

# Fordham All Saints CE Primary School



## Learning and Teaching Handbook Sept 2015

*'Believe to Achieve' through PRIDE in our learning together*

We are committed to **PRIDE** in our learning:

**P**-Perseverance  
**R**- Respect  
**I**-Inspiration  
**D**- Determination  
**E**- Enjoyment

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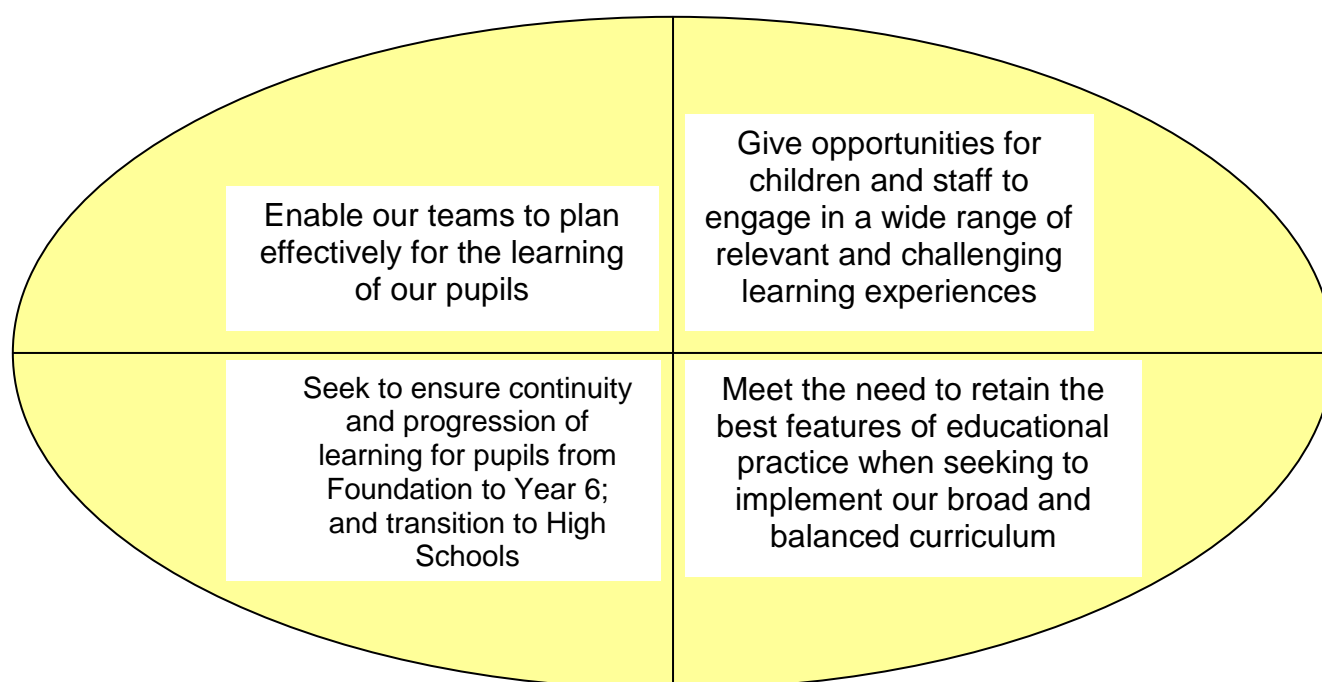
## **Handbook Purpose:**

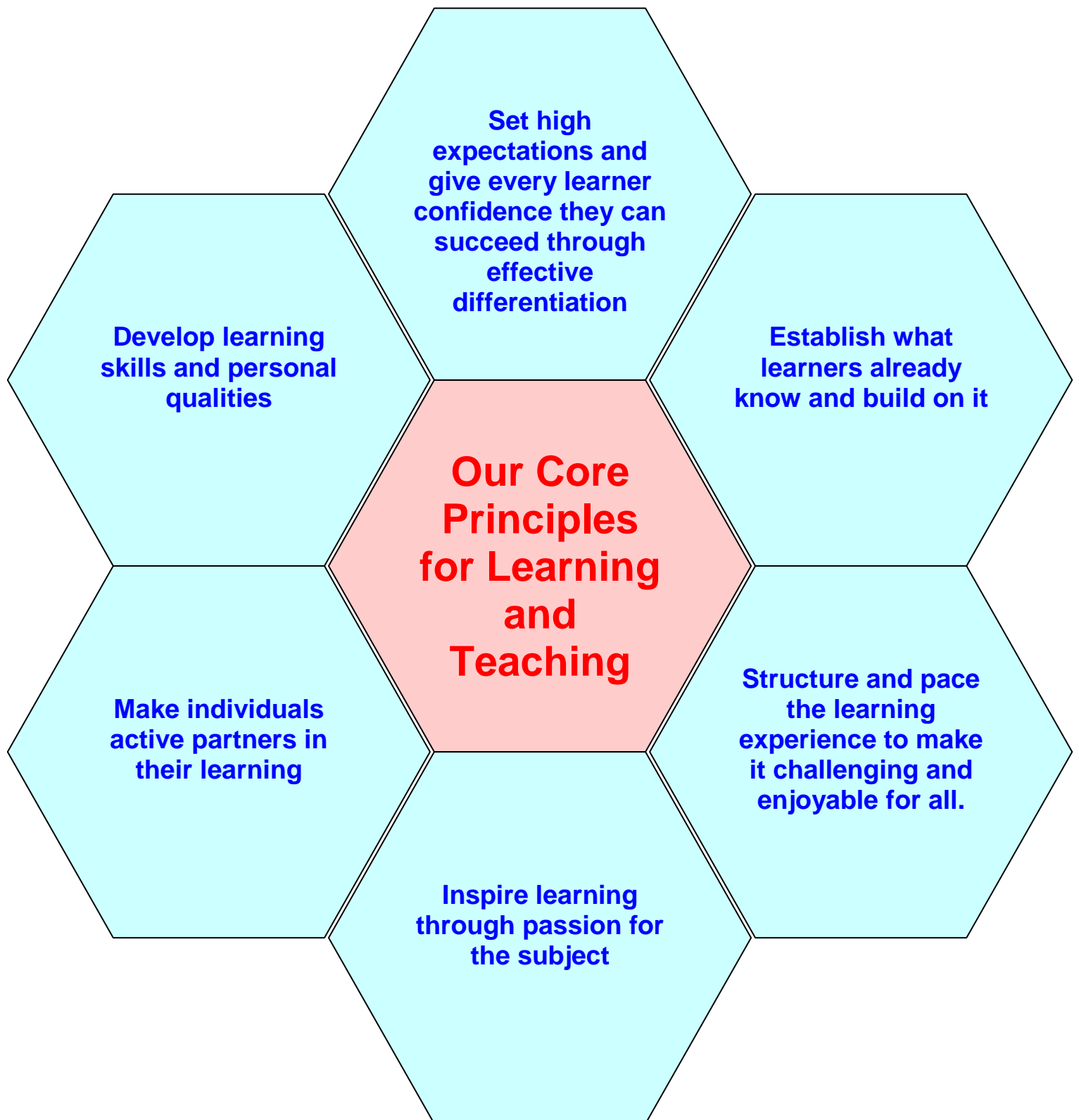
It is important for our school to have a quality learning and teaching handbook so that the elements of effective teaching can be identified which translate both the aims of our school and the curriculum aims into relevant and challenging learning experiences.

The purpose of this handbook is to generate an ethos of continuous improvement in order to raise standards and ensure quality.

Learning and teaching is at the very heart of our school life. It is the means by which we offer and deliver to our pupils a broad, balanced and relevant curriculum which meets the needs of the children and statutory requirements.

### Our Learning and Teaching Handbook will:





Appendix 2 – Core Principles explained

### **Entitlement:**

Our teaching and learning will ensure that children and staff will:

- *Believe to Achieve through PRIDE in our Learning together*

*P: Perseverance R: Respect I: Inspiration D: Determination E: Enjoyment*

- Develop an interest and motivation in their work;
- Derive satisfaction from a sense of achievement;
- Have confidence in their ability to work at an appropriate level (effective differentiation);
- Be offered a curriculum which is stimulating, broad and balanced;
- Have equality of access to the curriculum and resources
- Experience a range of teaching methods;
- Be involved in both thematic and subject specific activities;
- Work individually and as members of a group;
- Have progress monitored and recorded;
- Work with a number of adults; and
- Experience lessons where there is a purposeful atmosphere and mutual respect

## **Our Curriculum:**

### **Overview of Themes**

At Fordham All Saints CE Primary School we teach the National Curriculum 2014 and have planned our foundation subjects around whole school themes taught over 4 years, with Science being taught in year groups. Year 1-3 on a Wednesday afternoon and Year 4-6 on a Thursday. The focus every Autumn term is a historic theme. The focus for the Spring term is geography, linked to environmental issues through a different continent study each year. The focus each Summer term is on a film or a story that is linked to values and 'global issues'.

The start of each theme begins with a hook starter to engage the children and give them a purpose for learning and an enthusiasm to find out more. Visits, links with other schools around the world and theme days are built into each unit and planned for at the start of each theme. Each term ends with a celebration of learning; for example an art exhibition, a whole school museum or a drama of film production for the community to come and see. Enterprise projects are embedded into the themes and progressive skills are included using Chris Quigley's milestones for the foundation subjects in an outstanding curriculum.

Art, Music, Design Technology, Computing, PSHE, PE, Science, Literacy and Maths are applied in these themes where this enhances the learning experiences but some areas may also be taught discreetly also such as maths, PE and RE.

### **Values Education / Growth Mindset**

At Fordham All Saints CE we have a focus on a Christian Value each half term. Through collective worship and in our day to day learning and teaching we learn more about these values and practise showing them in and out of the classroom. We currently have 8 key values:

**Friendship, Respect, Trust, Honesty, Responsibility, Compassion, Hope and Perseverance**

We have a Values Tree in school which children can write on when they see others showing one of our Fordham Values. We also believe all of our children 'can do it' and follow a Growth Mindset culture across our school and celebrate each and every child's achievements and believe every child can achieve and be the best. We have a weekly Gold Book Assembly where we celebrate learning across the school and award Milestone achievements as part of these celebrations. Our Milestones are: Reading Stars, Handwriting Experts, Times Tables Masters and Talent Stars.

## Phonics and Reading

Phonics is taught in Foundation, Year 1 and Year 2 in five groups for the 5 phases of phonics across the year groups daily for 20 minutes. These lessons use the 'Letters and Sounds' programme while also using interactive resources through 'Phonics Play' 'Espresso Phonics' and 'Phonics Bug' to promote engagement. The children are taught synthetic phonics, phonemes and blending to read and segment words into their sounds to aid spelling. Each session has an opportunity to review, teacher model, practise together and apply. Groups are under constant review as teachers assess the children and ensure they are in the best group to maximise progress. Support for Spelling is used in Year 2 and into Year 3 where needed.

The spelling patterns outlined in the National Curriculum 2014 are taught through starter games and discreet spelling sessions in KS2.

At Fordham All Saints CE we want our children to have a love of reading and have class story sharing sessions built into our timetables. Guided reading happens daily and takes many forms from children reading silently and then discussing texts to answering written comprehension questions about the books they are reading. We use Bug Club and Oxford Owl to allocate books to children for home reading and also use this resource to supplement reading book materials in school to engage some of the readers who prefer reading digitally. In Foundation and KS1 children have a reading book from our Book Band boxes to support the progression of their reading and ensure they are reading at a level attainable for them. Paired reading also happens weekly with Class 2 and 4 and Class 3 and 5. Children enjoy sharing books with children from a different class and listen to and read to each other.

We have a 'Reading Buddy' scheme with trained parents and people in the community coming into school to hear our children read also on a 'one to one' basis.



**English:** We teach our children about genres, ideally through our theme of the term and start a unit with a cold piece of writing to make a baseline about each child's writing. Through analysis of the genre, discussion, drama, reading comprehension, language and layout study the children finish with writing a warm piece of writing to demonstrate the progress in their learning. As part of the National Curriculum 2014, we now have a focus on core skills of spelling, punctuation and grammar throughout our units and children will also be involved in debates and reciting poetry from Year 2. We want all of our children to be wonderful writers and we celebrate 'Wonderful Writing' across the school.



**Mathematics:** We encourage the learning of mathematical concepts using a variety of methods. The emphasis is on using core facts, improving mental maths and finding efficient methods of calculation and applying mathematics, developing competence in calculation and devising strategies to tackle mathematical

problems. We start all maths lessons with a core skills starter focused on number bonds, counting or key number facts. Questioning is centred around ensuring children understand why the answer is correct and using the correct mathematical terminology. We have a whole school focus on 'Thinking Things Through' where we encourage all of our children to use problem solving and application techniques in specific maths tasks and in the daily maths lesson.



**Science:** Science is taught in smaller year group lessons to ensure coverage of the National Curriculum 2014 and relates to our theme where possible. The children enjoy practical based learning where possible through observation, questioning, comparing, testing and re-testing and developing scientific skills in addition to new knowledge and understanding. Children will also use research, computing, maths and literacy skills through Science.



**Computing:** Computing is taught across the school with all children learning coding through Espresso Coding. Digital literacy is incorporated into theme related work and E-Safety is taught in every class every year and reviewed frequently during the year. The children use their class blogs, Abacus Maths at home, Espresso at Home and Bug Club also using digital technology to access reading, maths and research tools. We use ipads to enhance the engagement of learning through using apps such as 'Explain Everything' and 'Morfo'. We will be introducing Skype in 2015.





**RE:** In addition to teaching our children about our Fordham Values (linked to British Values), we also teach children about Christianity and other religions around the world. We follow the Essex agreed syllabus for RE. Through this approach the children learn about multi-cultural Britain and the values of respect and appreciation of other religions in our country. Collective Worship is led by a member of All Saints Church weekly on a Tuesday to enhance our teaching of Christianity further.





**PSHE:** Children are taught about how to enjoy a healthy life. We place considerable importance on children learning about themselves in terms of both physical development and social relationships. At Fordham All Saints CE we use the Values for Life resource and the PSHE Association overviews as our core resource for teaching PSHE. We view Sex and Relationship Education as an integral part of our Personal, Social and Health Education programme. From the earliest years children are made aware of how they grow and change through projects such as 'Ourselves', 'Families', 'Health' etc. They learn about hygiene and about caring for themselves. Within the science curriculum they will learn about why plants, animals and humans need to reproduce. In Years 5 and 6 there is more specific teaching related to Sex and Relationship Education. Children need to make informed choices and develop a sense of responsibility for themselves and others. Any parent interested in the provision for Sex and Relationship Education should contact the school, where copies of the policy relating to Sex and Relationship education are available.



 **Physical Education:** PE incorporates gymnastics, dance, swimming and games- including TAG rugby, football, netball, squash and hockey. We have a specialist gymnastics coach, coaches from Colchester Utd and a separate squash coach who teach a different class each half term. Every class has 2 PE sessions a week. All of the areas above are covered in an academic year. We are also introducing 'Fitness Friday' into the timetable from September 2015.

 **Languages:** We teach all children across the whole school French weekly using the Rigolo scheme of work and supplement this with a range of other resources to promote engagement. Children in Foundation and KS1 practise speaking French and written skills are taught progressively through KS2.

 **Music:** We teach music skills and an understanding of musical terminology through our theme work but sometimes discreetly such as in Year 6 and Year 3 where all children learn the guitar and clarinet respectively. We offer brass, woodwind and guitar lessons and hope to soon offer violin and piano additionally. We have a Musical Evening every July to celebrate the music across the school. Our core resource for teaching music is 'Charanga'.

 **DT/Art/Geography/History:** As specified in our whole school themes above and using Chris Quigley's Milestones alongside the National Curriculum 2014 we teach skills and knowledge and understanding in these subjects through our whole school themes. All children will experience all aspects of DT, including food technology over a year and all of the different processes within art also, exploring paint, fabrics, sculpture and digital art.

## TEACHING

At Fordham we believe high quality teaching and learning is achieved by:



Setting high expectations for all, which take account of varied life experiences and needs, different starting points and factors such as gender, ethnicity, culture, age and ability, giving every learner confidence and belief that they can succeed and raising their aspirations.



Establishing what learners already know and setting clear and appropriate learning goals which create secure foundations for subsequent learning.



Structuring and pacing the learning experience to make it challenging and enjoyable, matching teaching techniques and strategies to a range of learning styles.



Inspiring learning through passion for the subject, bringing it alive and making it relevant to the learner's experience and needs.



Making individuals active partners in their own learning, helping them to assess their work and reflect on how they learn.



Developing learning skills and the necessary personal qualities to become a successful learner such as; self-discipline, confidence, determination and resilience.



Promoting learning through cooperation with others.



Establishing effective links between the school, the learner's home and the community.

## **ASSESSMENTS & TESTING**

The school operates thorough systems of assessment which enable us to track all children's progress very closely throughout the school. Assessment is a daily activity and part of day to day teaching. Formal assessments are also used with warm piece writing, half termly tests in maths and assessments and concept maps in Science. Assessments are recorded half termly either on Target Tracker (core subjects) or in the End of Unit Assessment Booklets (foundation subjects). These are then analysed by the leadership team and reported to governors.

Towards the end of their time in Key Stage 1 (Year 2) and in Key Stage 2 (Year 6) children are assessed in the 'core' subjects of English and Mathematics, through nationally applied and standardised tests. These, together with the results of continuous teacher assessment, will be reported to parents in a written report sent home in July. Key Stage 2 assessments for the school are reported nationally. Children in Year 1 also take the national phonics check in June annually.

## **EDUCATIONAL VISITS AND FIELD TRIPS**

These are a planned feature of our work programmes across the school. There are a variety of day visits to places of specific interest, which directly relate to work that the children are undertaking and our whole school themes. Children also experience outdoor learning around the school grounds and the village itself. The safety of the children on such visits is our paramount concern and the arrangements always meet or exceed the requirements of the Local Education Authority. There is also a biannual residential visit for older pupils to Hilltop Outdoor Centre in North Norfolk.

## **EQUAL OPPORTUNITIES**

We value every pupil within an environment which supports the growth of self-confidence and self esteem. We endeavour to maximise each child's opportunities, regardless of race, gender, language, culture, religion or disability. We believe all children have the same entitlement to a broadly based challenging curriculum, experiencing success in learning. We make every effort to ensure that the multicultural nature of our society is reflected in the curriculum. We will seek to avoid reinforcing stereotypes of role by carefully selecting and examining all books and materials used with the children. Our goal is to develop in all children positive social and learning attitudes to prepare them for life ahead.

## **HOME LEARNING**

The nature and amount of home learning will vary according to the age of your child. Our principle on home learning is for our children to work with their parents creatively in open fortnightly tasks presenting challenges through art, video, pictures, writing or any other means they decide upon together. Additionally, In the early years it is focused on phonics support and early reading and basic numeracy. In later years your child may have maths skills and grammar skills to practise, a mathematical investigation or some research relating to a class project or assembly. Home learning is not always written; sometimes the teacher may ask the children to find out some information to report verbally to the class. Children are given a home learning book, which enables parents to see that set home learning is being done on a regular basis. If your child does have a task to do at home it is hoped that you will get involved and offer your help in steering them in the right direction. There are many ways in which parents can help their children: researching with them, checking presentation, handwriting and spelling, listening to them, reading what they have written and generally showing an interest in what they are doing in their studies. It is vital that you are positive when working alongside your child as learning requires patience and encouragement. Class teachers are pleased to offer additional advice.

## **EXTRA CURRICULAR ACTIVITIES**

A diverse and changing variety of activities are available for the children during the lunch hour and after school. There are clubs open to all the children as well as those designed for specific age ranges, including music, sports, drama, English speaking and 11+ clubs. A full list of clubs is on the parents tab of the website. The majority of our school clubs have been accredited by the Children's University and hours can be earned towards an annual graduation ceremony at Essex University.

### **The Learning Environment:**

**The learning environment in our school is organised:**

- To show high quality, stimulating and interactive visual aids (learning walls) that are reviewed frequently and adhered to within day to day teaching.
- To enable children to participate in opportunities to develop their ideas through independent enquiry and research;
- To enable children to take increasing responsibility for the organisation and care of learning resources so that available space and learning resources are used to best advantage and regularly reviewed to meet the needs of the curriculum being delivered;
- To ensure that quality resources for learning are effectively stored and accessible to children and staff, so that learners take increasing responsibility for classroom display and respect for the learning environment both in and out of the classroom;
- To engage and encourage children's learning, promoting a sense of pride in both their own and others achievements;
- To enable children to demonstrate the ability to work collaboratively both with each other and adults;
- To enable children to use all aspects of computing. (computers, digital cameras, Interactive whiteboards, ipads) to enhance their learning across all areas of the curriculum.

## **Teaching:**

Our teaching values every pupil irrespective of ability, race, gender, age or achievement, and will also

### **Promote effective and positive interaction between teachers and children.**

Relationships are positive and promote children's motivation. These positive relationships and feedback will be informative, encourage, praise and give approval to children. Sensitivity will be shown to the needs of particular groups of children.

### **Promote high expectations through a Growth Mindset culture / Our Challenge Curriculum**

Teaching promotes high expectations of all children and sets high but attainable challenges. Children are given the choice of 3 challenges (Red, Yellow or Green) after a whole class teaching input. These are progressively more challenging. We use growth mindset language with our children and encourage them to enjoy challenges and difficult tasks through a 'can do' attitude with perseverance also. Children are encouraged to move onto Yellow or Green as soon as possible with the support of the teaching team. A secure subject knowledge, clear explanations and skilful questioning is used to both help children who do not succeed at their first attempt and challenge the higher attaining children.

### **Employ a range of teaching styles and strategies to meet the learning objectives and outcomes of the subject being taught.**

The planned teaching style will facilitate the objective and/or outcome of the lesson. The range of teaching styles employed will ensure that children apply themselves to work purposefully and with self-confidence whilst addressing the different learning styles within the class.

A balance and range of interactive teaching techniques, appropriate to the session, are used in our school e.g.

- teacher modelling and demonstration (please refer to appendix 3);
- direct teaching to the class, groups and individual children;
- discussion and debate;
- question and answer;
- individual and group investigations;
- role play and drama;
- story telling;
- fieldwork;
- the use of a range of resources, including wipe boards, fans, cards, artefacts, television, radio, music and film;
- show me activities
- get up and go activities
- ICT interactive whiteboard activities, ipad work (to follow) and use of other technologies

Daily effective differentiation and well timed interventions to promote the quality of learning experiences offered to children.

Teaching includes skilled, differentiated questioning where the questions are clear and understood by children. Responses are positive and encourage children in their learning. In addition, teaching provides opportunities for children to formulate their own questions. Key questions are identified in our planning. In order to ensure progress and new learning is maximised, groups of children may start independent work at different times based on their progress from a red, yellow or green challenge from the previous day. This strategy may also be used in ensuring differentiated starter activities in numeracy and literacy sessions with TAs taking groups, some children working independently and teacher led groups. Differentiation will be evident also through task and shown on planning with children choosing the differentiated challenge that they feel they can show maximised progress in.

#### Appendix 4 - Effective questioning.

Be planned to enable children to learn the skills, knowledge, concepts and attitudes appropriate to the full range of subjects.

Effective planning, assessment and recording procedures ensure that teaching meets the needs of all children. Planning is informed by a thorough and detailed analysis of children's learning. This enables whole school priorities to be translated into meaningful and manageable key stage, cohort, class, group and/or individual targets for improvement. Children undertake planned activities to address these targets throughout the school week. Statements from the new National Curriculum are used at the planning stage and children are assessed against these at end of units of work. Children are also set day to day targets through high quality marking and respond to areas of development. Teaching staff check this progress to ensure 'green for growth'. (For more detailed information please refer to the school's policy on Assessment and Marking Codes- p.57)

Planning is clearly linked to the National Curriculum 2014 with links to theme work to enhance learning in maths and literacy where possible. Our foundation subject's progression in skills and objectives ensure progression and breadth of study in our theme work. The level of challenge of tasks is appropriate for children, with teaching materials and approaches matched to children's abilities.

Our curriculum is centred around termly whole school themes (Foundation children don't always follow the theme exactly) with a historical focus in the Autumn Term; a geographical / environmental focus in the Spring Term and a creative arts focus inspired through film or a book in the Summer Term.

Medium term planning, informed by assessments and targets, is used as a guide to teaching. Teachers prioritise objectives that will make the greatest difference to the learning of the children in their classes and year groups. Maths planning is based on 'gaps' through Assertive Maths half termly assessments.

For further details on planning please refer to appendix 5.

Appendix 6 – Questions to consider when planning.

Lessons have clear objectives and specific learning outcomes which are effectively communicated with children. Children acquire knowledge, skills and understanding progressively and at an appropriate pace. Most lessons have a starter/introduction which engages the children and usually focuses on core skills in Maths and GAPS areas in literacy; followed by a main teaching section and plenary. Our short term plans identify areas of high challenge for the more able children; independent tasks are differentiated appropriately. Key questions are identified and a high emphasis is given to using and applying knowledge and understanding of key concepts.

Our teaching provides feedback to support children' through high quality marking, verbal feedback and half termly learning conferences which encourages, extends and challenges each pupil appropriately. Children are encouraged to assess their own performance and identify the improvements they could make in their work. This is alongside the targets discussed with the teacher.

For specific information about teaching reading, Wonderful Writing, speaking and listening please refer to appendix 7.

Appendix 8 outlines the agreed approach to scientific enquiry.

For additional information regarding problem solving- Thinking Things Through in mathematics please refer to appendix 9.

**Provide opportunities for children to work individually, collaboratively and as a class.**

Teachers employ a range of organisational strategies e.g.

the use of whole class, group and individual work;

paired work;

mentors/ year group buddies;

collaborative group work;

providing opportunities for children to make decisions;

encouraging children to organise their own time;

providing opportunities for uninterrupted concentration.

**Acknowledge the contribution of parents, the community and work carried out at home.**

Our teaching values and promotes the partnership between home and school, acknowledging the school's policy for home learning and the home – school agreement and the use of Class Blogs via our website.

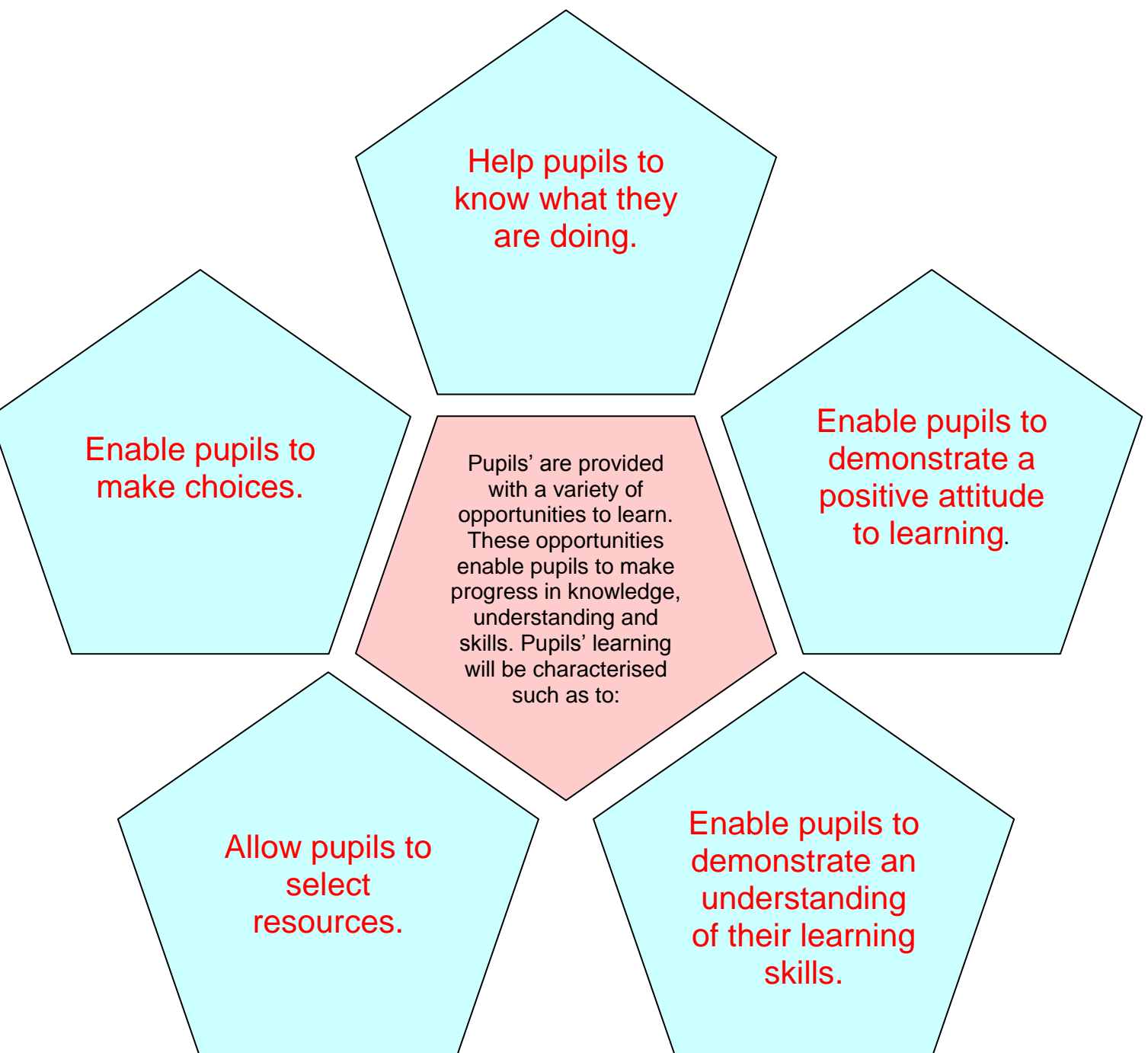
**Recognise and effectively manage the support of other adults in the classroom.**

The role and contribution of other adults in the classroom is clearly planned for. They are valued for the contribution they make to children's learning through being involved in planning and feedback. Our learning support team are also supported through performance management, impacting positively on our children. We currently have trained parents and community volunteers to be 'Reading Buddies' for focus children.

**Recognise the importance of health and safety.**

Safety procedures are acknowledged and shared with children as appropriate. This includes e-safety as a major focus of our new computing curriculum.

**Learning:**



Appendix 10 – Learning principles explained



**When learning is taking place effectively in a classroom the following features should be observable:**

confidence and self evaluation by pupils	perseverance by the children	effective use of displays and secondary resources	active listening going on
children asking searching and relevant questions	skilful teacher questioning	praise and responses to praise	shared understanding of the learning objectives, targets and standards expected
children setting own goals and targets with guidance from the teacher	children choosing and using resources / tools safely and appropriately	children using initiative and previously learned skills or knowledge	children remaining on task and co-operating with one another
children demonstrating understanding of work in a variety of ways	creativity in children's work	children listening well to teacher instructions and eager to move on to next part of work / learning,	children working independently and involved in what they are doing

Appendix 11 – Assessing the quality of teaching and learning in your classroom.  
Questions to consider.

# Appendix

## Appendix 1

### **Our Core Christian Values:**

Each half term we focus on a core Christian Value across the whole school. This is the theme of all assemblies, stimulates PSHE work and complements our behaviour policy and procedures.

We encourage the children to also think about these values in their day to day lessons and we link these to the British Values as per our website statement in the 'Curriculum' section.

Our current values are:

***Friendship and Respect, Honesty and Trust, Responsibility and Perseverance, Compassion and Hope***

We have a Values Tree in our school for children and adults to write about others who they have seen showing these values across the school. In our school hall we have a board for each value with a Bible quote linked to the value, a photo of our children showing this value and art work from our children showing their thoughts on that value through their eyes.

## Appendix 2

### **Our Core Principles for Learning and Teaching:**

#### **Set high expectations and give every learner confidence they can succeed**

This includes:

- demonstrating a commitment to every learner's success making them feel included valued and secure;
- raising learners' aspirations and the effort they put into learning, engaging, where appropriate, the active support of parents or carers;

#### **Establish what learners already know and build on it**

This includes:

- setting clear and appropriate learning goals explaining them and making every learning experience count;
- creating secure foundations for subsequent learning;

#### **Structure and pace the learning experience to make it challenging and enjoyable.**

This includes:

- using teaching methods that reflect the material to be learned, matching the maturity of the learners and their learning preferences and involving high levels of time on task;
- making creative use of the range of learning opportunities available within and beyond the classroom including ICT / computing.

#### **Inspire learning through passion for the subject**

This includes:

- bringing the subject alive;
- making it relevant to learners wider goals and concerns

#### **Make individuals active partners in their learning**

This includes:

- building respectful teacher—learner relationships that take learners views and experience fully into account, as well as data on their performance(through learning conferences and day to day interactions) ;
- using assessment for learning to help learners assess their work, reflect on how they learn, and inform subsequent planning and practice.

#### **Develop learning skills and personal qualities**

This includes:

- developing the ability to think systematically, manage information, learn from others and help others learn;
- developing confidence self-discipline and an understanding of the learning process

### Appendix 3: Teacher Modelling / Whole Class Teaching

**Modelling and Demonstrating** are key teaching and learning strategies that scaffold or support children's learning to take them successfully from what they know into new learning. Modelling and demonstrating are lynchpins of successful teaching. At Fordham, we use Lynx and our working walls to aid teacher modelling and demonstration.

Modelling and demonstrating require children's full attention. They set out to give children descriptions, methods, images they can return to, use and apply again. They build on the objectives for the lesson and usually extend into a series of lessons. Modelling and demonstrating are interactive whole-class teaching strategies, which involve the teacher in using resources and asking probing questions with children contributing and trying things out. Paired work and use of whiteboards may be part of these strategies. In literacy, modelling and demonstrating are the key strategies in shared reading and writing and these link into the principles of Pie Corbett's work and 3 phase approach to teaching writing (innovate, imitate, invention). In Maths, modelling of calculation methods and demonstrating the most efficient method of calculation is a current school focus (see Calculation Policy).

#### TEACHER DEMONSTRATION

Most shared writing sessions begin with demonstration or modelling by the teacher. The teacher demonstrates (in literacy) how to write a text — how to use a particular feature, or compose a text type — maintaining a clear focus on the objective(s). She or he thinks the process through aloud, rehearsing the sentence before writing, making changes to its construction or word choice and explaining why one form or word is preferable to another. The teacher writes the sentence, rereads it and changes it again if necessary. She or he demonstrates at least two sentences. The teacher does not take contributions from the children at this point but will expect the children to offer opinions on her or his choice of words or construction of sentences. Every so often shared writing is used to orchestrate a number of different objectives calling upon all that has been earned so far. The length of time spent on demonstration will depend on the type of writing, the objective and the attention span of the children. It is important not to try to pack in too much teaching in these sessions but to move on to the children having a go themselves.

#### TEACHER SCRIBING

The pupils now make contributions building upon the teacher's initial demonstration.

#### SUPPORTED COMPOSITION

The focus here is on the children's composition. Children might use dry-wipe boards or notebooks to write in pairs, or individually, a limited amount of text, sharply focused upon a specific objective. Once sentences are complete they are held up so that the teacher can make an immediate assessment. Successful examples can be reviewed with the class, whilst misconceptions are identified and corrected.

**In mathematics, models and images are used** to help children understand the mathematics involved (e.g. the counting stick, empty number line). Demonstrations may show how to do something like measure an angle, or set out the steps involved in a particular calculation. At Fordham CE Primary we use ITPs and models available through the Abacus resources.

## Appendix 4 – Effective Questioning

### Purposes of questioning

Questioning is an effective teaching strategy that supports children to reflect on their prior and current learning and to develop their understanding of new knowledge and skills. Questioning can:

- focus attention;
- arouse interest;
- stimulate thinking;
- find out what children know;
- review, revise or recall learning;
- invite everyone to engage in discussion;
- engage individuals such as more able children or those who may be reticent in offering a response;
- probe children's understanding;
- diagnose difficulties and misunderstandings;
- stimulate curiosity and invite children's questions;
- get children to explain, predict or give reasons;
- help children express what they think, believe or know;
- help children make learning explicit;
- help children apply their learning.

It is necessary to:

- ensure that questioning matches the direction and pace of the lesson and ensures that all children take part;
- listen carefully to children's responses and respond constructively in order to take forward their learning;
- use open and closed questions, skilfully framed, adjusted and targeted to make sure that children of all abilities are involved and contribute to discussions;
- allow children time to think through answers and/or have opportunities for paired discussion before inviting a response.

Our teaching ensures that pupils are given access to a range of questions e.g.

### Promoting questions:

- set children challenges so that they can apply their ideas and reasoning skills and deepen their understanding;
- encourage children to take decisions and enquire by setting up and testing hypotheses of their own;
- stimulate discussion about efficiency and the merits of alternative strategies;
- foster children's ability to think, to review their approaches and solutions and identify other, more efficient, strategies they might use.

### Probing questions:

- establish the extent to which children's knowledge and understanding is secure;
- help children to identify and correct any errors they have made and recognise why they might have made them;
- encourage children to review their ideas and methods and seek ways of improving their work;
- support children in articulating their strategies and choices, and in use of correct vocabulary and notation;
- sharpen children's thinking skills and ability to hypothesise, test and justify.

### Prompting questions:

- direct children to the knowledge and skills they have learned and can apply;
- help children to use knowledge to derive new facts and skills;
- help establish the next step in children's learning;
- help children to understand the tasks or problems and decide how they will begin to tackle them;
- draw children's attention to alternative approaches, methods or ideas they have used previously;
- offer children simpler starting points and illustrations of how they might tackle a problem;
- create links and stimulate children's thinking.

### Type of question

### Example

#### Open question

What do you think...?  
Why do you think...?  
How do you know ...?  
Do you have a reason...?  
How can you be sure...?  
Is this always so...?  
Is there another way/reason...?  
What if.../ What if ... does not...?  
Where is another example of ...?

#### Closed question

Do you feel...?  
What is...?  
When did...?

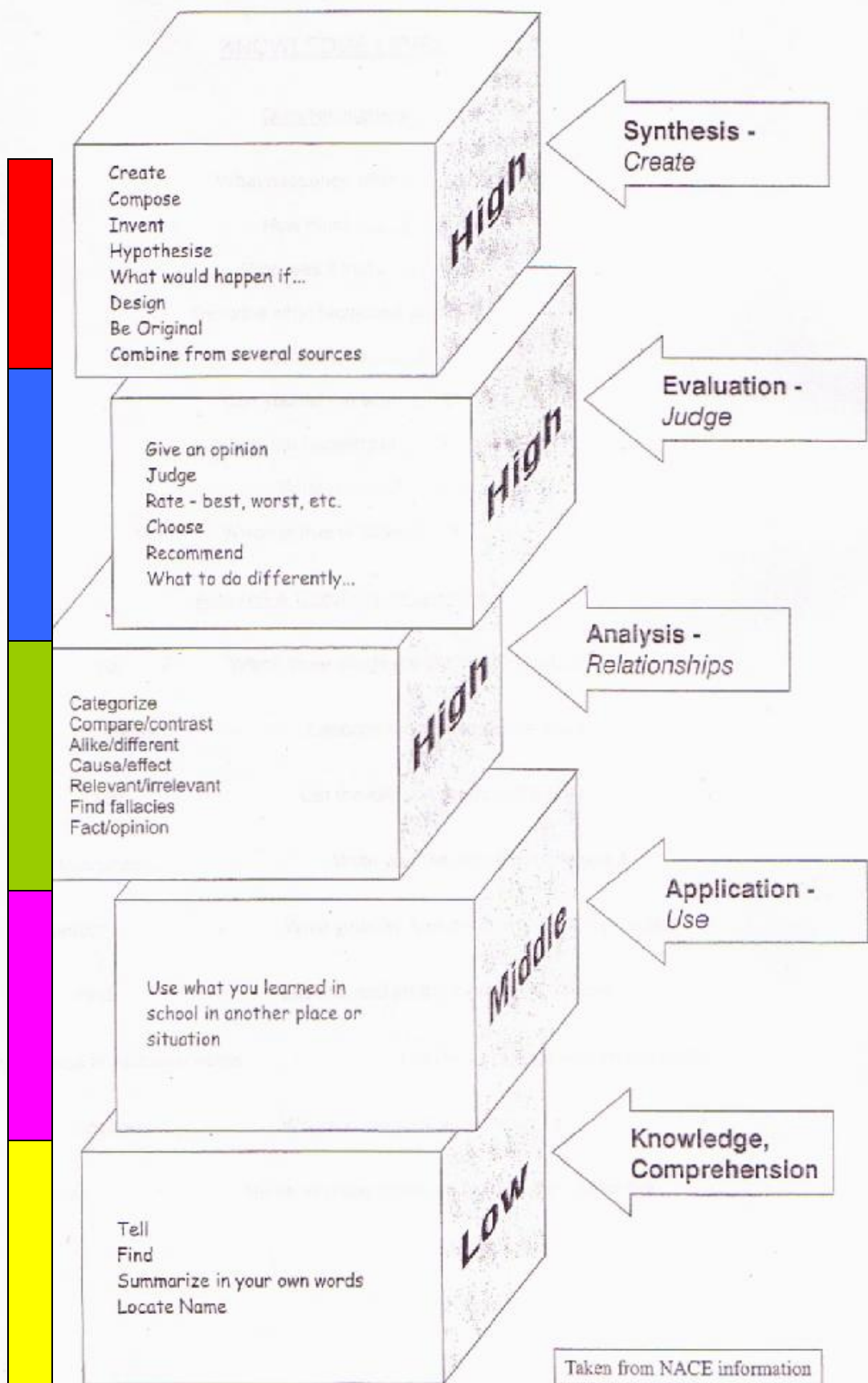
#### Naming question

Asks pupils to name an event, process or fact.

Recall question	Asks pupils to state information but not to put it to use.
Observation question they	Asks pupils to describe what see.
Reasoning question	Asks pupils to give reasons why things do/do not happen.
Speculative question	Asks pupils to think about a hypothetical situation.
Personal response question	Provides pupils with an opportunity to express personal feelings and ideas.
Discriminating question	Prompts pupils to consider the pros and cons of a situation or point of view.



# Blocks to Think



<p style="text-align: center;"><b><u>KNOWLEDGE LEVEL</u></b> <b><u>Question starters:</u></b></p> <p>What happened after...? How many...? Who was it that ...? Describe what happened at ...? Who spoke to. ...? Can you tell me who...? Find the meaning of ...? What is ...? Which is true or false ...?</p> <p style="text-align: center;"><b><u>Activities &amp; Questions for Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Tell</b> - Which three things are the most important?</li> <li>• <b>Recite</b> - Describe them to someone else?</li> <li>• <b>List</b> -List the key characters in the book.</li> <li>• <b>Memorise</b> - Write your list, turn it over, repeat it.</li> <li>• <b>Remember</b> -Write your list, turn it over, repeat it, try it again.</li> <li>• <b>Find</b> - Look for and list the ingredients needed.</li> <li>• <b>Summarise</b> in your own words – List five things and explain each.</li> <li>• <b>Locate</b> - here in the book would you find...?</li> <li>• <b>Name</b> - Name as many characters as you can...</li> </ul>	<p style="text-align: center;"><b><u>COMPREHENSION LEVEL</u></b> <b><u>Question starters:</u></b></p> <p>Can you write in your own words... Write a brief outline... What do you think could happen next... Who do you think... What was the main idea... Who was the main character... Can you distinguish between... What are the differences/similarities... Can you provide a definition for... Can you provide an example...?</p> <p style="text-align: center;"><b><u>Activities and Questions for Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Restate</b> - What do you think is happening...?</li> <li>• <b>Explain</b> – What is significant?</li> <li>• <b>Give examples of</b> – Can you think of other similarities?</li> <li>• <b>Summarise</b> – What do you consider essential?</li> <li>• <b>Translate</b> – What might this mean?</li> <li>• <b>Edit</b></li> <li>• <b>Draw</b></li> </ul>
<p style="text-align: center;"><b><u>APPLICATION LEVEL</u></b> <b><u>Question starters</u></b></p> <p>Do you another instance when... Could this happen in.. What factors would you change if... What questions would you ask of... From the information given develop a set of instructions about... Would this information be useful if you had a ...</p> <p style="text-align: center;"><b><u>Activities and Questions for Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrate</b> – plan and deliver a presentation to...</li> <li>• <b>Based on what you know</b> –</li> <li>• <b>Model</b> – How can you best demonstrate your understanding</li> </ul>	<p style="text-align: center;"><b><u>ANALYSIS LEVEL</u></b> <b><u>Question starters</u></b></p> <p>Which event could not have happened if ... How was this similar to...What was the underlying theme of... What do you see as other possible outcomes... why did... Can you compare your... with that presented in ...What must have happened when...What were some of the motives behind...</p> <p style="text-align: center;"><b><u>Activities and Questions for Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Investigate</b> – What information is needed? Where will you get it?</li> <li>• <b>Classify</b> - Organise the data using a flow chart/ chart etc</li> <li>• <b>Compare</b> – List arguments for and against</li> <li>• <b>Relevant and irrelevant information</b></li> <li>• <b>Facts and opinions</b> – Venn diagram etc</li> </ul>
<p style="text-align: center;"><b><u>SYNTHESIS LEVEL</u></b> <b><u>Question starters</u></b></p> <p>Can you design a ... to ... What is the possible solution to... What would happen if... How many ways can you... Can you create new and unusual uses for... How would you compose a song about... Can you write a new recipe for a tasty dish...?</p> <p style="text-align: center;"><b><u>Activities and Questions for Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Create</b></li> <li>• <b>Compose</b></li> <li>• <b>Invent</b></li> <li>• <b>Construct</b></li> <li>• <b>Combine</b></li> <li>• <b>Forecast</b></li> <li>• <b>Formulate</b> – as a result of the analysis, give the cost effective solution to ...</li> <li>• <b>Argue the case for</b> – listen to the evidence, summarise, critique, choose and recommend</li> </ul>	<p style="text-align: center;"><b><u>EVALUATION LEVEL</u></b> <b><u>Question starters</u></b></p> <p>Is there a better solution to... Judge the value of... Defend your position about... What changes would you recommend? Why? Do you believe in ... Why? How would you feel if... How effective are... What do you think about...?</p> <p style="text-align: center;"><b><u>Activities and Questions for Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Prioritise</b> – reorder with justification</li> <li>• <b>Rate/Grade</b></li> <li>• <b>Critique</b> - discuss the relative merits in relation to...</li> <li>• <b>Judge</b> - Following your critique, say which is better and why.</li> <li>• <b>Recommend</b> –What is the best option? Why? List five reasons</li> </ul>

## Responding to questions:

### Thinking time / Thinking Thumbs

How teachers respond to children's answers is crucial. Often teachers will accept a child's answer, repeat it and move on to a new question. Increasing 'wait time' to 3–5 seconds can result in significant changes, such as:

- children giving longer answers;
- more children offering to answer;
- children being willing to ask more questions;
- children's responses becoming more thoughtful and creative.

At Fordham we don't ask for hands up to answer a question, we use 'thinking thumbs' to help build the self esteem of those less confident to answer a question based on research from other countries.

### Alternatives to questions

Using alternatives to routine questions can actively encourage thinking and dialogue. Ways to do this include:

**Withhold judgement** - Respond in a non-evaluative fashion, Ask others to respond

**Invite children to elaborate** - 'Say more about ...'

**Cue alternative responses** - 'There is no one right answer', 'What are the alternatives?' 'Who's got a different point of view?'

**Challenge children to provide reasons** - 'Give reasons why'

**Make a challenging statement** - 'Supposing someone said ...'

**Contribute your own thoughts or experience** - 'I think that ' 'Remember when ..

**Use 'think-pair-share'** - Allow thinking time, Discuss with a partner, then in a group,

**Allow rehearsal of responses** - 'Try out the answer in your head' 'Try out the answer on your partner'

**Invite children's questions** - 'Would anyone like to ask Robbie a question about that?'

**Use thinking aloud** - Model rhetorical questions, 'I don't quite understand'

**Ask a child to invite a response** - 'Robbie, will you ask someone else what they think?'

**Don't ask for a show of hands** - Expect everyone to respond (with thinking thumbs)

## Appendix 5 - Planning

The new National Curriculum 2014 is used to guide our planning. We make decisions about the design of our curriculum and continue to review and develop our planning to take into account new opportunities, resources and changing pupil needs, we modify and adapt our long term plans as necessary.

When planning, we work from the following key points to help us plan efficiently and effectively:

- successful planning enables teachers to provide a coherent, relevant and engaging curriculum that promotes continuity in pupils' learning
- effective plans take many forms, but show clear objectives/outcomes and how these will be achieved
- adapting existing plans (eg: Abacus and NCETM for Maths) and using high-quality published resources as starting points can save on planning time and support our ongoing review of the curriculum
- using our secure website area can make it much easier to share, re-use and amend plans.

We work with three levels of planning:

- long-term plans (objective overviews on our website and TT key performance statements)
- medium-term plans (half termly maps)
- short-term plans. (daily plans, considering starters, key questions, challenges)

A long-term plan is the planned programme of work for a subject or theme across the school, covering one or more key stages.

A long-term plan shows how units of work in a subject / learning question are sequenced and distributed across years and phases. We make decisions about the order and timing of units, focusing on curriculum continuity and progression in pupils' learning. These decisions might change from year to year to take into account new initiatives or other changes. We also identify opportunities to highlight important links with work in other curriculum areas. For example, we teach Science in year groups and all Y1-6 children are taught Big Maths and Grammar Hammer.

A medium-term plan is a planned sequence of work for a curriculum area for a period of weeks, such as a half term or term, or for a number of lessons.

Medium-term planning focuses on organising coherent units of work. Medium-term plans identify learning objectives and outcomes and indicate the activities that will enable these to be achieved. They usually show a sequence of activities that will promote progression and some information about the amount of time needed to cover the objectives (whether in blocked periods or regular lessons over a period of weeks).

There are many opportunities to make links between different curriculum areas. The main reasons for making links in planning are to enhance pupils' learning and strengthen curriculum coherence.

When planning to teach aspects of curriculum areas together, we make sure that:

- there are clear learning objectives for each curriculum area and that these ensure progression in knowledge, skills and understanding
- linking the areas will enhance the quality of pupils' learning beyond what they would have experienced if the same material had been planned separately in each curriculum area (for example teaching computing skills within Science and a current focus on application of maths in our theme related work)
- the work fits in with long-term plans and the whole-school curriculum plan so that coverage and progression across the key stages are not affected.

Combining units can:

- enhance pupils' learning by providing planned opportunities for them to apply knowledge, skills and understanding in different contexts
- enhance pupils' learning by helping them to make significant connections between aspects of the subjects / curriculum areas being linked

**A short-term plan is a set of activities for a week, a day, or a lesson.**

Short-term planning is based on the needs of individual teachers and classes. Teachers often use short-term plans to think through the structure and content of a lesson and to note information such as key questions, resources, differentiated challenges, use of learning support, computing and assessment opportunities, especially where this is not already included in the medium-term plan.

Planning is written in teacher's planner books and follows the detailed medium term plan for each class.

When planning our themed curriculum, whole school meetings are held at the end of each term to plan for the whole school theme the following term.

Focus of these meetings will be:

- Visits to enhance the learning.
- Use of outdoor learning
- Ensuring a progression of key skills
- links with literacy and numeracy, including ICT / computing and other areas.
- Each year groups contribution to the final 'event'

## Appendix 6 – Questions to consider when planning

### Questions for you to consider - Planning

#### General

Is there an appropriate balance between teacher spoken delivery and children activities?

Have curriculum targets been referred to?

What will I add to my working wall, displays for this lesson? How will I use Lynx, Espresso, Abacus, literacy Shed, Bug Club etc....?

Do teaching objectives relate to what has passed and what is going to happen?

Are there any cross-curricular links?

What, in general, does the planning say about the teacher's subject knowledge?

Has the teacher identified implicitly or explicitly when children will have the opportunity to talk?

#### Questions

Have key questions been identified?

What types of questions have been posed? Open/Closed

Are questions differentiated for different abilities?

Do questions use technical vocabulary for specific subjects and encourage children to use it also?

Have assessment outcomes been associated with the questions?

#### Language

Have any references to appropriate vocabulary and technical language been made?

#### Independent Work

Is the independent work closely related to the key learning objectives and well differentiated?

Do you remind children to follow presentation guidelines and refer to the working wall?

Do you provide additional resources on tables when they will help (phonic mats, home school planner sheets, thesaurus, number lines, multiplication grids, bookmarks in exercise bks. etc.)?

Is the work appropriate to all abilities and challenges all through the 3 coloured challenges?

Do you plan to set of children at different times to maximise progress when applicable?

#### Mini plenaries, clarifying misconceptions

Are they planned for?

Are questions planned to reinforce learning and make judgements?

Do you refer to the next steps in learning when applicable?

#### Assessment and Marking

Is there a clear link between the learning objectives and assessments?

Does it identify what the children will need to be able to do in order to demonstrate their understanding?

Are there signs that assessment in the lessons is continuous?

Do children self assess their learning, adding scores out of ten, comments about their learning at the end of a piece of work?

Is marking linked to the learning objective and where needed scaffolds, challenges etc.?

#### Use of TA

Are all additional adults used to support children's learning at all times throughout the lesson? Starter? Whole class teaching? Independent work? Plenaries?

Do TAs support the assessment of learners?

#### Computing

What evidence is there of its use?

Is the use appropriate to the task at hand?

Does it focus on digital literacy linked to the new National Curriculum?



## Appendix 7 - Reading, Wonderful Writing, Spoken Language.

Teachers promote and value reading as an enjoyable activity and also as a life skill. Teachers plan for a range of comprehension strategies which allow pupils to engage with text in a variety of ways to suit different learning styles.

In **shared reading and in Class Story time** the teacher models the reading process to the whole class as an expert reader providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and challenging, beyond the current reading ability of the majority of the class. The use of the visualiser supports the engagement of shared texts.

In **guided reading** texts are chosen to match the ability of the group but still provide an element of challenge. Guided reading provides a forum for pupils to demonstrate what they have learned about reading; the focus for the reading is concerned with extending strategies/objectives taught in shared reading. Guided reading takes many forms- Wednesdays: Paired reading, independent reading then discussions of themes and the sharing of a class story and discussing themes and AFs with this as a stimulus also.

Teachers plan for **independent reading** activities during sessions of Literacy teaching. Texts are selected so that pupils can access them without support. The focus for the reading is to provide practice and develop personal response to text.

Many other opportunities are provided for pupils to practise and extend reading in other subjects. Pupils select texts under the guidance of the teacher for independent and home/school reading. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis. Where pupils are working below age appropriate objectives a reading programme will identify opportunities to read with an adult to accelerate progress (Reading Buddy programme)

The Development Matters Bands, the Early Learning Goals for the Foundation Stage and the National Curriculum outlines the order of teaching objectives we aim to follow. They ensure that children at Fordham CE Primary are provided with opportunities to revisit and build on reading knowledge and skills already acquired, creating appropriate continuity and progression.

In the Foundation Stage and KS1 there is a structured and systematic approach to the teaching of phonics using Letters and Sounds and other word level skills. Pupils are taught to:

- discriminate between the separate sounds in words
- learn the letters and letter combinations most commonly used to spell those sounds
- read words by sounding out and blending their separate parts
- write words by combining spelling patterns and their sounds

Children in Foundation and KS1 are assessed and regrouped at least each half term and are expected to make rapid progress through the programme. Teachers also rotate groups over the year so children experience different teachers for phonics.



Pupils at Fordham CE Primary have a carefully balanced programme of reading and guided reading from books of graded difficulty, matched to their independent reading levels (Book Bands – colour code system – including SEN texts). These books have a cumulative vocabulary, sensible grammatical structure and a lively and interesting content. Our re-designed library for September 2015 will also promote reading with class time to visit the library for non fiction and fiction as well as e-books. The library will also be open after school for parents and children to enjoy. Through shared reading, (Big Books, anthologies, posters, leaflets, letters, Bug Club, Oxford Owl, First News etc) pupils are given a rich experience of more challenging texts.

At Fordham CE Primary we adopt a book centred approach to the teaching of reading in order to encourage children to see themselves, from the outset, as readers of books. Children will be given many opportunities to share books with other children, teachers, and other adults.

All children are encouraged to develop an awareness of audience when they are reading aloud. They will be given the opportunity to read to a variety of audiences, which may include younger children, their own class, adults etc

All children have a wide selection of books, including schemed and non-schemed books. They are encouraged to read for pleasure and information. All children have the opportunity to read daily. The nature and frequency of this activity will vary depending upon the age and ability of the child. Where needed some children are given 'Reading Buddies' (adults who are trained to support reading- parents and other volunteers, DBS cleared) to further develop their reading.

Guided reading is a fundamental part of our school's literacy programme. In effect, it takes the place of an individualised reading programme and, as a carefully structured group activity, it significantly increases the time for the specific, sustained teaching of reading. The groups are selected by reading ability and all have individual copies of the same text. The texts are carefully selected to match the reading level of the group. For early readers guided reading is regular and systematic – i.e. weekly.

At KS2 each child experiences a guided reading session at least once a fortnight – although some children may require more sessions. In addition, teachers or teaching assistants may hear children read individually to monitor and assess progress.

Written comprehension tasks are planned for fortnightly using the Treasure House resources in year groups to practice written comprehension of texts. In addition KS2 children also complete formal comprehension assessments in November and May.

### **Wonderful Writing**

Fordham CE Primary School has a commitment to accelerated progress through Wonderful Writing using the work and principles of Pie Corbett and promotes this in all teaching and learning related to writing. Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type,

the kind of writing activities they need to undertake and what the expected outcome will be. Usually, though not always, the **teaching sequence for reading and writing** will be used as a framework:

⇒ <b>‘Cold Piece’</b>	Assess writing capability within a new genre and set targets for improvement. Independent piece.
⇒ <b>(Imitate) Reading and responding</b>	Introduction to reading; enjoyment; teach reading strategies; response, analyse features
⇒ <b>(Innovate) Analysing and starting with own ideas</b>	further consolidation of key features and altering text with own ideas
⇒ <b>(Invention) Planning and writing</b>	Talk for writing; planning, drafting, revising, editing, showing learning from previous stages
⇒ <b>Warm Piece</b>	Final piece to show progress from cold piece, independent writing.
⇒ <b>Hot Piece</b>	Short additional piece to address green marking from warm piece.

Subject-specific texts that link to work being undertaken in other areas may also be used in literacy lessons to support the wider curriculum. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Activities are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support. Teachers encourage **‘talk for writing’** as an integral part of the process.

Teachers provide opportunities to practise and improve handwriting and encourage pupils to develop a fluent legible style. Teachers model the agreed style consistently across the school. A mixture of whole class, small group and individual teaching is planned. The teaching of grammar, punctuation and spelling is also embedded into literacy units of work using the Treasure House resources across the school to ensure progression and depth of understanding of this area of writing.

## Spoken Language

Teachers provide a wide range of contexts for speaking and listening throughout the school day. Teachers model speaking clearly. This includes clear diction, reasoned argument; using imaginative and challenging language and use of Standard English. Listening is modelled as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children. Spoken language outcomes are planned for in all areas of the curriculum and objectives are identified in planning. Roles are shared with pupils: sometimes a pupil will be the questioner, presenter, etc. Class debates are planned for in KS2 and reciting poetry as part of the 2014 National Curriculum.

Learning takes place in a variety of situations and group settings. For example these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school, responding to a text in shared or guided reading.

## Appendix 8 – Scientific Enquiry

When we ask children to carry out science investigations we want them to work as independently as they can. We want them to:

- raise questions
- choose an appropriate approach
- plan what to do, choose what equipment to use
- consider fair testing
- predict what might happen
- all children use equipment and carry out practical work safely in the smallest groups possible.
- make observations and take measurements
- present evidence in tables, charts and graphs
- draw conclusions
- describe patterns and trends
- compare results to predictions, make further predictions
- explain their findings and evaluate the strength of the evidence.
- Use computing, where relevant to make more efficient conclusions and data analysis- use of EXCEL to construct graphs, digital cameras and videos to observe changes in investigations.
- Use Explain Everything to video and write about practical science where applicable.

In science books, children start each unit with a concept map about what they already know about that unit. This is completed in pen or pencil. At the end of the unit the children go back to this concept map and add new learning in a different colour to show the progress in their learning.

## Appendix 9 - Problem Solving- Thinking Things Through / Big Maths and Core Skills in Mathematics.

Problem solving- Thinking Things Through and the practise of core skills is at the heart of all mathematics taught at Fordham CE Primary. As part of the daily maths lesson, all children have access to daily practise and application of problem solving / core skills each week.

Core skills will include: counting, number bonds, times tables, measurement facts, shape properties and the focus on mental strategies will enhance the learning of such skills (for example  $+9=+10-1$ ).

Every Wednesday all children in Y1-Y6 work in their Big Maths group. These groups are set up for children to work at their attainment level for core skills assessed through the assertive maths system. They complete a 30 minute quiz and then go over misconceptions and methods of solving questions for the remaining 30 minutes. The assertive maths system is also used for half termly tests to measure progress and identify class priorities for the next term that need teaching more urgently.

In teaching calculation based work, teaching helps the children see if a mental method can be used first to be efficient: methods such as rounding and adjusting, using near doubles etc. Written methods should only be used when mental strategies are less efficient, for example with large decimal numbers, working with 3 or more numbers etc.

Thinking Things Through tasks reflect both the real life uses and application of mathematics as well as developing children's logic, thinking skills, helping them to make connections and hypothesise about numbers, shape and data. This level of maths ensures mastery in the curriculum. Teachers use NCETM, nRich, APEX, Abacus and other resources to help deliver this important aspect of our maths curriculum.

Problem solving itself is at its best when rooted in real life experience and teachers endeavour to make the mathematics curriculum as meaningful and relevant as is possible, within the constraints of the classroom. Our focus in 2015-16 is to promote the application of maths further in our theme based learning. For example, measuring depths of rivers, using shapes in DT and Art and data handling in science more explicitly.

All lessons contain some elements of using and applying, whether in the mental oral starter, the main teaching activity or the plenary. Children have access to a range of challenges, both written and oral and experience a variety of short and longer investigations. Children also have access to a wide range of problems, all which require different thinking skills and application of mathematical knowledge in order to solve.

The acquisition of age-appropriate using and applying skills is initially modelled explicitly by the teacher with opportunities to practise. As the children move through

the academic year and the school, they are required to draw on this taught bank of skills and select the one most appropriate for solving a particular problem or puzzle.

Talk underpins problem solving and children benefit from planned, quality opportunities for mathematical discussion both with the teacher and in small groups or pairs. The success of many problem solving strategies depends on children's ability to articulate and manipulate mathematical vocabulary and as a result, all maths lessons contain opportunities for mathematical discussion.

There are two aspects to teaching Thinking Things Through:

- teaching specific strategies to solve particular types of problem, for example in units on reasoning about number or shape;
- posing questions in 'everyday' teaching for children to practise and develop their general mathematical thinking and reasoning skills across the full mathematics curriculum, not just in the units on problem solving.

Thinking Things Through can be classified and sorted into five main groups. This helps identify the strategies that need to be taught whilst ensuring that children experience a variety of problems and the range of skills needed to solve them.

- Finding all possibilities
- Logic problems
- Finding rules and describing patterns
- Diagram problems and visual puzzles
- Worded problems

## Appendix 10 – Learning principles

### **Learning:**

Pupils' are provided with a variety of opportunities to learn. These opportunities enable pupils to make progress in knowledge, understanding and skills. Pupils' learning will be characterised such as to:

#### **Help pupils to know what they are doing.**

Learning enables pupils to know why and what they are trying to achieve, with sufficient time provided for them to work critically and reflectively to evaluate and improve their work. We provide this through 2x week detailed marking and give children the opportunity to respond to this marking and then check this response. In addition, verbal feedback and questioning adaptations help children to know what they are doing. Learning conferences are also vital in supporting children to know what they are doing well and what they need to work more on.

#### **Enable pupils to demonstrate an understanding of their learning skills.**

Learning will enable pupils to develop the essential skills of literacy, numeracy and computing and use these for cross curricular study. There will be opportunities to practise and apply newly acquired skills and knowledge. Children will learn, and be encouraged to use, the technical vocabulary of specific subjects. They will be able to communicate their findings through a variety of appropriate and progressively more sophisticated ways. Pupils' will make progress in their ability to concentrate, pose their own questions and solve problems.

#### **Enable pupils to demonstrate a positive attitude to learning.**

Pupils will engage in planned and sequential opportunities to work individually and as a member of a co-operative group. Pupils will be encouraged to work productively with each other and adults, meeting the challenge of planning and participating in collaborative projects. They will be confident and willing to learn from their mistakes, with a growth mindset attitude, as well as their successes. Work will be sustained with a sense of commitment and enjoyment. Pupils will be willing to persevere when answers are not readily available.

#### **Enable pupils to make choices.**

Pupils will have an increasing role in planning and organising their learning. They will be involved in decision making through being encouraged to choose their own challenges and to raise their own questions at times and work on open – ended tasks which can be taken forward by the pupils' own ideas. There will be opportunities for pupils to evaluate their responses and suggest improvements to their work through producing work for a variety of audiences.

#### **Allow pupils to select resources.**

Opportunities are sought for pupils to select and use appropriate learning materials and tools for the task in which they are engaged. They will use texts, artefacts and computing to further their own research in investigative work.

#### **Learning Conferences.**

Termly learning conferences are opportunities for teachers, children and parents to discuss learning, areas to focus on and to celebrate strengths and areas of development.

## Appendix 11 – Assessing the quality of teaching and learning in your classroom

### **Assessing Quality of Teaching and Learning. Questions for you to consider:**

#### **Introduction**

Is there a clear learning objective with differentiated success criteria (ideally agreed with the pupils)?

Are children looking at feed forward marking and given time to respond?

Does the lesson begin with pace?

Are the children clear about what they are going to learn?

Is Lynx, working walls or similar used to enhance the teacher modelling?

Is there reference to previous learning?

Does the teacher use a range of questions?

Did the introduction engage all children or a few and a targeted questions used to engage focus children (lolly lotto, lolly sticks)?

Were the children encouraged to discuss amongst themselves?

Was the balance between teacher talk and children talk about right (talk partners, not too long on carpet / whole class teaching- children doing!)?

Did the teacher provide children with time to think before answer questions?

Did the teacher probe with questions and ask children to go 'deeper'?

Was there sufficient time (if appropriate) for children to plan prior to entering into independent work?

Did the teacher use appropriate technical language? Is this on the working wall?

Is there an implicit and explicit expectation that everyone will succeed?

Are TAs used effectively to aid differentiation, support assessment?

Will high expectations for behaviour, work ethic and presentation be explicit?

#### **Independent Work**

Do groups start independent work at different times to maximise progress (where applicable)?

Were all of the children gainfully employed and did they choose the challenge that most maximises their progress?

Did the work challenge all abilities and are tasks adapted during the lesson to ensure this if needed, are children encouraged to move to yellow or green where applicable?

Is the teacher moving round all groups periodically, supporting all children's progress while still focusing on a 'core group'? Is the teacher marking during the lesson for maximised feedback?

If sheets were used, did they move children's learning forward, were other resources used effectively to support learning?

Where appropriate, are children still able to engage in discussion?

How worthwhile are the tasks?

### **Mini plenaries, clarifying misconceptions**

Did the teacher revisit the learning objective(s) / success criteria?

Were misconceptions checked and corrected?

Reference to working walls, adding to in plenary

Did all the class need to be stopped?

Was reference made to where to next?

### **ICT / Computing**

How well was it used? Lynx? Ipads? Espresso? Bug Club? Literacy shed? ITPs? Abacus?

How confident and competent was the teacher?

### **T.A.**

Was the teaching assistant used well?

What was her general level of understanding?

Are they actively used in starters / plenaries- taking groups off for aided differentiation (not always LA!)?

### **General**

What did the children learn today?

How do you know? What did the children do?

At what level are they working?

How did the lesson build on previous learning? What will you do next?



Appendix 12: to be used in conjunction with Ofsted criteria.

## FORDHAM CE PRIMARY SCHOOL

### SELF-EVALUATION      TEACHING AND LEARNING      LESSON OBSERVATION PROMPTS

What is Good Learning and Teaching?

<b>The Quality of Teaching</b>			
	<b>Requires Improvement</b>	<b>Good</b>	<b>Outstanding</b>
<b>1a</b>  <b>Do teachers plan effectively, with clear learning objectives and suitable teaching strategies?</b>	<ul style="list-style-type: none"> <li>Shows how thought has been given to how skills and understanding are built up</li> <li>Shows what the learning objectives are and what children will be doing</li> <li>Where published materials are used, these are modified to meet the needs of the class</li> <li>Indicates what support staff will be expected to do</li> <li>Has evidence of differentiation</li> <li>Identifies opportunities to assess children's progress and attainment</li> </ul>	<ul style="list-style-type: none"> <li>Identifies learning objectives and success criteria and takes account of previous learning</li> <li>Where published materials are used these are modified to meet the needs of the pupils and their previous learning</li> <li>Gives support staff a good framework for their work and indicators of how to adapt it for individual pupils with SEN</li> <li>Provides a good framework for challenging more able pupils</li> <li>Has planned to assess children's progress</li> </ul>	<ul style="list-style-type: none"> <li>Learning objectives are very clear and they build on what has gone before, pupil's understanding and the flexibility and range of approaches to achieve them, taking account of pupil's differing needs</li> <li>Differentiated success criteria allow all pupils to make good progress</li> <li>Planning is used flexibly to embrace new ideas, feedback from formative assessments and unexpected progress</li> <li>Where published materials are used, these are modified to meet the needs of the environment, prior attainment and styles of learning and teaching</li> <li>Gives support staff a very good framework, modifying approaches for individual pupils with SEN and disabilities</li> </ul>

<p><b>1b</b></p> <p><b>How good is the teacher's command of areas of learning and subjects?</b></p>	<p>Plans reflect an understanding of what needs to be learned. Teachers:</p> <ul style="list-style-type: none"> <li>• Explain new ideas clearly</li> <li>• Extend pupils' learning by providing relevant experiences</li> <li>• Select and use appropriate resources</li> </ul>	<p>Effective plans reflect a clear understanding of what needs to be learned and how pupils will be taught. Teachers:</p> <ul style="list-style-type: none"> <li>• Explain new ideas in ways that are relevant and meaningful to the pupils</li> <li>• Extend pupils' learning by providing relevant first hand experiences, drawing on links with other subjects or areas</li> <li>• Are able to cater for the more able and those with SEN</li> <li>• Select and use appropriate resources that interest and challenge pupils</li> </ul>	<p>Teacher knowledge is also demonstrated in the way they</p> <ul style="list-style-type: none"> <li>• Illuminate and enrich their teaching</li> <li>• Inspire their pupils</li> <li>• Encourage pupils to ask challenging questions and answer them accurately or encourage pupils to find out for themselves or from each other</li> <li>• Extend pupils learning by providing relevant first hand experiences, drawing on different contexts and a wider body of knowledge or links with other subjects or areas</li> </ul>
<p><b>1c</b></p> <p><b>How well does the learning environment support good teaching and learning?</b></p>	<ul style="list-style-type: none"> <li>• Is well organised and tidy</li> <li>• Displays reflect a range of curriculum subject areas</li> <li>• Resources are accessible and children use them independently</li> <li>• The classroom is arranged with thought to the most appropriate model for the physical constraints of the room itself</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Children's work is celebrated</li> <li>• Displays are used to prompt children's thinking</li> <li>• Resources are available to use, clearly labelled, displayed well and the pupils use and take care of them</li> <li>• The classroom is arranged with thought to the most appropriate model for the lesson activity, as well as the physical constraints of the room itself</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom environment is lively and stimulating, creating a setting for the learning</li> <li>• Examples of particularly good work are annotated so pupils can see what they should be aiming for</li> <li>• Interactive displays are used well to support teaching</li> <li>• Independent learning is facilitated</li> </ul>
<p><b>1d</b></p> <p><b>How good is the start of the lesson?</b></p>	<ul style="list-style-type: none"> <li>• The children settle quickly</li> <li>• Learning objectives are shared with the children</li> <li>• The teacher engages all of the children quickly and creates a</li> </ul>	<ul style="list-style-type: none"> <li>• Learning starts promptly</li> <li>• Learning objectives are shared with the children and reinforced visually</li> <li>• The teacher sets an inspirational tone to the learning</li> </ul>	<ul style="list-style-type: none"> <li>• Learning objectives are shared clearly, both visually and orally, identifying a clear purpose to the learning based on previous and future learning.</li> <li>• They explain the process by which</li> </ul>

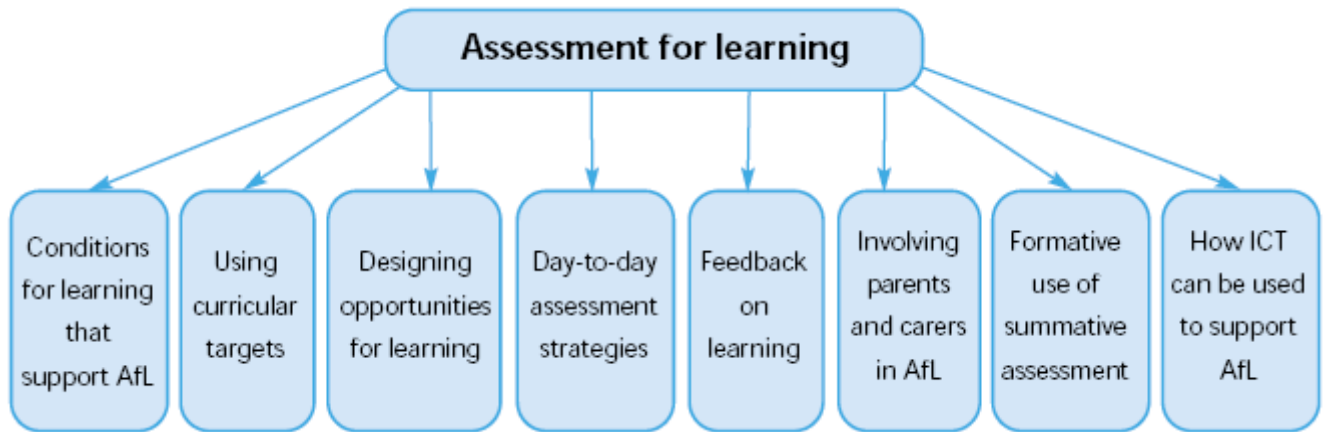
	sense of purpose	by having high expectations	the learning will take place
<b>1e</b>  <b>How well do teachers interest, engage, encourage and challenge pupils?</b>	<ul style="list-style-type: none"> <li>Activities are interesting</li> <li>There is a balance between taught, individual and collaborative work</li> <li>Questioning provides opportunities to develop understanding and assess learning</li> <li>Pupils are given opportunities to talk about what they have learned</li> <li>Pupils are encouraged to be independent, but are supported where they need extra help</li> <li>Pupils are encouraged to do their best</li> </ul>	<ul style="list-style-type: none"> <li>Activities are stimulating with relevant learning experiences</li> <li>Questioning is planned to provide frequent opportunities for higher order questioning</li> <li>Pupils are encouraged to verbalise their thinking through whole class discussion, and response partners</li> <li>Pupils are encouraged to persevere</li> <li>Teaching seeks to extend pupils intellectually, physically and creatively</li> </ul>	<ul style="list-style-type: none"> <li>Activities are planned to be stimulating and challenging with vivid, real and relevant learning experiences</li> <li>Pupils are regularly prompted to develop and justify answers, speculate and hypothesise. Pupil questions and pupil motivated enquiry are welcomed</li> <li>Pupils are encouraged to persevere to solve problems through the application of well rehearsed strategies</li> <li>Teaching stimulates creativity, imagination and independence</li> </ul>
<b>1f</b>  <b>How effectively do teachers manage behaviour?</b>	<p>There is a positive climate for learning in which pupils feel secure, including:</p> <ul style="list-style-type: none"> <li>Effective organisation of activities</li> <li>Fair and clear exercise of authority</li> <li>Effective support of pupils by teachers and other adults</li> <li>Mutual respect and properly established work habits</li> <li>A consistent implementation of the behaviour policy</li> </ul>	<p>There is a productive climate for learning in which pupils feel secure, including</p> <ul style="list-style-type: none"> <li>Clear and efficient organisation of activities and groups</li> <li>An emphasis on self discipline and mature behaviour</li> </ul>	<p>There is a productive climate for learning in which pupils feel valued and secure, including:</p> <ul style="list-style-type: none"> <li>Efficient organisation of activities and groups where the rationale is shared with pupils</li> <li>Fair and clear exercise of authority leading to excellent standards of behaviour</li> </ul>
<b>1g</b>  <b>How effectively do teachers promote equality of opportunity and ensure inclusion?</b>	<ul style="list-style-type: none"> <li>All pupils are treated with respect</li> <li>Teaching methods and resources are without bias and free from stereotyping</li> <li>Sensitivity is shown to pupils' individual circumstances, beliefs and cultures in the way questions are asked or ideas promoted</li> <li>Pupils with SEN are well supported and able pupils are</li> </ul>	<ul style="list-style-type: none"> <li>Pupils' contributions are valued and encouraged</li> <li>Pupils with SEN are well supported and encouraged to contribute fully in class discussions through well-targeted questions</li> </ul>	<ul style="list-style-type: none"> <li>Teaching methods and resources are properly matched to meeting the needs of all the pupils in the class</li> <li>Pupils with SEN are well supported through differentiated tasks, one-to-one and small group work</li> <li>Provides positive role model for different groups of pupils</li> </ul>

	challenged		
	<b>Where required</b> <ul style="list-style-type: none"> <li>• Pupils with EAL are supported with additional materials and guidance that allows them to fully access the learning required</li> <li>• The classroom is arranged to take account of pupils' disabilities</li> </ul>		
<b>1h</b> <b>How effectively do teachers make use of teaching assistants and other staff?</b>	<ul style="list-style-type: none"> <li>• Teaching assistants are adequately managed and are effective</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching assistants make a significant contribution to the meeting of individual needs</li> </ul>	<ul style="list-style-type: none"> <li>• Well directed teaching assistants reinforce and support learning very effectively</li> </ul>
<b>1i</b> <b>How effectively do teachers use the plenary to reinforce learning and assess understanding?</b>	<ul style="list-style-type: none"> <li>• The plenary is an opportunity for pupils to share what they have done and to encourage some reflection on what they have learnt</li> </ul>	<ul style="list-style-type: none"> <li>• The plenary is used as an opportunity for pupils to reflect on what they have learned and what they need to do to progress further. Teachers use this as an opportunity for assessment</li> <li>• The plenary sets the context for the next lesson / future learning</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons culminate in an interactive session that encourages pupils to reflect on their learning – not just what they have learned but what has helped them to learn and what they need to do next.</li> <li>• Teachers use this opportunity to assess what children need to do next and amend their planning accordingly</li> </ul>
<b>1j</b> <b>How effectively do teachers assess pupils' work?</b>	<ul style="list-style-type: none"> <li>• Teachers let pupils know how well they are doing</li> <li>• Teachers use this information to set targets</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are regularly involved in helping to assess their own work</li> <li>• Pupils are set appropriately challenging targets</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are helped to judge the success of their work and to set targets for improvement</li> </ul>

<b>How well do pupils learn?</b>			
	<b>Requires Improvement</b>	<b>Good</b>	<b>Outstanding</b>
<b>2a</b>  <b>To what extent do pupils acquire new knowledge, skills or understanding or develop ideas in their work?</b>	Pupils make progress both within individual lessons and over time. They: <ul style="list-style-type: none"> <li>• Can explain what they have done</li> <li>• Can re-apply some of their knowledge to a new problem or situation</li> <li>• Show awareness of how current learning relates to previous work</li> <li>• Will answer questions</li> </ul>	Pupils make good progress and <ul style="list-style-type: none"> <li>• Can explain what they have learned</li> <li>• When asked, can apply what they have learned to new situations</li> <li>• Understand how current learning relates to previous work and what comes next</li> <li>• Ask and answer questions related to their work</li> </ul>	Pupils make very good progress, both within lessons and over time. Pupils <ul style="list-style-type: none"> <li>• Can explain confidently and clearly how and what they have learned</li> <li>• Are creative, show initiative and apply learning to new situations</li> <li>• Ask questions and show an eagerness to learn</li> </ul>
<b>2b</b>  <b>To what extent do pupils show engagement, application and concentration to work productively</b>	Pupils are willing to engage in learning and have established work habits. They are: <ul style="list-style-type: none"> <li>• Not easily distracted</li> <li>• Produce work of a good standard</li> <li>• Show a willingness to improve further</li> <li>• Complete work within the time available</li> </ul>	Pupils are eager to engage in learning and have good work habits. They <ul style="list-style-type: none"> <li>• Work well and are not easily distracted</li> <li>• Consistently produce work of a good standard and respond to guidance on how they can improve further</li> </ul>	Pupils are eager to engage in learning and have very good work habits that maximise time for learning. They: <ul style="list-style-type: none"> <li>• Work intently and are not distracted</li> <li>• Go beyond the set task or extend the scope of their learning</li> </ul>
<b>2c</b>  <b>To what extent do pupils develop the capacity to work independently and collaboratively?</b>	A range of opportunities are planned to allow pupils to work both collaboratively and independently over time. Pupils <ul style="list-style-type: none"> <li>• Listen to other's opinions</li> <li>• Are sensible in organising the resources they need</li> <li>• Know where to ask for help</li> <li>• Complete homework tasks set</li> </ul>	Pupils <ul style="list-style-type: none"> <li>• listen to other's opinions and express their own views and ideas sensibly</li> <li>• Show initiative and take responsibility for organising the resources they need</li> <li>• Plan and use their time well, including the completion of homework tasks</li> </ul>	Pupil <ul style="list-style-type: none"> <li>• Show a mature attitude to collaborative learning, listening to other's opinions and expressing their own ideas sensibly</li> <li>• Identify roles and responsibilities in a group situation</li> <li>• Where required, complete work unaided</li> </ul>
<b>2d</b>  <b>To what extent are pupils able to reflect on their own learning and use this knowledge to plan their work?</b>	Pupils <ul style="list-style-type: none"> <li>• Are encouraged to talk about their work</li> <li>• Take account of what they need to do to improve further</li> </ul>	<ul style="list-style-type: none"> <li>• Are encouraged to reflect on their learning through the discussion in the plenary</li> <li>• Are aware of a range of strategies for completing tasks</li> <li>• Know the standard they are working at and take account of what to do to improve further</li> <li>• Understand progress is as important as achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Are routinely encouraged to reflect on their own learning through learning logs, a learning board, frequent discussions within the plenary on 'what helped you to learn'</li> <li>• Understand their preferred learning styles and are able to select appropriate strategies for completion of tasks</li> <li>• Believe that effort will lead to success</li> </ul>

## Appendix 13: Assessment for Learning

AfL is one of the most powerful and effective ways of improving learning and teaching, and raising standards.



### Key characteristics of AfL:

AfL is embedded in a view of learning and teaching of which it is an essential part

AfL involves sharing learning goals with learners.

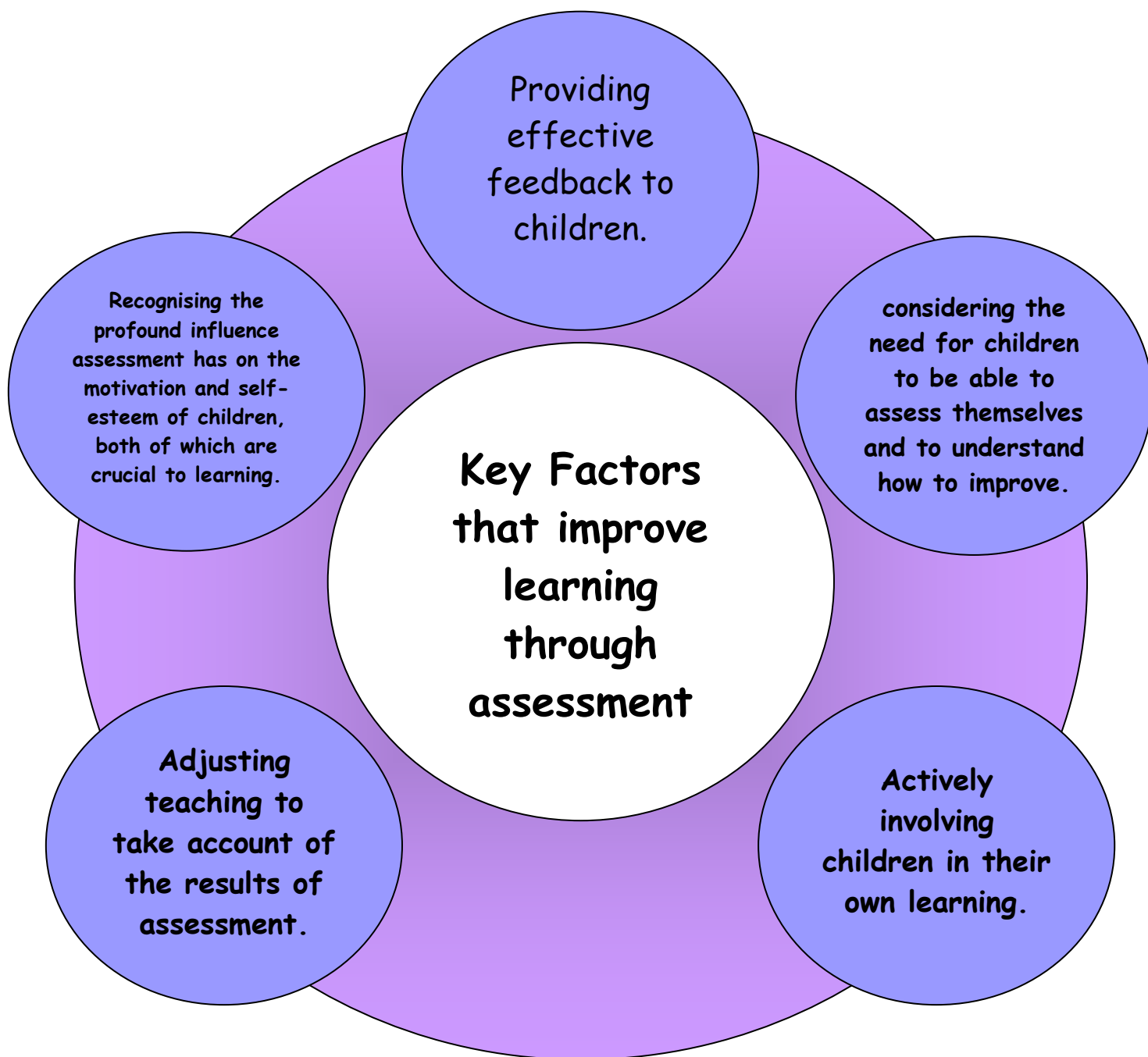
AfL aims to help learners to know and to recognise the standards for which they are aiming.

AfL involves learners in peer and self-assessment.

AfL provides feedback which leads to learners recognising their next steps and how to take them.

AfL is underpinned by the confidence that every learner can improve.

AfL involves both learner and teacher reviewing and reflecting on assessment data.



The information produced for this section of our policy are based on the Assessment for Learning materials produced by the Primary National Strategy – Excellence and Enjoyment: Learning and Teaching in the Primary Years

## **Questions to consider:**

How does your classroom environment support AfL?

How do you use curricular targets to promote AfL?

How do you design opportunities for learning?

- Long term curriculum maps for coverage and balance – Excellence with Enjoyment
- How do you modify and and/or adapt your medium term plans to link with the curriculum target setting process and focus on learning?
- How do you communicate your key learning outcomes in your short term day-to-day plans and lessons?



## Assessment for Learning – Classroom Strategies

### ***Questioning – please also refer to the specific questioning section in this policy***

- Asking questions to assess children's *starting* points, in order to be able to adapt learning and teaching activities appropriately to meet children's needs.
- Asking a range of questions, from literal to higher-order, to develop understanding:
  - application, for example 'What other examples are there?'
  - analysis, for example 'What is the evidence for parts or features of...?'
  - synthesis, for example 'How could we add to, improve, design, solve ...?'
  - evaluation, for example 'What do you think about ...?', 'What are your criteria for assessing ...?'
- Using thinking time and talk partners to ensure all children are engaged in answering questions.

### ***Observing***

- Watching children and listening to their discussions to assess their learning as it is happening.
- Making planned observations of particular children to support their learning in the lesson.
- Pupil interviews

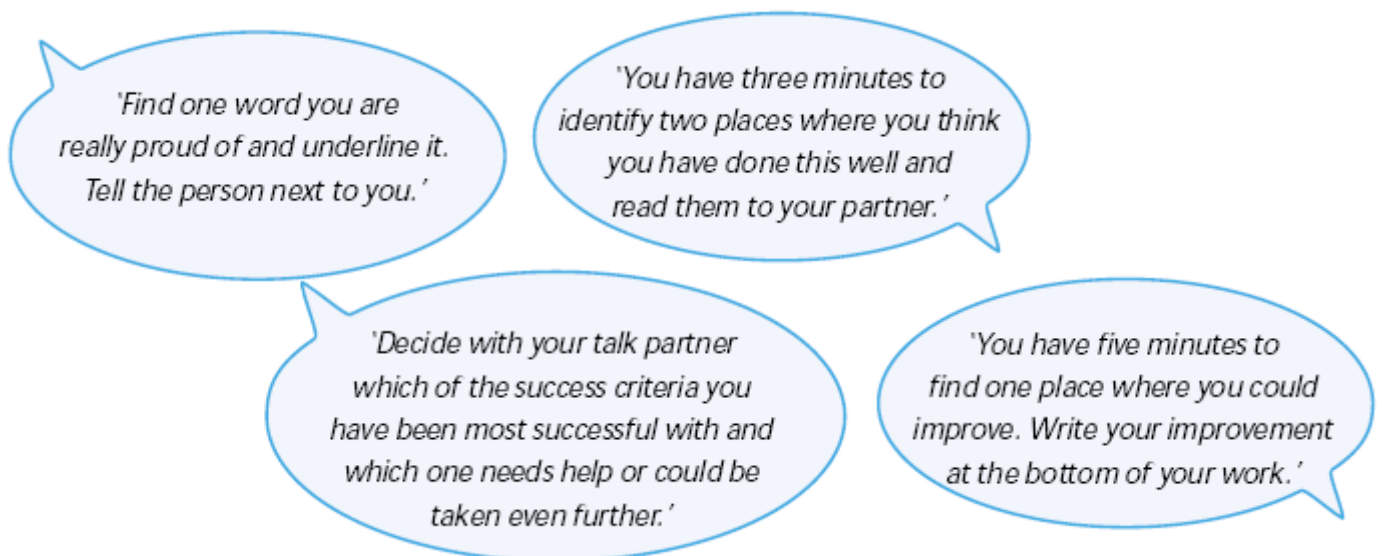
### ***Discussing***

- Holding brief impromptu discussions with children to follow up any surprises at their responses or behaviour during the lesson.
- Holding discussions with children to assess understanding, to diagnose the reasons for any misunderstandings or misconceptions and resolve difficulties within the lesson.
- Holding informed discussions to follow up earlier assessment and diagnosis, and to discuss progress, targets and any peer or self assessments that have been made to inform next steps in learning.

### ***Engaging children in reviewing progress***

- Developing supported self and peer assessment, in which pairs or small groups of children determine what they know and can do, what they still find challenging and the next steps for them.
- Developing independent self and peer assessment, in which the children identify their own achievements and progress and think about what they need to do next to improve.
- Carrying out sustained feedback with individuals or groups of children to identify the progress that has been made and to plan future learning.
- Take aways – what will you take away today that will impress your friend, parents, teacher etc
- What 3 things have you learnt today?
- What was the hardest/easiest thing we have done in today's session?
- Highlight the word/sentence/paragraph that you are most pleased/unhappy with.
- Highlight the paragraph you would like me to mark and give feedback on
- Use a Traffic Light system to demonstrate whether or not you have understood e.g. red, amber green.

### ***Developing peer and self assessment***



### ***Analysing***

- Marking and assessing written work *with* children to identify any common errors or misconceptions, and to guide children on how they can improve and progress.
- Discussing *with* the children their responses to the tasks to identify and correct any errors and misconceptions, to assess their achievement against the learning objectives, to monitor their progress and to share with them how they can improve and what they need to do next.

### ***Checking children's understanding***

- Conducting recall tests with planned or spontaneous questions to assess immediately with the children their knowledge and speed of recall, involving, for example, addition or multiplication facts or spellings.
- Introducing brief review checks that draw upon what has been taught previously for children and teachers to identify what might need revision, and to guide the lesson and future planning.

***Success Criteria*** - summarising the key points that link exclusively to the learning outcome

- Top tips charts
- Steps to excellence/success
- Prompt cards
- Target Cards
- RIT cards – Read it through
- Self evaluation questions – starting the lesson with a question
- Reading/writing target bookmarks
- Photographs
- Children listing own success criteria
- Progression lines

### **Formative use of summative assessment**

- Key stage, cohort, class profiles
- Individual record sheets
- Tracking of focus groups (achievement and attainment)
- Target setting
- Explicit discussions with pupils and parents about achievement, attainment and next steps in learning
- Establish success criteria
- Generate diagnostic information for future learning and teaching

### **Marking: against the key learning outcome**

Our aims of marking are to maximise progress, improve standards and encourage our children to be reflective learners showing perseverance and resilience. Marking will be focussed on celebrating successes while also clarifying misconceptions and challenging our children to be the best they can be and to have PRIDE in their learning. We strive to mark books during lessons to maximise feedback both with what is 'pink' and where we have helped a child to make progress through instant 'green' marking.

#### **An example of a model of marking focusing on success and improvement**

1. Showing success.
2. Indicating improvement, challenge, next steps
3. Giving an improvement, challenge, next step suggestion.
4. Child making the improvement.
5. Teacher / TA acknowledging the improvement

*Note: This example illustrates an approach – not the approach. There are different ways of implementing the four stages of marking outlined here.*

#### **1 Showing success (Tickled Pink)**

The teacher finds the best places in the child's work that link with the learning outcome. This avoids having to write things that will be largely inaccessible to the child. Positive comments will be written in pink, alongside our school marking codes. (see marking codes) The pink comments will be written next to the part of the work that shows progress / evidence towards learning objective.

Where children have shown they have achieved the objective within the lesson, a challenge will be set with the mini-heading- 'Ext' to represent extension work being given to progress the child's learning further. Usually

this will be the next colour challenge in core subjects with that colour square coloured in.

We also agree at Fordham that pink comments linked to self esteem of our children is important, so comments such as 'great' and 'excellent' will be used in addition to marking against learning objectives.

## **2 Indicating improvement / challenge / next step (Green for Growth)**

The teacher will use a 'step' symbol to indicate precisely where on the work improvement could be made (again avoiding text) and / or leaves a comment in green to be acted upon linked to the objective of the lesson or success criteria within a unit of writing. Where there are many errors, teachers use professional judgement when marking to not damage self esteem while also helping improve spelling, grammar, letter formation and number formation, for example.

## **3 Giving an improvement suggestion / challenge / next step (Green for Growth)**

The teacher writes down or asks for an improvement suggestion to help the child know how to make the specific improvement in green. This could also be a comment linked to challenging the child and / or setting next steps. There are three types of improvement prompt, each linked to an area of improvement:

- **reminder** (reminding the child of the learning outcome);
- **scaffold** (providing examples of what they need to do);
- **example** (giving exact sentences, words or processes to copy).

With young children, with some children with special educational needs and for practical subjects these prompts are often used orally, there and then.

## **4 Acting on green marking**

Classroom time is given for children to read the successes and the improvement suggestion and to make their improvement. While most of the class is making the improvement, time is then generated for a teaching assistant or additional adult to read out the improvement suggestions to any children who need support in either reading or understanding the teacher's feedback. This responding time will be different in each class and within each class at times. It may be whole class, focus groups, during early morning work, as part of independent guided reading, at the start of the next lesson or during the lesson.

## **5 Feedback – Acknowledging the Improvement**

Teachers or TAs check the improvement and acknowledge with pink the successes achieved, valuing the effort and progress shown. If the green comment has not been acted on correctly a further discussion / support will be given.

Appendix 14:

**Considerations when planning your timetable:**

- Make it work for you!!!
- Be creative and flexible.
- Mental Maths, Quality starters, Thinking Things Through (at least fortnightly)
- Daily guided reading (carousel of reading activities, teacher led and TA led daily)
- Espresso News, Early Work- variety, opportunity to respond to feed forward marking.
- Class story- choices of text, long and short...where to share the story- story corner, outside, torchlight etc.
- Think about the sequence of lessons – previous and subsequent sessions
- Plan for your interventions and ensure they remain a priority throughout the year.
- Ensure your units are outcome driven
- Science Days / Art Days / RE Days / PSHE
- Think about blocking some aspects of learning
- Gym/Dance and Games each week
- Application of maths in theme
- Making theme fun

## Appendix 15: Presentation Guidelines and Marking Codes 2014

**Fordham All Saints CE Presentation Guidelines**


*It is our policy at Fordham All Saints CE Primary School that high standards of presentation should be praised, celebrated, taught, modelled and encouraged at all times, however it is acknowledged that this will vary dependent upon the age of the child and the nature of the task.*

**Pen or Pencil -**  
From Year 4 handwriting pens to be used for all written work, except maths where pencil will be used.  
(\*Special pens in year 5 and 6 at the teacher's discretion)  
Pencils will be used for all lines and drawings and colouring pencils for colouring.

**General Layout-**  
All work will be dated.  
All work will have a title, from Year 3  
Children will miss a line before starting the piece of work.  
Mistakes will have a pencil line drawn through.  
Rulers will be used to draw lines or labels in diagrams and tables etc.  
One number in each square in maths work and columns used in Y5/6

**Handwriting-**  
Written work will be in a neat, joined legible style where possible with writing clearly on the line. (individual support will be given where needed)

**Book covers -**  
There are to be no 'doodles' of any description on any books, files or folders.



### Marking Codes

✓ Objective achieved      ● Objective not achieved      ✓✓ Objective exceeded

Half tick shows some of objective achieved

Tickled Pink for positive feedback and green for growth for next steps and progress  
Pink used to show green acted upon and dated next to tick.

V Verbal feedback given

T Teacher support given

TA TA support given

PM Peer marked

I Independent Work

● Incorrect answer / please correct

^ missing letter or word underlined- spelling to correct: \_\_\_\_\_

○ Correct what has been circled or add what is missing

## **Appendix 16:**

### **Displays and Working Walls:**

Every class has a working wall for literacy and numeracy that is built up over a unit of work. It will include worked examples, key vocabulary, success criteria and references for children to use during independent work.

Remaining displays in classrooms will include examples of Wonderful Writing, Thinking Things Through and other areas of the curriculum. Work on display will be marked and effort will be rewarded through display as a priority over the 'best' pieces of work.

A Growth Mindset linked display will also be evident and used by teachers as a reference in day to day teaching.

Classrooms will look vibrant through published materials on display alongside children's work. Displays will also focus on interactivity through adding questions to promote engagement etc.

Each room will also have:

1. Traffic lights (or similar) in place for behaviour management ( please read the Positive Behaviour Policy)
2. Core value area with children's linked work displayed half termly and a related RE display, including a lunchtime prayer book.
3. Marking codes visible and Presentation Guidelines
4. Reading / Book corner area
5. Laptop(s) for access to internet and core programs.

**All of the above should be kept in good condition, clean, tidy and relevant.**

### **Classroom Organisation:**

-Resources are readily available for children in each and every lesson.

Pencils, pens, rulers, sharpeners, whiteboards and rubbers are always accessible and ready to use for each and every lesson.

-Children show respect for their work areas and leave them tidy and organised between lessons.

-Book corners remain tidy, with books stored appropriately and with respect.

-When resources are used, they are put back when finished with.

-Lights are turned on when lessons are active and are turned off at breaktime and lunchtimes.

-Children show respect for their exercise books (no doodles, sharp pencils etc.) and if sheets are stuck in books they are trimmed down first and stuck in neatly.



#### Appendix 17:

### What are the features of an 'outstanding' lesson?

*An outstanding lesson will include all of the following features:*

**-A learning objective set that you measure progress on:**  
ensure the objective is specific and measureable, not merely an activity- 'write a story'. Instead measureable for different groups- 'use descriptive features in a story opening' for example. Ensure marking links to the objective when marking work from the lesson.

**-Teachers and TAs are modelling,** showing children how to succeed, agreeing success criteria together and supporting with subject expertise and knowledge throughout.

**-Differentiated groups:** different work / tasks for different groups, using LSAs to support groups, not just the LA. Targeted questions that are differentiated in whole class teaching also.

**-Challenge for all** at an appropriate level. Children supporting each other when needed, more able on open ended tasks where applicable.

-The lesson is part of a **sequence of learning**, and other lessons, homework and experiences and referred to.

-The **children are active** during the lesson, do a variety of tasks, they interact with each other as well as working independently (use talk partners for example effectively) Visual, Auditory and Kinaesthetic learning has been considered. Use music, film, resources etc. Marking takes place during the lesson and children respond to marking also to show progress.

**-Planning is clear**, has been done as part of a team. Other adults in the room are clear about what they have to do.

**-Sufficient time** is allowed for each task but pace is not compromised.

**-Behaviour is very good to outstanding**, all through the lesson because children are engaged and stimulated through pace and relevance. Where behaviour is not, it is dealt with effectively and early.

**-Learning / Working Walls are referred to** during the lesson and added to, particularly in plenaries. Children are fully involved with this.

**-Children take pride in their work** and agreed formats, expectations are followed. All written work has a purpose.

**-The plenary** is always done and plenty of time found for it! It adds to the lesson and summarises what has been achieved and progress celebrated. Next steps are agreed, changes to groupings, teaching next session. Don't forget **mini plenaries** to clarify misconceptions during independent, group work and also to celebrate progress. An outstanding lesson will provide children with the opportunity to share or demonstrate their learning at any given point.

**-IT is used effectively** to add to the learning experience, it is not used for the sake of using it, it moves learning on. Using visualisers in plenaries, shared texts etc. IT enhances creativity- Abacus, Bug Club texts, *padlett*, *ipads* use but doesn't slow pace- have it ready, set up. IT is used effectively when modelling work- re-loading previous work saved on a notebook or the like to show the teaching sequence in action.

**-Smile! Show passion and enthusiasm** for what you are teaching and ensure relationships between all adults and children are always very good. Children are then confident to answer questions and responses are thoughtful and focused.

## **Appendix 18:**

### **Fordham All Saints CE Primary School- Learning and Teaching: fundamentals**

#### **1) Planning-**

- a) medium term planning to reflect national curriculum objectives, looking at new curriculum
- b) maths to include planned end of unit assessments using Assertive Maths and cold to warm questions within mini units; literacy to include cold and warm piece writing and written reading comprehension work; science work practical based with concept maps for assessment; theme work focus on application of maths and literacy.
- c) daily plans have highly effective starters- core skills in maths and literacy. Provision for all ability groups through progressive challenges- Red, Yellow, Green, teacher modelling, TAs well used with adult support rotated during week and effective mini plenaries linked to key assessment questions.

#### **2) Assessment and Feedback-**

- a) marking gives children feedback the next day and children respond to this feedback in early work or at the start of lessons. Success criteria is shared and marking links to this also. Using questions in KS2 and through marking ensuring children make progress and understand their work. Using 'green for growth' and 'tickled pink'. Detailed marking at least twice a week in each core subject with children responding to this marking and teacher's acknowledging the improvements.
- b) annotated weekly plans with post its on (TAs) and own notes on children's learning for asmnt. purposes.
- c) assessments planned for end of units- warm, levelled pieces in literacy and next steps using steps and TT key performance statements. Pitch and expectations and assertive maths end of unit assessments in maths. Science using concept maps.
- d) key assessment questions, planned for in weekly plans and used in every lesson. Mini plenaries clarifying misconceptions.
- e) children to use self-assessment (age appropriate) regularly and peer assessment (keep neat, respect) where relevant but this is then checked and marked by the class teacher additionally commenting on the self and peer assessment.
- f) half termly assessments made for reading, writing, maths, science and spoken language, testing, annotated plans, notes and added to target tracker (admin task). Assessments moderated with colleagues and leadership team. Foundation subjects in end of unit bkls.

#### **3) Learning to Learn-**

- a) teachers using growth mindset language in day to day teaching, this reflected in rewards and certificates and display board in classroom used for examples of children showing 'growth mindset'
- b) teachers planning for growth mindset linked work in PSHE lessons additionally and to also complement core values teaching.

#### **4) Learning Environment-**

- a) classrooms are vibrant, with displays: celebrating children's work- writing displayed, science work, art, maths work, theme learning, RE, prayer boxes, books etc.
- b) Working walls for literacy and maths- changed weekly and used in lessons particularly plenaries and as a reference for the unit of study
- c) growth mindset display
- d) resources are available in classes to support independent learning in maths and literacy- cubes, numicon?, thesaurus, dictionaries, calculators (where applicable), challenge activity boxes etc.
- e) Learning Objectives displayed for the lessons that day, date on board and visual timetables for KS1.

#### **5) Presentation-**

Follow Presentation Guidelines and displayed in classes (2-5)

#### **6) Effective lesson structures-**

- a) ensure TAs are well used and support learning and teaching, rotate working with all abilities over the week as does the class teacher. TAs having more able to challenge further and children who need extra consolidation as groups during whole class teaching when applicable,
- b) mini-plenaries planned for and used when needed to ensure learning is maximised at all times.
- c) table groupings and layouts can be changed, drama push tables back, science practicals larger tables grouped, assessments tables in rows etc. Think of the best layout for each and every lesson. Guided reading not at tables etc.
- d) plan for outdoor learning, using the school grounds, wildlife area etc.

## Appendix 19:

### **Cold and Warm Writing and Maths**

#### ***Clarification of expectations after book sample staff meeting***

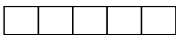
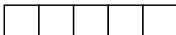
##### **Writing:**

- 1) Start of the unit the children write cold linked to the genre they are going to start for next 2/3 weeks (poetry 1 week). Remind them to include: in literacy we will always, VCOP, full stops capital letters, presentation etc..
- 2) Stick in differentiated success criteria (3 levels) (add in grammar linked to the unit where applicable also, use Chris Quigley as basis) after they have written and mark in teacher section against what they have written. Pink tick if they included it, green dot if didn't. Green and pink mark within some expectation that they should already know...full stops, capital letters etc. at the end of the success criteria grid and particular strengths of the writing.
- 3) *Teaching over the unit to include shared writing and examples / teaching of success criteria, teaching grammar focus and spellings.*
- 4) Warm piece- show all learning over the unit...give same success criteria as cold (differentiated) and ensure they check back what they need to include and focus on in warm from cold. Growth mindset- show off to me, make your brain hurt, show everything you have learnt in the last 2 weeks, presentation focus also. Marking is detailed throughout the writing- green for areas of development, circle within text etc. and pink also for examples of s criteria evident etc. Children tick off success criteria also during or after writing and check their writing is Wonderful Writing before finishing. Success criteria stuck in at end and detailed marking evident- marking policy- double tick, single, half for each success criteria. Add written comments for them to act on in a hot piece.
- 5) Hot piece- a section, 2 to 3 sentences of improving a section of their writing that shows they have acted on the feedback given. This then marked to celebrate hopeful progress.

**Maths:** cold at start of unit...3 to 4 differentiated questions cold linked to unit will be doing over next 1 to 2 weeks....mark them pink, green... ensure teaching will cover how to do the questions over the unit and then at the end, same questions to show progress hopefully. If got all cold questions correct, show how the level of difficulty was increased for the warm questions... mark and give detailed feedback about the unit...

**Appendix 20:****Objective led Marking examples from LA Training and Agreed****Principles:**

1. TAs do the register and you can focus on feedback and ensuring children are responding / understanding next morning. Small focus group.
2. Plan specific time(s) for children to read, reflect and respond to marking....depth and quality over speeding through....
3. Marking informs planning...changing groups after marking books...this group need more support tomorrow on this before moving on...teacher focus group? TA group? Not always TA group....
4. Don't write things that will not have an impact!

Objective	<b>Recognise simple fractions that are several parts of a whole such as <math>\frac{2}{3}</math> or <math>\frac{5}{8}</math>, and mixed numbers such as <math>5\frac{3}{4}</math>; recognise the equivalence of simple fractions.</b>
Reminder	Remember to look at the whole number in each set. How many equal sets the whole number has been divided up into?
Scaffold	Look at this row of squares, how many are there altogether? If I shaded in 2 squares what fraction of the row would be shaded in? Do you need to make any changes? 
Example	This is $\frac{2}{5}$ because 2 parts of the whole have been shaded. What fraction is white? 
Challenge – it could be for a child who has it all correct	Can you show a model for $3\frac{2}{3}$ ?

<b>Objective</b>	To use imperative verbs in instructional sentences
<b>Reminder</b>	Imperative verbs are bossy words which tell us what to do. Can you underline 3 of your imperative verbs?
<b>Scaffold</b>	'Get' appears a lot in your sentences. → Write 3 alternatives for 'get'. → Replace one of your 'get's with a new choice
<b>Example</b>	<b>Get the teabag and cup from the cupboard. Switch on the kettle.</b> _____thespoon and _____ the milk. → Underline the imperative verbs in the first sentence. → Can you add them to the second sentence.
<b>Challenge – it could be for a child who has it all correct</b>	<b>You are not allowed to use 'get'. Re-write these sentences replacing 'get'.</b> Get the milk from the fridge. Get the favourite cup from the cupboard and get a tea bag and put it in.
<b>Objective</b>	<b>Use adjectives to describe a character.</b>
<b>Reminder</b>	<b>Adjectives = describing words</b>  <b>Greedy Cunning Cheeky _____</b> _____
<b>Scaffold</b>	<b>→ Choose an adjective to add each time I have added a green dot.</b>  <b>Greedy Cunning Cheeky</b>
<b>Example</b>	<b>e.g - The irritated ogre lent silently against the wall.</b>  <b>Can you uplevel this sentence to add interest using adjectives. (sentence underlined in learning for children to uplevel)</b>
<b>Challenge – it could be for a child who has it all correct</b>	<b>You can use 2 adjectives together with a comma to add impact. e.g The smelly, irritated ogre lent silently against the wall. Can you pair adjectives for the sentences I have underlined. (sentence underlined in learning for children to uplevel)</b>

**Appendix 21:**  
**Cycle of Maths Core Starters...**

*Focus on pace, show me on whiteboards, everyone involved, teaching subject knowledge linked to areas*

Maths area / Resources needed	How to play	differentiation	Vocab	Key teaching points
<b>Place Value</b> <i>ITP- Place Value, Abacus Place value model Whiteboards to show me</i>	Give a start number. -Ask children to +1, +10, +100 +0.1 +0.01 -subtract place values -1, -10, -100, -0.1 etc. - Use the ITP ask children to multiply start number by 10, 100, 1000 etc. and then divide by 10, 100, 1000 etc..  On whiteboards...3,2,1 show me.	+3, +30, +300, +0.3, +0.03 -7, -70, -700 etc. Cross tens.. 416-30 etc.  Groups multiply by 100 and 1000 straight away.  Numbers like 1,043 with a holding zero..	Sum, add, Subtract, difference, multiply, product, divide	Only place value adding or subtracting changes. Multiplying by 10 moves digits one place value larger, dividing one place value smaller. Decimal point doesn't move. Product means multiply Model answers and how the place values change.
<b>Rapid Addition</b> <i>ITP Spinners or use Brickies Whiteboards to show me</i>	Set up 2 or 3 spinners, change number at bottom left and click on spinners to change actual numbers also. Spin them, children find the total / sum on whiteboards, 3,2,1 show me... Look for number bonds, near doubles etc.  If using Brickies, reveal middle bricks, they calculate sum and product. Bottom brick (sum) and top (product) reveal once they show you on whiteboards	Add first 2 numbers subtract the third. Find the product of the numbers. Add first two and multiply by the third.	Sum, total, add, subtract, product, difference etc.	Addition can be in any order, so can multiply (product) Look for number bonds- 6 and 4, near doubles... 7 and 8, double 7 then add 1. Rounding and adjusting +8 can be +10 easily then -2 as added on too much.
<b>Times Tables</b> <i>Counting stick Number dials Squashy Boxes</i>	Hold counting stick vertically or horizontally. Tables - count up in intervals to 5x build up speed...then move onto 6x-10x. Backwards then... children chant along with you just the multiples. Point at specific multiples and ask targeted questions.. Number dials- chant round and reveal multiples as you do, mix them up with dice button....chant out	TA group with different times table, another group with number dials.. another group with squashy boxes.. Use 0.6 and 60 times table for dials as well as 6x.	Multiple s  Tenths, hundredths	Discuss patterns in tables, all odd, even, odd / even etc. 4x double and double again or 5x minus 1x etc. 9x digits add up to 9.
<b>Counting</b> <i>Counting stick numbers in</i>	Count from different start numbers in different intervals...small circles / small groups. Start at 53 add 3 each time....clap stop, now count	Start at 9.5 count on in 4s, count on in 0.25	Addition, subtraction, minus,	Counting in regular steps with follow tables patterns but from a different start number do they see this?  6,12,18,24,30,36 ...6 digit repeats as units after 5..



<i>circles</i>	backwards in 3s. Numbers in circles on board (+4) (-5) etc...as point to the numbers add these or subtract them from given start number.	(quarters)  Challenge with a timer...how many laps of our circle in 1 minute? Is the final number correct?	plus	33,39,45,51,57,63... 3 digit as units repeats after 5
<b>Place Value</b> <i>Dice on board, spin it or spinners whiteboards</i>	Roll dice 3 times, children decide whether to make the number a tens number or units number after each spin. Add 3 numbers made to get as close to 100 as possible... TTT Eg: 6,4,2 rolled. $6 + 40 + 20 = 66$ Another child may have done: $60 + 40 + 2 = 102$	Extend to 1000, more rolls, multiply the numbers....  Give all 3 numbers to start with can they find all possibilities	As above. Thinking Things Through, strategy Systematic method to find all solutions .	Discuss best possible answers, why? Check place values are correctly added...near doubles, number bonds applied... $40 + 60 = 100$ as $4 + 6 = 10$
<b>Time</b> <i>Clocks on screen – Mult-e-Maths has all different clocks. whiteboards</i>	Show a clock digital or analogue. On whiteboards ask children to write down a) time now b) in half hour c) one hour d) hour before etc.. e) 20 minutes time f) 13 minutes later..	As for them to write time in 24 hour clock Show on card clocks they have (but watch pace)	Analogue, digital, minutes, hours, seconds	60 minutes in an hour, 30 minutes in half hour, 15 in quarter hour etc. 5 minute intervals for minutes each digit on analogue clock. Am / pm needed 24 hour clock +12 to pm, need 4 digits with colon. 05:45 5.45am 17:45 5.45pm
<b>Number Bonds</b> <i>Tennis racket, squashy boxes or the like</i>	Hit a number to the class with your racket (imagination) they hit back collectively number bond to 10, 20, 30, 50, 100, 1000 etc...	Split into groups with adult or children leading.. Bonds to 1-0.12+0.88 etc.		Count up to next place value then add on. Eg: $24 + 6 = 30 + 70 = 100$ So 76 needs adding to 24.
<b>Rounding and Adjusting</b> <i>Whiteboards</i>	Give a start number.....ask children to add 9 or 8 to the number (+10 then subtract 1 or 2) Subtract 9 or 8, (-10 then add back 1 or 2) +19, +37, -48 etc. +12 (+ 10 then +2) +43 etc...	+2.9 = +3 then -0.1  With multiplication : $\times 19$ $\times 20$ ( $\times 10$ and double) then subtract $\times 1$ .	As above Too much, give back Too little take more	If added on too much need to give back (subtract) If added not enough need to add more Model this concept.
<b>Guess my Shape</b> <i>Feely bag with shapes in</i>	Hold a shape in a feely bag or the like...children ask questions using shape vocab and properties to guess shape after 5 questions. Record vocab that comes up, remind children to use best vocab..add to working wall and leave it and add to it. If not guessed,	Add in rhombus, trapezium, heptagon, irregular shapes	All shape vocab-parallel, regular, angles, diagonals, acute,	Clarify misconceptions...regular all sides and all angles are the same... Focus on high quality vocabulary..use Maths dictionary..

	give hints, allow them to ask more questions.		obtuse, reflex etc.	
<b>Draw my shape (KS2)</b> <i>Whiteboard s, paper, sharp pencils, rulers...protr actors</i>	Give instructions very specific for children to follow. Draw a 10cm straight line. At the end of the line draw another line at a right angle to the line that is 5cm. Join the end of this line to the other end of the first line. What shape do you have? How long is this last line? <b>Triangle and 11.2cm</b> (assess accuracy and shape knowledge) what type of triangle? What angles? Acute? Right? Obtuse etc... tell me as much as you can about your shape..	Do for other shapes, different groups with more challenging instructions.  Can be a longer starter, good for when teaching shape also- TTT work.	All shape vocab you need to focus on...assessing drawing lines and measuring also.	Accuracy, knowledge of angles, check with protractors, show off shape knowledge...

**Appendix 22:****Fordham All Saints CE Primary School Half Termly Learning Conference****Name:** Fred Smith **Date:** Summer 1 / May 2015 **Year:** 3*Effort codes: dark green- excellent, light green-good, yellow- satisfactory, red- poor**Achievement codes: dark green- well above age related, light green- above, yellow- at, red below*

Subject	Effort	Achievement		Comments
		Last ½ term	This ½ term	
Maths				Excellent progress especially within fractions. Half termly test- 23/25. Focus now on learning 8x table, causing problems.
Reading				Limited reading at home. Not enjoying non fiction choices- now agreeing to read First News as non-fiction choice. Good comprehension assessment
Writing				Not showing potential in warm pieces...progress has been made but focus remains on checking for full stops and high frequency spellings.
Science				
Theme related work				
RE				

**Other subjects (Music / Computing / PE / PSHE):**

*Fred has enjoyed music and has made excellent progress with his guitar playing, now playing chords. He has produced a great coding app of his own and has played this with his Y1 buddy. Football skills have improved and Fred feels much more confident using the apparatus in gym related work. He is still reluctant to join in with PSHE discussions but agrees to show more confidence next half term.*

**Behaviour / Behaviour for Learning / Organisation:**

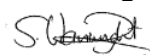
*Fred always behaves well around school and in assemblies. He has a good attitude to learning but agrees that he needs better focus in writing. We have agreed that Fred will use his writing bookmark more to help with writing and will check his targets for every piece of written work across the curriculum. Fred usually has all his PE kit for lessons and has only forgotten to hand in his homework on 1 occasion this half term. His reading journal is always completed and signed by home.*

**Milestones / Other Achievements:**

*Fred has achieved his Handwriting Expert this half term and a Talent Star for his Judo achievements. He explained how he has started swimming lessons out of school also. Fred has shown excellent progress in our science unit on animals this half term with very impressive prior knowledge.*

**Review of previous targets / new targets:**

*Focus on handwriting improvements met. New target agreed: use of writing bookmark and reading First News weekly to improve range of reading.*

**Teacher:**

**Parent:****Pupil:**

## Appendix 23: Ofsted Handbook Outstanding Descriptors from Sept 2015

### *Grade descriptors for the effectiveness of leadership and management*

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

#### **Outstanding (1)**

- Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.
- Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
- The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.
- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.
- Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
- Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.
- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning.
- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

## ***Grade descriptors for the quality of teaching, learning and assessment***

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

### **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 provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- 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.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- 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. Pupils love the challenge of learning.

### ***Grade descriptors for personal development, behaviour and welfare***

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

#### **Outstanding (1)**

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- High quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
  
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

## ***Grade descriptors for outcomes for pupils***

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

### **Outstanding (1)**

- Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points.
- The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points.
- Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.
- Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Children in Year 1 achieve highly in the national phonics check.
- For pupils generally, and specifically for disadvantaged pupils and those who have special educational needs, progress is above average across nearly all subject areas.
- From each different starting point, the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally.
- The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly.
- Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.

## ***Grade descriptors for overall effectiveness***

### **Outstanding (1)**

- The quality of teaching, learning and assessment is outstanding.
- All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.
- The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.
- Safeguarding is effective.

## ***Grade descriptors for the effectiveness of the early years provision: quality and standards***

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

### **Outstanding (1)**

- The pursuit of excellence by leaders and managers is shown by an uncompromising, highly successful drive to improve outcomes or maintain the highest levels of outcomes, for all children over a sustained period of time.
- Incisive evaluation of the impact of staff's practice leads to rigorous performance management and supervision. Highly focused professional development improves the quality of teaching.
- Safeguarding is effective.
- There are no breaches of statutory welfare requirements.
- Children's health, safety and well-being are greatly enhanced by the vigilant and consistent implementation of robust policies and procedures.
- Leaders use highly successful strategies to engage parents and carers, including those from different groups, in their children's learning in school and at home.
- A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences.
- Teaching is consistently of a very high quality, inspirational and worthy of dissemination to others; it is highly responsive to children's needs.
- Assessment is accurate and based on high quality observations. It includes all those involved in the child's learning and development. Provision across all areas of learning is planned meticulously. It is based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging activities.
- Children are highly motivated and very eager to join in. They consistently demonstrate curiosity, imagination and concentration. They are highly responsive to adults and each other. They do not distract others or become distracted easily themselves.
- The vast majority of children are developing a very good understanding of how to keep themselves safe and manage risks. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others.
- Children make consistently high rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education. As a result, almost all children, including disabled children, those who have special educational needs, disadvantaged children and the most able, are making substantial and sustained progress.
- Gaps between the attainment of groups of children and all children nationally, including disadvantaged children, have closed or are closing rapidly. Any gaps between areas of learning are closing.