enable learners to 'magpie' responses from each-other

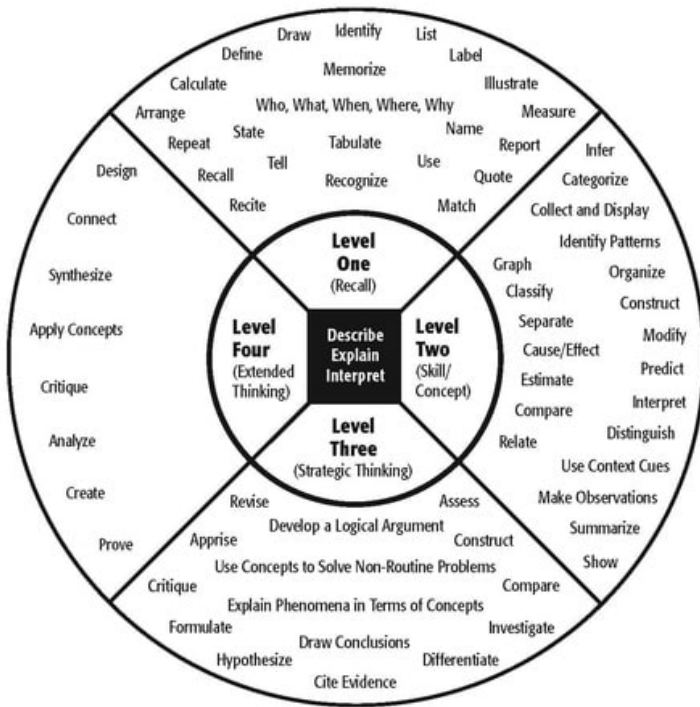|	
Thought Tracking	Revealing publicly the private thoughts/reactions of roles at specific moments in action by stepping into the action and asking the character what they are thinking/ feeling.
Conscience Alley	A process for helping a character reach a decision by listening to his/her conscience.
Mind Parts	A representation of the thoughts and feelings of one character.

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		Examples
Recall/ knowledge Identification and recall of information *Define, list, identify, label, match, spell,*	Who was..? What is…? When is…? Where…? Can you list three…? How does…? How would you describe…?	
Comprehension Organisation & selection of facts & ideas *Convert, describe, explain, summarize, rewrite, order,*	What do we mean by…? Can you explain what is happening? Which is the best answer? Re-tell …. In your own words What is the main idea? What are the differences between?	
Application Use of facts , rules, principles *Compute, conclude, demonstrate, make, solve, show, find out*	How would you use_____? What would happen if __? What facts would you select to show___? How is _____ an example of? How is_____ related to_____? Why is _____ significant? Do you know of another instance when/ when ____?	
Analysis Identification and recall of information *Analyse, categorizes, debate, contrast, distinguish, infer,*	What evidence can you find to show…? What are the features of….? What information will you need…? What might this mean…? What conclusions can you draw? How does this compare/ contrast with…? What evidence can you present to…?	
Synthesis Combining ideas to form a new whole *Change, combine, plan, generate, invent, predict, produce,*	Can you design something to…? How could we solve…? What ideas can you add to…? How would you test …? What solutions would you suggest…? What might happen if you combined…. With ….?	
Evaluation Developing opinions, judgements or decisions *Appraise, choose, conclude, defend, prioritize, rate, value*	Do you agree that….? What do you think about…? Can you say which is better and why…? How would you prove/ disprove? What is your opinion of…? What is most important..? What criteria would you use to assess…?	

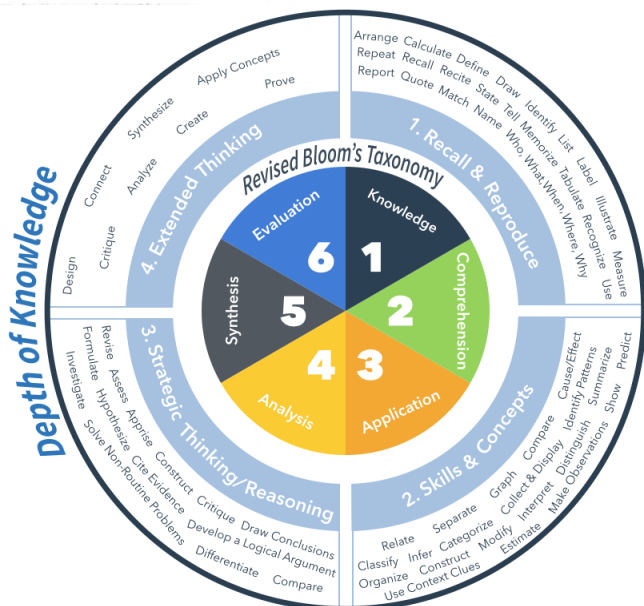| **How**	*How Often*	Whole Class Response	
Cold Calling		Think,Pair, Share (A shared what B said?)	
No opt-out		ABC- Agree,Build, challenge(Habits)	
Say it again, better		Probing	

Appendix 10 Webb's Depth of Knowledge for Tasks and comparison to Bloom's Taxonomy

Depth of Knowledge (DOK) Levels

Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting. Conduct basic mathematical calculations. Label locations on a map. Represent in words or diagrams a scientific concept or relationship. Perform routine procedures like measuring length or using punctuation marks correctly. Describe the features of a place or people.	Identify and summarize the major events in a narrative. Use context cues to identify the meaning of unfamiliar words. Solve routine multiple-step problems. Describe the cause/effect of a particular event. Identify patterns in events or behavior. Formulate a routine problem given data and conditions. Organize, represent and interpret data.	Support ideas with details and examples. Use voice appropriate to the purpose and audience. Identify research questions and design investigations for a scientific problem. Develop a scientific model for a complex situation. Determine the author's purpose and describe how it affects the interpretation of a reading selection. Apply a concept in other contexts.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions. Apply mathematical model to illuminate a problem or situation. Analyze and synthesize information from multiple sources. Describe and illustrate how common themes are found across texts from different cultures. Design a mathematical model to inform and solve a practical or abstract situation.

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005 Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 20

Planning Aid to Effective Learning

Sir Edmund Hillary Academy
A L.E.A.D. Academy

Intro/ M&O 10mins — Setting the scene for learning — Grabbing attention — Where are we now?	Main 20 mins — Walk through manageable learning sections	Activities 20 mins — Independent activities, adapted and appropriate supports, challenges	Plenary 10 mins — Most important as this brings together all the strings of learning.	Other things that make a big difference!
Get in gear with quiet time for reflection on marking comments, SST's - 'not a minute wasted'	Model and use scaffolds, increasingly complex or each meeting important content or potential misconception	If using B.S.G.- brief intro of differentiated activities – have flipchart page ready with run down – visual is better (icon of your worksheets).	Recap LI/O	Judge pitch / ARE using LTP's, NC overview.
Learning Journey steps reminder to show lesson builds on prior learning.	Produce learning steps (Steps to Success or Success Criteria) as you go e.g. what genre features, steps in long division, etc. - better if children come up with this, but you may need to begin with.	Have sheets out ready as this reduces fuss.	Comment on how they've worked. Any misconceptions to make a learning point from?	Vary the pace & volume of your voice to control responses. Don't shout or get too quick in your speech – the children will mirror you.
LI/O - share. At right pitch for the age of the year group + be able to extend HA children. Component Knowledge- Substantive **And** Disciplinary	Plan key, well-pitched questions to draw out learning / open ended questions / differentiated questions	Have ongoing supports out ready for children to access as this allows & shows independence	Short activity: key question to reflect on / task / problem / activity as a final challenge.	Use praise but also tick sheet, Mme's etc. to gain attention / reinforce expectations / bring other ch. in line.
Be clear on what you want them to learn, but plan how you will facilitate them to do this.	I show you, we try together in pairs, I show again, you try on whiteboards & show me, we discuss / a collaborative activity in groups – only when they've got it let them try it in books.	3/4 B4Me	Final Assessment against LO & fill in Learning Meters Show Me Fingers learning score then Write on Kitbag– show & acknowledge. Get them to record it to show progress.	Use silence to gain calm & only allow children to move on when they are listening & ready. Never speak over children. You talk & they always listen otherwise they won't understand when this isn't appropriate.
Be enthusiastic, humorous, give a wow opening if you can to draw interest & provide a stimulus for learning.	If you give them an activity / questions to do, then take feedback quickly as they've already done it – don't have volunteers out!	Clear routines of what to do when finished - 'not a minute wasted' (Knowledge Organiser Multiple Choice question writing)	Present new step on Learning Journey or review content of Knowledge Organiser.	Have a signal phrase (e.g. off you go') to begin to follow instructions so don't begin to react straight away to what you're asking.
Introduce Vocabulary	Refer to LO & SC again to recap.	Give a time reminder / have a countdown to add pace, competition, engagement.	Tidy up & sort. Smart classroom. Refer to learning next time.	Use humour & fun, but children must know where the line is drawn so that they know not to overstep the mark.
'Learnometers' / learning score to self assess. Show me Fingers then Write on KitBag - record for later to judge progress.	Use misconceptions to comment on learning.	Adults work with identified group (vary abilities) to support.	See who is ready to go – you have the power here so use it. Team Points Marvellous Me Exit ticket	Remember that your books are a catalogue of learning & evidence of what children have achieved & what they can do under your leadership.– so SMART and tidy- Be Proud! Have fun - enjoy it & then they will!