Teaching, Learning and Assessment Policy

2018

Our Mission:

'To develop responsible, independent individuals who love learning and have the knowledge and attitudes to be successful in an ever changing world'.

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St. Lawrence Primary School

Teaching, Learning and Assessment Policy

Mission

To develop responsible, independent individuals who (love learning and) have the knowledge and attitudes to be successful in an ever changing world.

Ethos and beliefs

School should be about empowering children to be successful in an ever changing world. By providing rich and memorable learning experiences and engaging our children through hands on activities, we support the development of their skills as well as their knowledge and understanding.

It is important to us that children are able to connect what they do at school to the real world and that they learn how to think creatively and solve problems, both independently and collaboratively. As such, we enable children to take on responsibilities, to make choices about their learning and to find out their own interests and fascinations.

Core Values

Independence:

- We are confident to be unique
- We respect each other inside and out
- We are happy for our own and for each other's successes

Responsibility:

- We treat others how we would like to be treated
- We tell the truth
- We care about each other's feelings

Success

- We ask questions and figure things out for ourselves
- We listen in a respectful way
- We try our best and learn from our mistakes

1. Learning environment

The ethos of the school is reflected through the quality of displays, pictures, objects and teaching aids that appear in classrooms and throughout the school building. As a school, we believe that displays play an important part in encouraging enthusiasm for learning and for celebrating the achievement of our children. We provide a learning environment that is well organised and can be used flexibly to support a range of different interactive teaching and learning approaches.

St. Lawrence provides a learning environment that has good lighting, heating, ventilation, acoustics, access for disabled pupils, stimulating garden/wildlife areas and a sense of well-being to maximise pupils' learning.

The learning environment is organised to ensure that children have the opportunity to:

- experience continuity and coherence across the school
- celebrate their own and others' achievements
- be reminded of knowledge and skills that still requires scaffolding
- learn individually, in groups and as a class
- make decisions both independently and as part of a group
- work co-operatively, solve problems, being creative
- discuss their ideas
- develop core skills of responsibility, independence and success
- receive and give support
- achieve their full potential academically

We believe learning takes place in an environment which:

- is challenging and stimulating
- is peaceful and calm and provides a working atmosphere
- is happy, supportive and caring as well as encouraging, kind and appreciative
- is organised (including teacher's desks)
- is well resourced with resources available to children to learn independently
- is welcoming and provides equal opportunities

Teachers will therefore give careful consideration to Working Walls, Display as Celebration, book corners and play areas to ensure that these create an appropriate learning environment for every pupil (see Appendix 1). Classroom display boards will predominantly be used as working walls and display as celebration will predominantly be in shared areas.

2. Key elements of effective Teaching and Learning

All lessons at St Lawrence should include the following key elements. These elements will be regularly monitored and support is in place to maintain teacher's skills and embed these key elements into everyday practice.

2.1 Planning

The planning process demands thought, creativity and time. There is a high expectation of the quality and depth of planning at St Lawrence School. Pre written plans may be used as a starting point but there is a clear expectation that teachers will reflect the learning profiles of their classes, adapting plans appropriately.

Topics that are unique and original are positively encouraged and being a Jersey school, there is a wealth of local enrichment opportunities that must be fully utilised. If teachers are motivated and enthusiastic about the term's work, then the children will be too.

Examples of how this policy looks in practice are:

- Core Subjects are planned using the School's short term planning format.
- Teachers and TAs meet on a Monday morning during KS assembly to discuss short term planning.
- Medium Term plans for Maths are based on the White Rose scheme for KS1 and Abacus for KS2. There is a half termly reasoning extended lesson that links to class projects.
- Medium Term plans for Reading are based on Read Write Inc in Foundation Stage and KS1, for those groups learning phonics. In upper KS1 and lower KS2, when children have completed the phonics programme, MT plans for Reading are based on Read Write Inc Comprehension. When comprehension is established in LKS2, MT plans for Reading are based on book studies. UKS2 MT plans are based on whole book teaching.
- Medium Term Plans for Writing ensure coverage of SPaG, handwriting and writing across a range of genres which often links to class projects.
- Medium Term Plans for Science are based on the Plan Bee and Cornerstones scheme and link to projects on a half termly extended Scientific Investigation.
- Some Foundation Subjects are taught through topic work which is planned termly (using Cornerstones) ensuring that the different subjects of the Jersey Curriculum are covered in full for each year group. These topics are also used as opportunities for children to apply the skills and knowledge acquired through core subject delivery.
- Subjects (including Computing) which do not fall naturally into the Cornerstones curriculum are taught discretely. There is standalone delivery of RE, PE, French and Music.
- In addition, colleagues can plan 'project days' where key areas of the curriculum not covered through Cornerstones projects (or as a response to pupil needs) can be fulfilled.
- Staff meeting time is set aside each term for sharing ideas and looking for creative links and innovations for the following term.
- Detailed termly plans are prepared by the second week of each term and are then discussed with the Head and Deputy.
- Our curriculum map gives an overview of how the year is planned. The (Cornerstones) project plan shows how subjects link together and which, if any, subjects are to be 'blocked' ;

- There is a requirement to give in weekly plans, to a standard format in advance for KS1 and KS2. EYFS hand in their reviewed planning weekly.
- It is expected that planning files are kept by each teacher in T shared and are available to the Head, Deputy, Curriculum Coordinators and parents on request.
- Teachers are expected to actively research and plan ahead for opportunities to use visitors, local resources and locations at least once per term.

Appendix 2 – short term planning pro forma

2.2 Clear Learning Intentions

'A learning intention describes what students should know, understand or be able to do by the end of the lesson or series of lessons' (Learning Unlimited 2004)

The first active element of formative assessment in the classroom is sharing the learning intention with the children. Evidence suggests that children are more motivated and task oriented if they know the learning intention of the task, and are also better able to make decisions about how to go about the task.

Learning intentions must:

- be shared in all lessons across the school so that children understand the importance of learning in all subjects areas

- be clear and unambiguous

- be the main focus of feedback

- be shared orally, displayed and referred to throughout the lesson (as appropriate)

- be written or stuck into children's books

- focus on knowledge, understanding and skills

Teachers should:

- use language such as 'By the end of today's lesson you will all know/be able to/understand…'rather than task orientated instruction such as 'Today we are doing…'

- use child-friendly language (children should be able to tell you what they are learning about when asked)

- refer to the learning intentions at the start of the lesson, during the lesson and during the plenary, adjusting the pace and the content of the lesson in response to ongoing assessments

- enable children to know exactly what is expected of them by the end of the lesson – the success criteria

- where appropriate offer children an invitation to create success criteria: 'How will we know we have achieved this?'

- avoid confusing the learning intentions with other reminders such as about neat work etc.

Appendix 3 – Learning intention stems

2.3 Success Criteria

'Success criteria summarise the key steps or ingredients the student needs in order to fulfil the learning intention – the main things to do, include or focus on.' (Shirley Clarke)

Teachers should ensure that:
- children are clear about how they will achieve the learning intention.

- success criteria are discussed and where possible created with the children.

- Success criteria are displayed clearly (where appropriate).

- children use the success criteria to self-assess their own or peer assess other children's work.

- children are reminded of the success criteria during the lesson and where possible children's work is used to illustrate the success criteria in action.

- children have a sense of pride in the quality of their work.

- children persevere for an extended time to achieve their learning intentions and success criteria.
- the 'formula' for each genre, in writing, is discussed with and understood by the children and it is displayed on the working wall.

2.4 Feedback

The purpose of feedback is to:
- provide consistency and continuity in marking throughout the school so that pupils have a clear understanding of teacher expectations.
- set out our expectations for high quality but manageable feedback and marking.
- ensure children are effectively challenged and visible progress is evident.
- develop positive attitudes to learning and achievement, effort and resilience.
- provide prompts that are 'just in time', 'just for me', 'just for where I am in my learning process', and 'just what I need to move forward'.

2.5 Questioning

Asking questions is central to learning. We place great store by asking questions, participating in 'shared thinking' and discussion, in our teaching and in our work as a staff. Interactive teaching promotes this style of learning.

Teachers' questions need to be well planned and to both prompt ('What was the name of...') and probe ('What if'...) the children's thinking. The best extension questions are those aimed just above what the child can already do;

Examples of how this policy looks in practice are:
- We start each topic finding out what the children already know and what they would like to find out;
- We make good use of 'talk partners' and group dialogue;
- All pupils have problem solving lessons in maths;
- The warm up and plenary is seen as a vital part of lessons, and is used to check prior learning, extend children's thinking and to test possibilities for next steps;

- Children's questions are always responded to and valued
- We positively encourage inquisitiveness and intellectual curiosity!
- Sometimes we use a no hands up approach to make sure all children have a chance to contribute and that assessment can be accurate.
- Provide wait time- (3-5 seconds). Children need time to think through their answers before replying.
- Provide thinking time by giving an advance warning, such as '*In two minutes I am going to ask you….*'
- Allow pupils to explore and articulate their thinking by giving them time to discuss their responses with their talk partner or groups. Pupils then respond with *'We think that…'.*
- Ensure pupils (including pupils with EAL and SEN) fully understand questions.
- Gather together questions in a plenary, which is used to further extend children's thinking and test possibilities for next steps.
- When appropriate, build up a dialogue with an individual pupil by asking further questions to deepen understanding during whole class teaching, rather than scattering questions that require short responses.

Appendix 4 – Question stems

3. Feedback, assessment and marking

The assessment priority is assessment for learning. We aim to include children in their learning as much as possible.

Teachers are constantly assessing, as they ask questions in lessons and lean over shoulders. We place great store by this style of formative assessment for learning during lessons. We also value summative assessments of learning, where the children are assessed against national standards.

Parents meetings are offered to discuss progress mid-Autumn term and mid-Spring term. At the end of each school year, teachers write a full report on each child.

Examples of how this policy looks in practice are:

- Work that requires marking, where possible, is marked alongside the child. If not alongside then before the next lesson;
- Why work is happening and what needs to happen next to improve is always discussed and explained;
- We keep 'Best bits books' containing samples of the children's work for our project work;
- We keep all formal assessment levels in the T shared area, tracking each class in Maths, English and Science, alongside contextual data on each child.

Appendix 4 – Marking codes

3.1 Formative and Summative assessment should:

- Be manageable for teachers, accessible to pupils and relate to the learning intention.
- Give recognition and praise for achievement.
- Result in clear strategies for improvement.
- Allow specific time for pupils to read, reflect and respond to assessments.
- Be personalised to individual learning needs and inform future planning.
- Be consistent to ensure impact and close the gap to end of year expectations (deepening learning).

Reading

- In Reception, every 6-8 weeks children will be assessed on their phonics knowledge and reading speed using RWI assessment and grouped accordingly.
- In Reception, from Orange level up, the children are asked one or two questions that probe their comprehension of the texts at each level. The children's answers are be compared with evidence of their ongoing learning which is tracked using EExAT and the teacher's professional judgement is used to decide level of knowledge/understanding the child has.
- In KS1, children's phonics knowledge and reading speed is tested every 6-8 weeks and RWI groups are set for the following half term. Children's comprehension is assessed on a half termly basis using no more than 10 questions about an unseen RWI excerpt. This assessment should take no more than 1 lesson, for those children not on the SEN register.
- After children have completed the RWI phonics scheme, those presenting with reading difficulties have their progress tracked using PM Benchmark tests every 4 weeks and interventions are organised by class teachers with support from SENCo.

- For those children who have finished RWI phonics, reading skills are assessed on a half termly basis.
- For all children who have finished RWI phonics, children use an unseen excerpt from their class text and questions are set by the teacher on a half termly basis. The written part of this assessment takes no more than one lesson, except for in Y6 where the children are responding in greater depth
- From Year 1 upwards twice a year (end of Autumn and end of Spring term) children will have standardised test from Cornerstones. This replaces the end of Autumn and Spring term assessment.
- The data from these tests will be discussed in PPMs
- After reading tests have been marked, the child will respond to the teacher's target. The teacher will prioritise one or two targets for the children to respond to. The children will have responded to their target within a week of completing the assessment.

Writing

- All children work on a specific genre for half term, except for year 1 who focus on narrative and recount only and they are assessed at the end of the half term on that genre with a piece of unaided writing. For children on the SEN register, assessments may be scaffolded in line with their needs so that they are assessed in the same way they are taught.

Maths

- In Foundation stage Maths assessment will take place through observations in line with the FS curriculum guidance.
- In KS1 children will complete a standardised termly assessment using the White Rose resources. Each termly assessment consists of 2 papers – arithmetic and problem solving and reasoning.
- In KS2 , there will be 2 standardised tests a year at Christmas and Spring, used to track progress.
- There will be 1 abacus assessment for arithmetic and one for reasoning in October, February and May, used to check that objectives taught have been retained.
- There is a fortnightly mental arithmetic quiz which takes about 10 minutes and informs our teaching. Progress on mental arithmetic will be measured and recorded at the end of each half term.
- Clic is used to inform the teacher about the child's understanding of number. This helps the teacher to focus on the child's next steps and the areas of need. It must inform future planning

Science

- During half termly Science investigations (linked to the project or from Cornerstones Love to Investigate), teachers observe children at work and make a judgement of their performance against age related expectations in 'working scientifically' and their current programme of study. This judgement is collated on a RAG rating form and contributes towards the half termly data, alongside teacher assessment of work.
- Teachers use quiz questions to test children's knowledge of the science programmes of study during

Teacher expectations

- Where work has been set for a cover teacher, the class teacher should indicate how the work should be marked and, in the case where this does not take place, the class teacher will ensure that the work is marked according to school policy by raising it with the headteacher, who will then contact the supply teacher to request that the work is marked.
- Pupils' work is marked in a different colour so it can clearly be seen. Teacher's handwriting in comments must be legible to the child and follow the handwriting policy. Children respond in purple.
- Every third piece of writing or third time a child works on a piece of extended writing (on average) needs to be marked.

This may include:-

- A levelled learning intention
- Comment(s) and target(s) (T)

Feedback will have some evidence of:

- Peer assessment
- Partial marking by teacher and self-assessment
- Tick for something the teacher wants to acknowledge
- Target if appropriate

Pupil expectations

- Read and respond to the comments made by adults in their books.
- Take pride and care in the presentation of their books reflecting the high standard that is expected e.g. never use graffiti, doodle or scribble on or in books.
- Underline titles using a ruler and never leave unnecessary gaps.
- Take time to correct and finish off work where appropriate.

- Cross out mistakes using a pencil / pen and ruler when this is appropriate to show the learning process
- Use quality-writing equipment appropriate to the year group, consistently using either pen or pencil but not moving between them. Do not use felt tip pens in workbooks and do not use short pencils that cannot be gripped correctly.
- Use pencil for drawing or diagrams.
- Record the LI and date for each new recorded learning.
- KS1 children use special pencils that encourage a good grip

Peer Assessment / Self-Assessment

Children should be involved as far as possible in the analysis and constructive criticism of their own work. We should encourage children to use self-evaluation continually by colour coding their work according to our growth mindset approach. Once a week, children reflect on how they have been successful as learners (for example, working with a buddy, using certain resources etc.) This is recorded by the children as a brief comment under their work in books. The reason for this is that reflection, pride in success, modification and improvement become a natural part of the process of learning. This must be checked and acknowledged (e.g. with a tick or comment) by the teacher.

We teach children how to evaluate and analyse their learning by asking them to think about the following sorts of questions:

- What really made you think/did you find difficult when you were learning?
- What helped you when something got tricky to learn?
- What do you need more help with about learning to…?
- What are you most pleased with about learning to…?
- What have you learned that is new about…?
- How would you change this activity for another class/age group?
- How will learning about… help you in the future?
- Give an example of when you were: responsible, independent, successful?

We have a Growth Mindset culture

A key concept which shapes the ethos of our school is Growth Mindset based on the work of Carol Dweck. Rather than simply praising success we praise effort and persistence. We believe the best thing to do is to teach children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning.

For children who find work easy we make sure they encounter more difficult tasks. Our children recognise that effort, persistence and good teaching are what help them improve. If children have Fixed Mindsets they find it hard to cope with failure: we teach our children to see mistakes and failure as positive. This makes for a very energetic and inclusive culture. It also has a really positive effect on our ethos and on how children approach learning and support each other.

Examples of how this policy looks in practice are:

• 'Good mistake' is a constantly used phrase in class. Children know that mistakes are how we learn, and that failure is part of learning.

• We always mark giving 'prompts for improvement' in writing and 'next steps' in maths so that all learning for all children is seen as a way to grow.

• You won't find charts on the wall listing times table results in rank order or stars for behaviour;

• We don't have set ability groups that are fixed for the year;

• Children strive to improve their PB (personal best) in times table tests rather than seeing coming top as the goal.

3.2.2 Types of Feedback Comments (verbal or written)

Challenge:
- Set a challenge to help the pupil progress even further. e.g. Now rewrite your last paragraph to include a cliff hanger, which creates suspense. In maths this may be a problem solving / deepening learning question or asking the child to explain the strategy / using technical vocabulary. In any subject, a question could be used to challenge the child further (see questioning section in this policy).

Reminder:
- Remind the children of something that they should have done such as a missed SC step, individual focus target e.g. Remember the introduction should state why you are writing. Now add sentences to show this.

Steps (Instructions):
- Similar to a reminder, but in more manageable steps so it's easier to follow and achieve. e.g. First partition your number into tens and units Then add each place value together.

Example:
- Ask the child to improve something by providing an example e.g. Put this sentence into your story * to improve the description of the setting. Think about how this improves it or write a sentence with an interesting starter – cautiously, she tiptoed.....

General statements of praise don't have any impact on children's progress, so we only spend time writing praise comments in relation to specific achievements.

Children do like to be praised, so do this verbally or with a house point as well.

Teaching and learning in the Foundation Stage (EYFS)

All of the principles stated in the school teaching and learning policy apply to the Foundation Stage and we recognise that learning begins at birth and continues throughout life.

However, the early years are a special stage in children's lives and practice to be guided by the fact that play is fundamental to children's learning and progress.

The underpinning principles of high quality play which guide the work of all early years practitioners can be grouped into four themes:

A Unique Child – Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships – Children learn to be strong and independent through positive relationships.

Enabling Environments – Children learn and develop well in enabling environments, in which their experiences are planned in response to their individual needs and there is a strong partnership between practitioners and parents and carers.

Learning and Development – Children develop and learn in different ways. Practitioners teach children by ensuring challenging, playful opportunities across the areas of learning in the Foundation Stage Curriculum guidance.

4. Monitoring of Teaching and Learning

Week in term	School Improvement Schedule
1	Checking intervention and SEN provision. Writing IEPs.
2	SENCo PPMs
3	
4	Termly review week
5	Assessment week
6	Evaluating and adapting provision for next half term
Half term	
7	Checking intervention and SEN provision. Reviewing ILPs.
8	
9	Termly parent meetings/end of year written reports
10	Summative testing week Spring and Summer
11	Analysis of summative testing and Headteacher PPMs
12	Evaluation and adapting provision for next half term

Informal drop ins:

The Headteacher/Deputy Headteacher subject coordinators will walk around the school every week and drop into lessons for 5-10 minutes with the following focus:

- Are expectations of what the children learning high enough?
- Do children understand the learning intentions?
- How does this relate to previous learning?
- Is there a success criteria?
- Have children been involved in creating this?
- Can children talk about how their learning is getting better?

This will be used as a coaching opportunity and the headteacher will provide immediate feedback.

Lesson observations during review weeks:

During review weeks, observers will spend longer moving from lesson to lesson within a specific key stage so that worthwhile professional discussions can then take place between observers, individual class teachers and key stage teams. The termly schedule of observers will be:

Term 1 – 40 mins	Term 2 – 30 mins	Term 3 – 30 mins
HT and SA observe all CTs; HT feeds back to CTs with the SA observing	HT and SLT observe all lessons (30 mins); SLT member feeds back with HT present	CTs choose subject; HT/CT observe for 30 mins; HT alone feeds back

The focus of observations will be one of supporting improvement, not one of judgement. The process will be as follows:

- The week before, staff will have completed a short survey giving their opinions about what is working well at the moment and any specific challenges or children that they would welcome support with.
- The observers will try not to intrude too much on the learning. When the situation allows it, observers will engage in conversations with teachers and children to find out more about what is going on.
- Observers will adopt a curious mindset and avoid jumping to hasty conclusions based on first impressions.
- Observers will try to spend time looking from different angles and in different places and then compare what they noticed – it is interesting how similar and different two opinions can be.
- Observers will try to recognise their biases which might creep in and focus on the impact the teaching is having on the learning.
- Short, general feedback will be shared with all staff involved straight away and individual feedback will be given to teachers on the same day if possible.

Pupil Progress Meetings:

Aims

- To provide a forum for discussion and analysis of the attainment and progress of individuals, classes, cohorts and vulnerable groups of pupils.
- To ensure that pupil progress is effectively monitored and tracked across the academic year and throughout the time pupils attend St Lawrence.
- To challenge teachers to assess and analyse their provision to ensure it best meets the learning needs of all pupils.
- To support teachers in the development of learning programmes which match pupils' attainment and which challenge all learners.

Actions and Expectations

- Pupil Progress Meetings are held twice a year for mainstream children and termly for SEN children
- Class Teachers must: administer any assessment tasks, mark and update all information in Assessment Files, enter data and analyse this before the mainstream PPM and have IEPs thought through
- Assessment coordinator will have checked files before PPM and fed back any actions that the class teacher needs to complete
- Data is analysed by the Headteacher and Assessment coordinator and shared with teachers prior to the meeting so that they can analyse and consider actions prior to the meeting
- During the PPM specific issues and concerns evident in the data will be discussed and actions agreed in order to address them.
- Class Teachers should come to the PPM prepared with ideas of actions which will address identified issues.
- Minutes of the meetings will be taken and distributed within 5 working days of the meeting.

During the Meeting
- Discuss outcomes of assessments and tests. Focus on progress of individuals – rates of progress, acceleration, plateau, regression. What are the contributing factors?
- Explore reasons for underachievement of individuals/groups/class.
- Discuss interventions and additional support which have occurred throughout the term. What has the impact been on achievement? What other factors have impacted achievement?
- Explore key issues based on the data and as a result of discussion.

- Identify children who may benefit from SEN provision, including referrals to outside agencies.
- Review and update targets
- Agree actions for the coming term.

After the meeting

- Provision map updated by the SENCo and saved in teacher shared
- Minutes shared by the Headteacher
- Teachers carry out the agreed actions
- Teachers provide the Headteacher with a midterm review and a meeting is held where appropriate

Team Around the Child Meeting

Looked After Children (LAC) are monitored in line with Education Department guidelines. A termly meeting reviews progress as highlighted in Pupil Progress meetings and impact of interventions and it reviews follow up actions from Pupil Progress.

Children's wellbeing

Children who have emotional difficulties for any reason are well supported by the school. It is important that the systems we have in place are used effectively to make a difference for these children. This is monitored by:

- 'Vulnerable children' being a regular agenda item in staff meetings
- Record of children causing concern maintained by SENCo
- Intervention (as discussed with SENCo) logged on child of concern list
- Outcome of intervention to be monitored by class teacher and SENCo

Equal Opportunities

All children have the right to equal opportunities. Teachers' high expectations are the same for all children.

Groups, lines and all activities are mixed where possible. Particular care is taken in the areas of Science, Mathematics, Technology and Physical activities and it is the teacher's responsibility to ensure that the same children do not dominate in group work and that all pupils have the opportunity to lead and be led. All activities, including extra-curricular activities at St. Lawrence School are open to all children, numbers and age permitting.

Appendix 1 – Learning Environment

Working walls

Teacher's modelling and prompts are displayed as part of ongoing learning in English and Maths. Children's learning can be displayed at the different stages of the learning journey with reference to the success criteria. Working walls help children to make progress independently. Relevant vocabulary based on current learning is evident.

Display as Celebration

- Celebration of learning is displayed in the corridors and other shared areas. These displays are changed termly.
- The current class topic is evident in displays, (including artefacts and books where relevant) in each classroom.
- Finished/published pieces of learning and the end result of the teaching and learning process should be displayed; this includes paintings and photographs.
- Captions to explain the learning process, pose questions or provide contextual information should be part of the celebration display.
- Both handwriting and computer fonts should be used on displays.
- An area in each classroom should be dedicated to the celebration of published learning, as well as those in the corridors.
- Diversity and a commitment to inclusion should be evident in all classrooms through photographs, books, posters and some bilingual signage where appropriate.
- The school rules, core values and class charter should be displayed as a prompt for acknowledging pupils who demonstrate high standards of learning and behaviour.
- The classroom should be neat and well organised with labelled drawers and cupboards so that all children know how to access resources to support their independent learning.
- All areas should remain neat and tidy, including the teacher's desk area, which should look professional.
- Growth Mindset and Metacognition is reinforced on classroom displays
- Children can self-select resources that help them to concentrate well, such as wobble cushions and ear defenders

Book Corners

Book corners/reading areas are also available to all children in Foundation Stage and KS1, whilst other classes use the library.

Book Corners/Quiet Work Areas are:

- attractive, comfortable and inviting
- carpeted
- well lit

They also have:

- front facing shelving for core and topic books and level surfaces to display books, and children's work
- a wide range of both fiction and non-fiction books
- books which reflect a diversity of culture and gender
- books made by other children
- different type of pens, paper and envelopes for writing books

Role Play Area (Foundation Stage and Key Stage One)

The role play area provides a safe area where children can creatively interact and learn within a variety of settings, e.g. home, office, shop, cafe, museum etc. The theme is driven by the interests of the pupils, the current project and it varies term to term.

The role play areas are:

- adaptable
- imaginative
- attractive and inviting

They have:

- furniture which can be adapted for a variety of uses
- facilities for writing
- costumes
- a clear notice of its current use

It is very important that this area be kept tidy after each activity and this is responsibility of the class teacher.

St Lawrence School Maths Weekly Plan	Class - Week Beginning – Main Focus – Week Number -		Vocabulary:	Is there anything in this week that can be enhanced through cornerstones?
Date	Oral and Mental Starter	Learning Intention and Success Criteria	Activity including use of TA and groups (JP/SEN/more able/EAL).	Key questions – including deeper questions that will challenge more able
Monday		Learning Intention		
Tuesday		Learning Intention		
Wednesday		Learning Intention		
Thursday		Learning Intention		
Friday		Learning Intention		

St Lawrence School English Weekly Plan	Class - Week Beginning – Main Focus – Week Number -		Vocabulary:	Is there anything in this week that can be enhanced through cornerstones?
Date	Learning Intention and Success Criteria	Activity including use of TA and groups (JP/SEN/more able/EAL).		Key questions – including deeper questions that will challenge more able
Monday	Learning Intention			
Tuesday	Learning Intention			
Wednesday	Learning Intention			
Thursday	Learning Intention			
Friday	Learning Intention			

Appendix 2 Learning Intentions

Clear learning intentions that support the development of children's knowledge, skills or understanding would start with the following verbs:

Knowledge	Understanding	Skills
- Label - Name - Define - Describe - Recall - Identify - Sort - Retell - List - Recount	- Interpret - Retell (*from another characters point of view) - Predict - Analyse - Explain - Summarise - Sort (KS1) - Categorise (KS2) - Create - Match (KS1) - Change - Organise - Describe - Apply - Empathise (KS2) - Sequence	- Retell (*with expression) - Make (*notes)/ create - Locate - Interpret - Compare - Use - Demonstrate - Explain - Analyse - Perform - Research - Organise - Design - Skim/ scan - Justify

Appendix 4 Question stems

EXAMPLES OF QUESTIONS IN THE TAXONOMY

Dalton and Smith[1] (1986) provide us with the following examples. These can be used when planning questions:

KNOWLEDGE (remember)		
USEFUL VERBS	**SAMPLE QUESTIONS**	**POTENTIAL ACTIVITIES AND PRODUCTS**
Tell List Describe Relate Locate Write Find State Name	What happened after...? How many...? Who was it that...? Can you name the...? Describe what happened at...? Who spoke to...? Can you tell why...? Find the meaning of...? What is...? Which is true or false...?	Make a list of the main events.. Make a timeline of events. Make a facts chart. Write a list of any pieces of information you can remember. List all the .... in the story/article/reading piece. Make a chart showing...

COMPREHENSION (understand)		
USEFUL VERBS	**SAMPLE QUESTIONS**	**POTENTIAL ACTIVITIES AND PRODUCTS**
Explain Interpret Outline Discuss Distinguish Predict Restate Translate Compare Describe	Can you write in your own words...? Can you write a brief outline...? What do you think could of happened next...? Who do you think...? What was the main idea...? Who was the key character...? Can you distinguish between...? What differences exist between...? Can you provide an example of what you mean...? Can you provide a definition for...?	Cut out or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events. Write and perform a play based on the story. Retell the story in your words. Paint a picture of some aspect you like. Write a summary report of an event. Prepare a flow chart to illustrate the sequence of events. Make a colouring book.

APPLICATION (apply)		
USEFUL VERBS	**SAMPLE QUESTIONS**	**POTENTIAL ACTIVITIES AND PRODUCTS**
Solve Show Use Illustrate Construct Complete Examine Classify	Do you know another instance where...? Could this have happened in...? Can you group by characteristics such as...? What factors would you change if...? Can you apply the method used to some experience of your own...? What questions would you ask of...? From the information given, can you develop a set of instructions about...? Would this information be useful if you had a ...?	Construct a model to demonstrate how it will work. Make a scrapbook about the areas of study. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game suing the ideas from the study area. Make a clay model of an item in the material. Design a market strategy for your product using a known strategy as a model. Paint a mural using the same materials. Write a textbook about... for others.

ANALYSIS (analyse)		
USEFUL VERBS	**SAMPLE QUESTIONS**	**POTENTIAL ACTIVITIES AND PRODUCTS**
Analyse Distinguish Examine Compare Contrast Investigate Categorise Identify Explain Separate Advertise	Which events could have happened...? I ... happened, what might the ending have been? How was this similar to...? What was the underlying theme of...? What do you see as other possible outcomes? Why did ... changes occur? Can you compare your ... with that presented in...? Can you explain what must have happened when...? How is ... similar to ...? What are some of the problems of...? Can you distinguish between...? What were some of the motives behind...? What was the turning point in the game? What was the problem with...?	Design a questionnaire to gather information. Write a commercial to sell a new product. Conduct an investigation to produce information to support a view. Make a flow chart to show the critical stages. Construct a graph to illustrate selected information. Make a family tree showing relationships. Put on a play about the study area. Write a biography of the study person. Prepare a report about the area of study. Arrange a party. Make all the arrangements and record the steps needed. Review a work of art in terms of form, colour and texture. Review a film

SYNTHESIS (evaluate)		
USEFUL VERBS	**SAMPLE QUESTIONS**	**POTENTIAL ACTIVITIES AND PRODUCTS**
Create Invent Compose Predict Plan Construct Design Imagine Propose Devise Formulate	Can you design a ... to ...? Why not compose a song about...? Can you see a possible solution to...? If you had access to all resources how would you deal with...? Why don't you devise your own way to deal with...? What would happen if...? How many ways can you...? Can you create new and unusual uses for...? Can you write a new recipe for a tasty dish? Can you develop a proposal which would...	Invent a machine to do a specific task. Design a building to house your study. Create a new product. Give it a name and plan a marketing campaign. Write about your feelings in relation to... Write a TV show, play, puppet show, role play, song or pantomime about...? Design a record, book, or magazine cover for...? Make up a new language code and write material suing it. Sell an idea. Devise a way to... ▣ Compose a rhythm or put new words to a known melody.

EVALUATION (create)

USEFUL VERBS	SAMPLE QUESTIONS	POTENTIAL ACTIVITIES AND PRODUCTS
Judge	Is there a better solution to...	Prepare a list of criteria to judge a ...
Select	Judge the value of...	show. Indicate priority and ratings.
Choose	Can you defend your position	Conduct a debate about an issue of
Decide	about...?	special interest.
Justify	Do you think ... is a good or a	Make a booklet about 5 rules you see
Debate	bad thing?	as important. Convince others.
Verify	How would you have	Form a panel to discuss views, e.g.
Argue	handled...?	"Learning at School.".
Recommend	What changes to ... would you	Write a letter to ... advising on changes
Assess	recommend?	needed at...
Discuss	Do you believe?	Write a report.
Rate	Are you a ... person?	Prepare a case to present your view
Prioritise	How would you feel if...?	about...
Determine	How effective are...?	
	What do you think about...?	

Appendix 5 - Marking codes
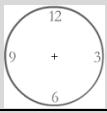
- Only use the marking codes that children can use and have time to respond to.
- What are the most important marking codes to keep (and do we have different marking codes in KS1 and KS2)

Key Stage One Literacy Work is always in pencil. Erasers may be used under teacher guidance. Children should use their first name when working on paper. Children use lined books.	A line guide may be used with plain paper. Work is dated. A title is written when appropriate and underlined using a ruler by the end of Year Two. Children edit their work where appropriate using a coloured pencil.
Key Stage One Marking Code U /I　　unaided A　　aided D　　discussed and verbal feedback given S　　supply teacher T　　target ◯　　To highlight or draw attention to an error	✓　　this is correct, a good point ?　　I do not understand this. ∧　　a word or an idea is missing sp　　spelling mistake Two or three times a week, children colour code their work according to how successful they feel they have been. Colours: Red = I'm in the learning pit and I need more help Yellow = I'm getting there and I need some more practise Green = I'm confident with this Blue = I'm ready to coach a partner on this

	Time connectives	**C**	Capital letters		Fred talk unknown words
	Finger spaces	WOW!	Adjectives	**abgd**	Letters on the line/ascenders/descenders
	Proof read- does it make sense?	●	Full stops	**and, but, so, because**	Conjunctions
C ●	Full stops and capital letters consistently in a longer piece of text				

Key Stage 2 Literacy

Crossing out is allowed but only one single line should be used.

Erasers are used when appropriate.

Children work in A4 lined books with a margin.

A line guide should be used with plain paper.

Worksheets and loose papers (named and dated) are kept orderly in a separate file.

Work will be in handwriting pen/pencil.

Self or peer editing may be done in a different colour.

Work is dated using the long date format **e.g. Monday 25th November 2012.** The short date is written in the margin when a piece of work is continued the following day

A line is missed and the title or learning intention is written where appropriate.

Numbers or letters for answers are written in the margin.

Work will be ruled off where appropriate

Redrafting and Proofreading Marks

∧   I have missed out a word or a few words.

//   I should have started a new paragraph.

/   I should have started a new line.

____   I need to check the spelling of this word (or wiggly line).

                    To highlight

Key Stage Two Marking Code

●   you have made a mistake

✓   this is correct, a good point

✓ ✓   excellent idea, well done

?   I do not understand this.

∧   a word is missing

sp and /or <u>underline</u> spelling mistake

p   punctuation

/   new line should have been started

//   new paragraph should have been started

BOT   build on this (MAY BE DISCUSSED ORALLY AS OPPOSED TO WRITTEN ON PAGE)

S   supply teacher

D   discussed with teacher

T   target

U/I   unaided

A   aided

TA   Target Achieved

Two or three times a week, children colour code their work according to how successful they feel they have been.

Colours:

Red = I'm in the learning pit and I need more help

Yellow = I'm getting there and I need some more practise

Green = I'm confident with this

Blue = I'm ready to coach a partner on this

Once a week children to write a reflection explaining how they have been a successful learner eg: I found working with a buddy helped me to learn. I used the Alan Peat sentence openers to up-level my story.

Key Stage One Numeracy Work is always in pencil. Erasers may be used under teacher guidance. Children should use their name on work on loose paper. Children use squared paper which is put into a file in date order or work is done in books.	Plain paper is made available by the teacher when appropriate. Work is dated using the short date format e.g. **25.11.18** Children rub out mistakes and then write again. The teacher will put a dot next to erased error and then tick or add a **C** for correct if the child has corrected it themselves.
Redrafting and Proofreading Marks ____ I need to check the spelling of this word or wriggly line. ⬭ Highlight to draw attention e.g. number reversals MP More practice	**Key Stage One Marking Code** ● you have made a mistake- Numeracy ✓ this is correct, a good point U/I unaided/independent D discussed A aided S supply teacher T target Two or three times a week, children colour code their work according to how successful they feel they have been. Colours: Red = I'm in the learning pit and I need more help Yellow = I'm getting there and I need some more practise Green = I'm confident with this Blue = I'm ready to coach a partner on this

Key Stage 2 Numeracy

Crossing out is allowed but only one single line should be used.

Erasers are used when appropriate.

Children use squared A4 books.

Small blue lined books with a line ruled down the middle are used for Mental Maths.

Worksheets and loose papers (named and dated) are kept orderly in a separate file.

All work will be in pencil.

Self or peer marking by children may be done in a different colour.
Work is dated using the short date format **e.g. 04.09.12**

The title or the learning intention is written where appropriate.

Work will be ruled off at the end of each session.

Redrafting and Proofreading Marks

Highlight – draw attention to

Key Stage Two Marking Code

● you have made a mistake

✓ this is correct, a good point

✓ ✓ excellent idea, well done

? I do not understand this.

sp and /or underline/wiggly line spelling mistake

S supply teacher

D discussed with teacher

T target

U/I unaided

A aided
TA Target Achieved

Two or three times a week, children colour code their work according to how successful they feel they have been.

Colours:

Red = I'm in the learning pit and I need more help

Yellow = I'm getting there and I need some more practise

Green = I'm confident with this

Blue = I'm ready to coach a partner on this

Once a week children to write a reflection explaining how they have been a successful learner eg:I used the times table grid. I used a 100 square. I followed the steps in the success criteria.

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Key Stage One Science
Work is always in pencil.
Erasers may be used under teacher guidance.
Children should use their first name when working on paper.

Children use lined books.

A line guide may be used with plain paper.

Work is dated.

A title is written when appropriate and underlined using a ruler by the end of Year Two.

Children edit their work where appropriate using a coloured pencil.

Key Stage One Marking Code

U /I   unaided

A   aided

D   discussed and verbal feedback given

S   supply teacher

T   target

⬭   To highlight or draw attention to an error

✓   this is correct, a good point

?   I do not understand this.

∧   a word or an idea is missing

sp   spelling mistake

Two or three times a week, children colour code their work according to how successful they feel they have been.

Colours:

Red = I'm in the learning pit and I need more help

Yellow = I'm getting there and I need some more practise

Green = I'm confident with this

Blue = I'm ready to coach a partner on this

🕐	Time connectives	**C**	Capital letters	🐸	Fred talk unknown words
☝️	Finger spaces	WOW!	Adjectives	**abgd**	Letters on the line/ascenders/descenders
💭	Proof read- does it make sense?	●	Full stops	**and, but, so, because**	Conjunctions
C ●	Full stops and capital letters consistently in a longer piece of text				

Key Stage 2 Science	**Key Stage Two Marking Code**
Crossing out is allowed but only one single line should be used.	● you have made a mistake
Erasers are used when appropriate.	✓ this is correct, a good point
Children use A4 books.	✓ ✓ excellent idea, well done
A margin should be ruled before starting work on a lined page.	? I do not understand this.
Writing will be in handwriting pen/pencil.	
Diagrams and tables should be drawn in pencil.	
Work is dated using the short date format	
Learning question is used eg: Can I , What will happen if	S supply teacher
Overview of each unit is stuck in at the beginning of each topic.	D discussed with teacher
Enquiry skills to be glued in to the front of each book	T target
Things to think about	U/I unaided
Ensure all marking relates to the learning question.	A aided
Encourage children to extend their original answers eg: Why? What would happen if?	
Underline scientific language spelt incorrectly	

Appendix 6 – Monitoring of Teaching and Learning

We recognise that the most effective way to develop practice is to provide developmental feedback to staff. All monitoring is undertaken to promote professional development and to quality assure the practice across the school.

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We conduct a range of monitoring activities in order to create a full and accurate picture of the teaching and learning. Monitoring activities are undertaken by leaders, the School Advisor and other external consultants. Monitoring activities are used to inform whole school development planning and to set targets for teachers.

Book scrutiny pro forma

Year	Presentation			Standards				Marking				Assessment			
	Presentation is consistently good: handwriting follows policy	Books: well-kept and neat.	Worksheets: trimmed and neatly stuck in. Not overused.	Quality of learning: ARE/ matches level of child	Quantity of learning produced	Learning Intentions: appropriate, match activity	Checklists/SC: match learning intention	Follows policy: codes	Evidence of continuing teacher/ pupil dialogue through impact evident.	Clear diagnostic marking with clear 'Next Steps, giving advice to improve learning	Pupils consistently respond to marking	Evidence of targets being met by both teacher/ pupil- cross referencing of targets	Self- assessment is evident. Success Criteria used	Evidence of peer-assessment Success Criteria used	Evidence of children editing.
R															
1															
2															
3															
4															
5															
6															
FS development points															
KS1 development points															
KS2 development points															

Pupil conference pro forma

Year Group:	Date:	Lead:

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Teaching	Learning	Environment	Curriculum	Wider School
What does your teacher do to help you in class? Show an example of when your teacher's comments helped you. Tell me about your favourite lesson this week. Why? How does your teacher help you to reach your targets?	Show me a piece of learning that you are most proud off. Why? Show me where you have responded to your teacher's comments. What have you found challenging? Why? What are your current targets? What do you need to do to improve? How do you like to learn?	What resources help you in your learning? How do use the learning walls in your learning? What helps you with your learning? When do you work with others in class?	What's your favourite subject? Why? What do you think you are best at/ least good at? What topic have you found most interesting this year? What do you find most boring, why? What topics would you like to learn about?	Do you feel safe in school? Why? Who helps you in school? What would you do if you didn't feel safe or felt upset about something? Name 1 thing that would make our school a better place. What do you most enjoy about coming to school?
FS development points				
KS1 development points				
KS2 development points				

Learning Environement pro forma

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Use of Space and furniture	Learning Areas & Resources	Display	Behaviours
Effective and creative use of space to support all groups (whole class, small group etc)

Space is adapted according to different learning tasks

Children have space to move around freely – to access resources

Space for children to sit and access IWB as whole class session. | Stimulating, multilingual lit/num/resource areas.

Book Corner is inviting has author focus or theme. Front facing books. Creative display for books. Books stored in genre etc. Interactive resources on display for children to access.

High quality resources organised effectively and labelled.

Children encouraged to take responsibility for resources and they choose resources when needed.

Children responsible for managing resources.

Resources accessible to pupils. | Pupils' learning celebrated on displays, including drafts or quotes used to show process.

Handwriting is of high quality and well edited to ensure no mistakes.

Interactive displays

Pupils' diversity celebrated through their learning outcomes.

Learning walls up to date, stimulating and used by pupils. Teacher & Pupil models and clear success criteria.

2D and 3D displays used to motivate, engage and foster thinking. Including wall and table displays.

Captions (typed or hand written, describe LI and context. | Behaviour displays in place and used effectively

Quality first teaching consistently challenges children to be the best they can be and is part of whole class ethos.

Children follow the Behaviour Expectations and understand their roles and responsibilities as part of school and class community.

AfL is prominent in the dialogue and actions of pupils. All pupils are involved in peer and self evaluation daily. |
FS development points			
KS1 development points			
KS2 development points			

Lesson Observation pro forma

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Observers:

Teacher: Additional adults:	Learning Intention:	Year Group:	Date: Time:

Professional Dialogue (following observation):

Main points from discussion

Target	Actions to be taken by staff member	Timeframe
1.	▪	
2.	▪	
3.	▪	

Signed Teacher: **Signed Observers:**

Teacher standards

1. Set high expectations which inspire, motivate and challenge pupils
1.1 establish a safe and stimulating environment for pupils, rooted in mutual respect
1.2 set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
1.3 demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils
2.3 guide pupils to reflect on the progress they have made and their emerging needs
2.4 demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
2.5 encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge
3.1 have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
3.2 demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
3.3 demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
3.4 if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
3.5 if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well structured lessons
4.1 impart knowledge and develop understanding through effective use of lesson time

4.2 promote a love of learning and children's intellectual curiosity

5. Adapt teaching to respond to the strengths and needs of all pupils
5.1 know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
5.3 demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
5.4 have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment
6.3 use relevant data to monitor progress, set targets, and plan subsequent lessons

6.4 give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment
7.1 have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
7.2 have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
7.3 manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
7.4 maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities
8.3 deploy support staff effectively

Version	Date Issued	Issued by	Reason for Change	Presented To (initials to agree policy has been read and understood)	Approved by:	Date

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0.1	April 18	Amory Charlesworth	Draft			
0.2	Sept 18	SLT	2nd draft			
0.3						