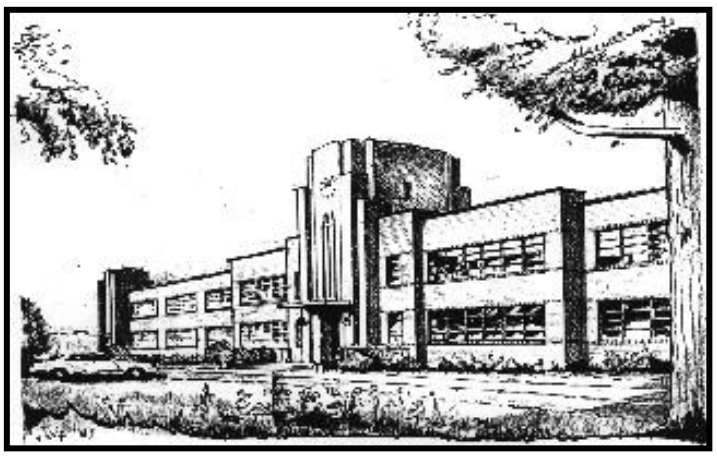
# WILLIAM TORBITT PRIMARY SCHOOL



# TEACHING AND LEARNING POLICY

# 2015

# Contents


**Vision Statement** **3**

**Creating Conditions for learning** **3**

The Classroom Physical Environment 4

**Planning for Effective Teaching and Learning** **6**

Using Learning Intentions 7

Using Success Criteria 8

Planning for Differentiation 8

Pupil Groupings 10

**Good Quality Lessons** **11**

Non-negotiable elements of Teaching at WTPS 12

**Working Effectively with Support Staff and Other Adults** **14**

**Involvement of Parents and Carers** **15**


**Appendices**


A What must be in your planning and assessment folders?

B 8 Goals – Suggested Learning Intentions.

C Questioning Techniques and Types

D Using Key Questions

E Teaching Strategies

F Planning for EAL Learners

# William Torbitt Primary School

# Teaching and Learning Policy 2015

---

This document sets out the expectations of high quality teaching and learning at William Torbitt Primary School. We believe every child has an entitlement to quality teaching and learning experiences during their time at William Torbitt. Through this policy we aim to ensure that this occurs consistently throughout the school, as it is only with consistently good or better teaching that a child will make good progress.

Vision Statement:

> **"We want William Torbitt Primary School to be:**
>
> **A Learning Community - a place of high expectations and excellence, where all children can achieve full potential in their academic, creative, personal, physical, moral and spiritual development**
>
> **A Caring Community - where children and adults feel they make a positive contribution and are valued and respected**
>
> **A Working Partnership - between children, parents, staff, governors and the community as a whole."**

## Creating Conditions for Learning

It is the school's responsibility to ensure the best possible environment for learning by developing a positive atmosphere where pupils feel safe and feel they belong, where they enjoy being challenged, but where they enjoy learning, and know that they can succeed (because they know the challenge has been set at the right level).

All teaching should be conducted with professionalism, trust and respect for all, as children will learn best within a safe, secure and stimulating environment. The SEAL materials will help to create an ethos that encourages understanding and respect between pupils; these must be used regularly during PSHE and circle times. The theme for each term is agreed and followed by the whole school. *(Refer to PSHE Policy)*

The school has 8 'personal goals'; they refer to desired learning behaviours and attitudes which have been reviewed by staff and the pupils. Children should be regularly reminded of these and given opportunities to practise and develop the strategies throughout the school year, not just in lessons but within the wider curriculum. Clear structures and systems, well matched work and activities within the classroom will work towards achieving a calm and purposeful learning environment, where all pupils are clear about expectations and boundaries. It is important that all staff take the same approach to discipline. An agreed number of strategies for managing behaviour must be used. However, it is important to note that children who are well motivated and on task, doing activities that are closely matched to their skills and abilities are less likely to misbehave.

*(Refer to Behaviour Policy)*

## The Classroom Physical Environment

The physical organisation of a classroom is a significant factor in children's learning – they spend the majority of their time within them. When setting up a learning environment, staff must be mindful of the children's safety and personal space.

*(Refer to Health, Safety and Welfare Policy)*

**It is the expectation that classrooms and the corridors outside are kept orderly and tidy.**
**Teachers should ensure that the children are organised to take responsibility for this too, from Nursery to Year Six. Corridors and classrooms will be monitored using the above criteria by senior leaders as part of the monitoring of teaching and learning.**

**NB. There is proving to be a clear correlation between an orderly, inviting classroom environment and the quality of learning/lessons observed).**

*(Refer to Display Policy)*

The following list sets out what is expected within each classroom (and the EYFS outdoor classroom):

**Information for pupils and staff**

- ✓ Classroom promises
- ✓ Rotas and timetables
- ✓ Visual timetables (SEN) if applicable
- ✓ Table groupings
- ✓ Names of ELP leaders and monitors

**A Prominent Book Area**

- ✓ Accessible, well organised and inviting book area with a variety of books including big books, dual-language, fiction (incl. Poetry) /non-fiction, reflecting a range of cultures, focus texts/class reader displayed with labels and questions (There must be a focus on the quality of books rather than quantity.) Link to core text or theme.

**Display**

- ✓ All work must be carefully backed and properly secured (no dog-ears!)
- ✓ Stimulus displays for the topic e.g pictures, artefacts, books, key vocabulary, questions
- ✓ Use of labels in community languages (languages used should reflect languages spoken by pupils within the class)
- ✓ Display consisting of large amounts of children's work
- ✓ Eye-catching and some 3D
- ✓ Displays that celebrate all children's best work (galleries)
- ✓ Interactive displays e.g. use of questioning
- ✓ Process displays – planning, drafting, showing the learning journey
- ✓ Working-Wall (English and maths)
- ✓ Hands-on, interactive displays / Let's investigate tables
- ✓ 8 personal goals

**Learning Aids – must be easily visible**

- ✓ Working Wall for maths, reading & writing (to incorporate)
- ✓ Differentiated Pupil Targets and how to achieve them / good examples
- ✓ Alphabet for KS1/EYFS (upper and lower case) / number line (appropriate to age group and ability)

- ✓ Phonics/Spelling patterns currently being taught
- ✓ High frequency words (EYFS/KS1)
- ✓ Everyday use vocabulary (linked to literacy planning) e.g descriptive words/connectives – showing how they may work within a sentence
- ✓ Ambitious words (previously introduced to the class)
- ✓ Mathematical and scientific vocabulary (currently being used)
- ✓ Dual language numbers on display
- ✓ Times tables chart (Y2 – 6)
- ✓ Maths resources labelled and easily accessible by children ( incl. Early calculation resources for EYFS – Y3 lower attaining group)
- ✓ Punctuation pyramid (Y1 upwards)
- ✓ Prompts for writing (see working wall)
- ✓ Sentence openers (see working wall)
- ✓ Clear modelled handwriting sample

**Materials easily accessible to pupils**

**It is the class teacher's responsibility to ensure that the following materials are available to the children. It is not acceptable for children to be sharing such resources or having to settle for items in poor condition.**

- ✓ Sharp pencils, rulers, pens that work, scissors, erasers, dictionaries and thesauri, word cards, glue sticks

**Systems of Organisation**

- ✓ Tidy, labelled accessible shelves, boxes and cupboards (with picture prompts on labels)
- ✓ Well organised and tidy teacher area
- ✓ Tray labels clearly printed
- ✓ Areas for resources for individual SEN pupils (if applicable)

**ICT**

- ✓ Computers must be easily accessible and clear of clutter
- ✓ ICT work displayed
- ✓ Listening station with headphones and selected CDs (EYFS/Y1) – could be made part of book area

**Specifically EYFS/Year 1**

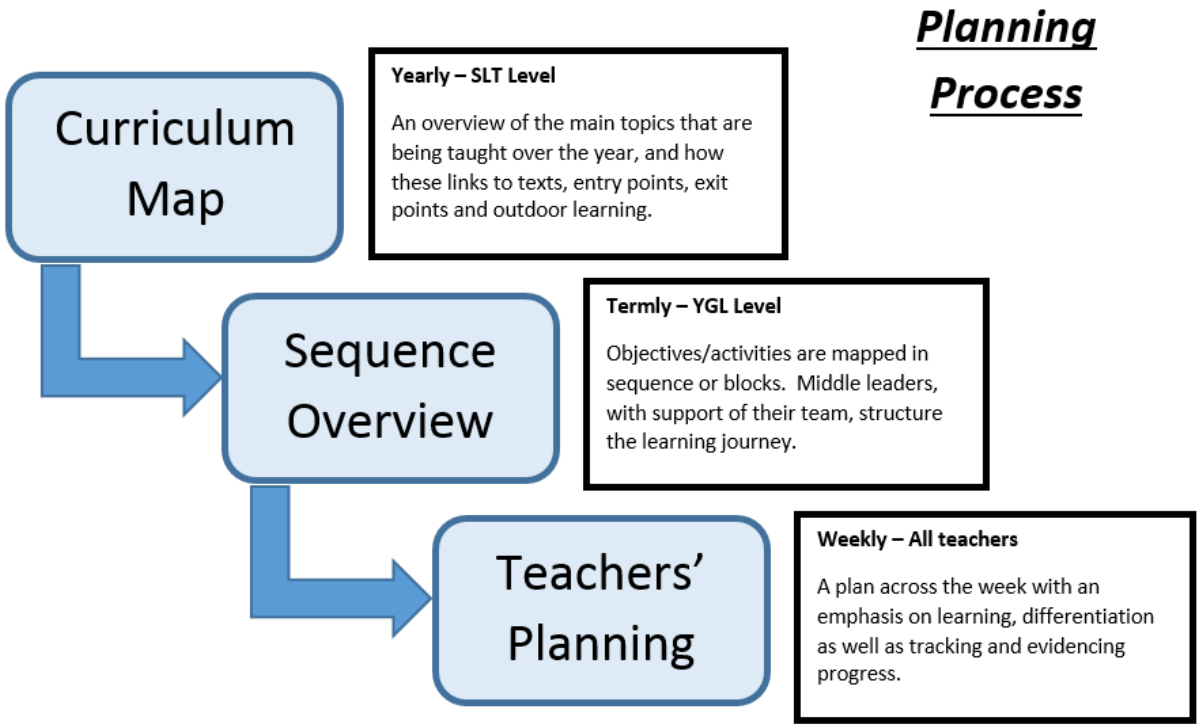
- ✓ Inviting, language-rich role play area (providing opportunities for writing)
- ✓ Writing Table with pens, pencils, paper (different shapes, colours, sizes), booklets, post-its, keywords and alphabet displayed, letter tiles stimulating pictures relating to literacy
- ✓ Story display of core book on wall with key words and sentences
- ✓ Water / Sand areas (with prompt questions for adults) (EYFS only)
- ✓ Painting/art area with range of materials, paint, paper, etc
- ✓ Maths area with objects to count/calculate with relating to topic or theme, number line/tiles, Early calculation resources, shapes...
- ✓ Resources e.g. scissors, pencils, construction toys, etc in a designated area – clearly labelled and accessible to the children
- ✓ ECAT adult communication behaviours, with supporting key questions as appropriate (EYFS)
- ✓ Snack menu (This is a requirement for EYFS).

## Planning for Effective Teaching and Learning

Effective teaching and learning cannot occur without careful and thorough planning.

The school plans in three ways:

a. The **Long Term** plan is shown on the curriculum map which includes the creative topics, literacy genres and core texts agreed for each year group. The National Curriculum programmes of study content and skills have been distributed appropriately across these topics. The school has been careful to ensure full coverage of the National Curriculum as well as continuity and progression. Therefore, changes to this cannot be made without the agreement of the curriculum team.




b. A **Medium Term** plan should be completed for each term, in the form of a sequence overview, and should break down the topics into interesting and engaging activities and experiences across the curriculum. These are linked to IPC activities and areas of the curriculum. It is presented by year groups as a creative curriculum overview grid with separate plans for handwriting and spelling/phonics, and guided reading (including EYFS).

c. **Short Term** plans are the final part of the cycle. Teachers must plan weekly to ensure specific learning objectives, differentiated activities; success criteria are included for each session. Assessment opportunities, including key questions, must be planned for and provide the formative evidence for future planning.

Teaching must be based on knowledge of the children's level of attainment and areas that require development. It must build upon their skills, understanding and knowledge by ensuring the tasks set are appropriate to each child's current level of ability.

- When planning work for children with special educational needs use the information and targets set out in the child's individual educational plan (IEP). Pupils with IEPs must be identified within the planning and evaluation to match their performance against set objectives. Class teachers must make sure all pupils with IEPs have weekly tasks broken down from their IEP.
- There must be appropriate challenge for all children (beyond offering extension activities).
- There must be measures put in place to ensure all pupils at varying levels of English acquisition have full access to the curriculum, through planned activities, resources, strategies identified within each lesson. (see appendices)
- It is important that children are involved and informed about the setting of expectations within each area of the curriculum and within each lesson. Strategies used by the teacher should enable every child to know how well they are doing, what they are aiming for within the lesson and by the end of the year, and what they need to do to improve to get there. This can be done through the Bronze, Silver, Gold expectations displayed on class Working Walls.
- Teachers in each year group are given some time to meet before the beginning of each term to plan the content and delivery of the curriculum to their classes.
- Teachers must also hold a weekly team meeting in year groups to assess the week's learning, compare pupil outcomes and use these evaluations to inform the teaching and learning for the following week. Teachers in KS2 should also discuss the areas of maths they are undertaking to ensure clear differentiation and that children in each class experience equality of coverage.
- Teachers must continuously evaluate their planning during the week to ensure that work is on track and fitting the needs of their pupils.
- **Checked and agreed sequence overviews must be made available on the first day of each term Weekly timetables are to be uploaded onto: Teacher Resources -> Planning -> Timetables, by 8.00am on Monday.**
- **Each teacher (including support teachers) is to use a Planning and Assessment Folder** (See appendices for details of content). This should be kept in school, so that evaluations and reflections can be added. The files will be looked at during lesson observations, and other types of monitoring, and for supply teacher information.

## Using Learning Intentions

- The learning intention is the learning aim of the lesson and all children should know what they are learning if asked. This must be related to skills or knowledge and understanding the children are to learn. The 8 learning goals should also be included and focused on during lessons. (See Appendix B for 8 goals suggested learning intentions).

- The learning intention should be written using simple child friendly language, so that they understand the aim of the lesson.

- From Year 1 the learning intention should be written up on the board. **The children should also be trained to write the date in their books (figures should only be used in their maths books, at all other times the date in words should be written) – a line should then be missed - and then the Learning Intention written, which should be underlined with a ruler. Most children are quite capable of doing this, and only one or two children in Year 1 may need adult support in doing this quickly.**

*(See Handwriting and Presentation Policy)*

## Using Success Criteria

- Success criteria must be linked to the Learning Intention. It is also the expectation that it links to the 8 goals explicitly.

- It is essential to include the success criteria on your planning so that this gives you a clear guide as to what you would expect the children to achieve.

- Success criteria must be differentiated to meet the key learning needs/priorities of the children in each class.

- Success criteria must be framed so that pupils can assess themselves against the criteria to see if they (and others) have achieved at the desired level – **This is crucial if they are to progress sufficiently during their time in this school.**

## Planning in Differentiation

Differentiation is the practice of matching teaching to the different learning needs of children in the class. There is the expectation at William Torbitt that all lessons be differentiated for its pupils. When done well, this enables all learners to have meaningful and engaging access to a broad and balanced curriculum, and enables them to make at least the expected progress in relation to their capacity/potential and starting points.

At William Torbitt the following types of differentiation should be considered when planning how to best meet the needs of all pupils within a lesson:

**a) Activity** – The arranging for some children to do quite different activities from other children in the class. This might be because they have been away, because they have not mastered what was done before, because of the level of their ability or because of the way in which they work best. Or it might be because they have already achieved what the teacher wants the rest of the class to achieve.

**b) Outcome** - The same open-ended task may be set but the teacher will expect different outcomes e.g. for a writing task some will be expected to write quite detailed and accurate accounts, and others to write simpler sentences. **NB. Clearly differentiated/graduated success criteria made explicit to the children is vital here.** The differentiated outcomes produced by pupils should be used primarily to assess and then inform planning for differentiation in another way (e.g. by task, resource or support).

**c) Support** - This might be through using the skills of the class teacher or an additional adult to support a pupil or group of pupils within the class. Due care must be taken in planning the nature of the task pupils will be receiving additional support in, ensuring it is pitched appropriately - Too difficult, and the adult could result in over supporting with the pupil doing very little for themselves; too simple, and the pupil will not being sufficiently challenged to make adequate progress from their starting point – it would also raise the question whether adult support is really required here?
NB. Pupils of all abilities are entitled to and need the teacher's support, but the nature of the support should vary. Grouping and pairing pupils with different abilities for parts of a lesson can also be beneficial in supporting all pupils involved.

**e) Resource** – This is based upon the fact that some pupils are capable of working with more advanced resources than others. They may be answering the same basic question, but using differing levels of materials upon which to base their outcomes. This will mean consideration of the layout, use of visuals and complexity of the vocabulary/ text; using pupil-friendly storage and retrieval systems that will facilitate independent approaches to learning; providing different media for different pupils to use; resources that provide differing levels of scaffold or structure.

**It is the expectation that a range of approaches be used within a classroom over a period of time, and that careful consideration be made to which type of differentiation is decided upon.**

**Targets**
Targets should be challenging for all groups of pupils. They should be selected when planning lessons, written up, shared with pupils and displayed on the relevant Working Walls, in order for pupils to refer to. At least three targets should be shared, with Bronze being the challenging expectation for all pupils, Silver and then Gold to extend your most able learners. All pupils should be given the chance to go for gold, and therefore targets should not be capped for groups of learners.

## Pupil groupings

Pupils should be given the opportunity to work in different groups. They must be given the opportunity to work in mixed ability groups. This is particularly important for bilingual learners so that less experienced English speakers can model themselves on more fluent ones.

For some work e.g. Maths, pupils will work in ability groups. But these groups should be flexible. Care should be taken over seating arrangements. These should be mixed boys and girls.

Children may sit in groups but need to be working individually (self regulating, self-disciplined and self-help skills), or they may need to work collaboratively (listening, negotiating, sharing, organising). These are skills that need to be actively taught and can form part of specific learning goals for a lesson.

## Evaluation and Assessment

Good assessment and evaluation improves the quality of teaching and learning, and as such is integral to the whole process. School assessment procedures must be followed.
The use of Progress Meetings is an essential element in ensuring that teaching strategies and intervention programmes are having a positive impact on the progress of all pupils. These meetings occur each term with the class teacher and a senior member of staff. Support teachers must also be involved in this process.
The school values assessment as an on-going process and uses Assessment for Learning strategies. These include:

- Using and sharing **child-friendly learning objectives** and **success criteria**
- **Key questions**
- **Questioning** to challenge and to check understanding of all pupils
- **Written and oral feedback** (see Feedback Policy)
- **Self Assessment** (key to effective pupil progress)

**Plenaries**
Plenaries should refer clearly to the success criteria for the lesson, and are essential in any lesson as they give the teacher and children the opportunity to reshape and evaluate learning as appropriate. Teachers should complete each lesson with a short plenary to summarise the learning that has taken place, revisit the learning intention, and point to where the learning might go next in subsequent lessons. Plenaries may lead into the next lesson and can be used to prepare pupils for what they will be learning next; this may include setting home learning tasks, or the setting of new targets. Children should be actively involved in the end-of-lesson plenary.

**Mini-Plenaries**
There should also be 'mini-plenaries' during the lesson when teachers remind children of the success criteria, address any misconceptions, draw children's attention to successes made so far and revisit expectations e.g. in the quantity and quality of work expected.

*(Refer to Assessment and Feedback Policies)*

# Good Quality Lessons

In order for children at William Torbitt to make sufficient progress, the quality of lessons must be at least good. Therefore they should exhibit the following:

**Subject Knowledge**

- The teacher has a good knowledge of the subject content and is able to apply it to promote effective learning
- Subject content is well-matched to the pupils' needs in terms of their age and ability

**Teaching Approaches**

- The teachers and pupils agree appropriate objectives and pupils share the responsibility for their achievement
- Prior attainment is recognised, built upon and developed
- The ideas, interests and experience of pupils are drawn upon, and the pupils' sense of purpose is enhanced
- The lesson is clearly linked to previous teaching or learning
- A range of questioning techniques is used which enhances pupils' learning. Higher-level questioning is evident. Mistakes and misconceptions are recognised by the teacher and used constructively to facilitate learning
- Instructions and explanations are clear and specific, and all pupils are able to progress confidently with their work
- Appropriate methods of differentiation are used and matched to the needs of the pupils. A variety of teaching techniques and challenging activities are used, recognising different learning styles (see appendices)
- The range of support used helps pupils make good progress. Appropriate learning resources are used well (e.g. ICT, other adults, outdoor environment)
- The use of planned key vocabulary is written up, explained and accurately demonstrated to pupils.

  ***As the majority of our pupils speak English as a second language, this is an essential aspect of our work. Opportunities should be planned for children to use the key vocabulary e.g. through questioning. All adults are expected to be good role-models of spoken English for children and set high expectations of our children's oral responses e.g Children replying in full sentences. Children should have the optimum opportunities to orally rehearse ideas with a response partner, using key vocabulary.***

***'Speak well, write well' – Chinese Proverb***

**Behaviour Management**

- Pupils are aware of the teacher's expectations and act in a responsible manner throughout the lesson. Off-task activities are dealt with at the least intrusive level
- The climate of learning is characterised by positive relationships and the effective use of praise for work, effort and behaviour
- Pupils acknowledge their responsibility for their actions and their role in helping to maintain a positive climate for learning

**Attitudes and Behaviour**

- Pupils' behaviour is good and supports learning
- Pupils remain fully engaged throughout the lesson and understand the context of the lesson, and how this links to prior and future learning
- Pupils are keen to develop their skills with knowledge in the subject and work with enthusiasm
- Pupils complete the work planned to a high standard and exhibit good attitudes to the task

**Standards, Achievement and Progress**

- Pupils demonstrate their level of understanding and knowledge in response to questioning. They are able to apply these with confidence in the lesson
- Pupils make better than expected progress, based on their prior attainment, in the lesson and over time
- The pupil outcomes of the lesson are consistent with the objectives set at the beginning
- Pupils achieve at a standard higher than expected for their age and in line with their ability
- Pupils' work is assessed regularly and accurately, with helpful feedback that facilitates good understanding and progress. Pupils make use of the feedback to improve their performance

## Non – negotiable elements of Teaching at William Torbitt

As pupils will only make sufficient progress if the quality of teaching is good or better, below are some non-negotiable elements for all lessons that take place at William Torbitt:

Non-negotiable key elements:

✔ **Pitch and Progress for all pupils**

✔ **Differentiation**

✔ **Questioning to assess / teach**

✔ **Assessment (good subject knowledge of next steps and previous steps)**

✔ **Pupil self-assessment throughout the lesson, not just at the end**

✔ **Pace and active purposeful pupil involvement**

**So:**

| | Included in your lesson plan? |
|---|---|
| ❖ **Pitch activities above** current working level of group(s) – differentiation – All children should be learning something new, or clearly be moved on in a skill or concept during the lesson. Have clearly communicated high expectations of them – behaviour, work, presentation of work, etc… | |
| ❖ **Reduce teacher talk** to a minimum (use **modelling of skills** instead of lengthy explanations or instructions) | |
| ❖ **Increase quality pupil talk** (especially pupil:pupil quality talk). Have substantial opportunities for this throughout the lesson for all pupils. No long periods of passive listening by the majority of pupils within the class whilst one or two pupils talk or answer questions. | |
| ❖ **Explicitly share outcomes** - be sure of what you want pupils to have achieved/done by the end of the lesson, and share this explicitly with pupils at the beginning of the lesson (through clear modelling). Make sure this is aspirational. | |
| ❖ Use **specific/ succinct success criteria** – this is to be used to assess progress during the lesson, not just a rushed reference to them at the end. | |
| ❖ Ensure **plenaries are always linked to success criteria** (and not left to the end of the lesson only). No thumbs up, No smiley faces or No meaningless questions such as 'How did you find the work? Who thinks they learned something this lesson? What did you learn?' Use plenaries to: e.g. question pupils to assess understanding; self assessment – linked then to the children improving their work during that lesson; share exemplary work (pupils analysing what was good about it); etc… | |
| ❖ **Litter the lesson with AfL strategies** to ascertain understanding – re-teaching if necessary. | |
| ❖ **Pupils' active involvement in assessment** - Pupils must be involved in assessing their own work using the success criteria, and given opportunities to make improvements before the lesson ends. | |
| ❖ Give children a **reasonable amount of time to complete the tasks set** (linked to length of first part of the lesson). If there is too much teacher talk at the beginning of the lesson, then there will be less time for the children to actually DO the activity – thus limiting their progress. | |

## Working Effectively with Support Staff and Other Adults

There may be other adults working in the classroom alongside the teacher (LSAs, volunteers, parents, students…). They all have an important part to play in the effective teaching and learning of the children, and should all have a direct positive impact on their progress. Therefore:

- They must be informed of the specific needs of the children and of medium and short term plans in advance, so that they understand their role in the lesson, and can organise resources if required.
- There must be good communication between teachers, support teachers and LSAs. It is the responsibility of each teacher to ensure this takes place, and must be supported by the LSAs.
- The LSAs must know and understand the learning intentions and success criteria for the activity, and be informed of how to support pupils in their learning, for each part of the lesson.
- LSAs and other support staff must be actively deployed throughout the whole lesson (It is not acceptable to have the LSA passively sitting during teacher inputs).
- LSAs and support teachers must feedback to the class teacher of the performance of the pupils they have been supporting, (not just at the end of the lesson). LSAs may also mark/provide a written comment on the work produced by the pupils they supported (in pencil only).
- When supporting a group, the LSA is expected to move around the group to assess how well each child is working.
- At some point during the lesson teachers must also ensure they check the work of children being supported by other adults, so that some teaching can take place, if needed.
- Year Group Leaders must ensure that LSAs assigned to their team are being used to support pupils (admin tasks, etc should take place during assemblies, registration times).
- Teachers and LSAs should work together towards developing children as confident, independent learners.

## Involvement of Parents/Carers

Pupils' learning will be enhanced if school and parents work in partnership; it is our duty to keep parents well informed and to encourage them to take an active role in their children's learning. To this end parents and the school are required to sign a Home School Agreement when a child is admitted to the school.

Monthly newsletters informing parents/carers of school events, plans and aspirations are sent home and posted on the school website. In addition, every term parents/carers must receive an outline of planned work, with suggestions of how they can support this work through home activities and family visits/outings. It is important that the year group send these newsletters home as early in the term as possible.

Parents must be regularly informed of their child's progress. This is done through Parent Consultations, Target-setting and Review meetings. During these meetings teachers are to discuss the child's progress, areas for development and how they can be supported out of school.

A whole year group transition meeting and individual 'meet the teacher' parent/carer consultation takes place in September. A brief mid-year report is sent home to parents in January/February, followed closely by an opportunity for parents/carers to discuss their child's progress and attainment with the class teacher. A comprehensive formal written report is then provided at the end of each academic year.

Parents may request informal meetings with staff during the year. This should be arranged, and senior staff made aware of when these meetings are to take place. Likewise, teaching staff may wish to meet with parents if they have concerns; again, senior staff need to be made aware of these meetings. It is also good practice to give brief feedback to individual parents/carers regarding their child, verbally and informally, at the end of the school day, as necessary/appropriate. Questionnaire responses have shown that they very much appreciate this kind of on-going feedback.

Whenever possible, parents/carers with particular skills or knowledge should be invited (under supervision) to share these with children (e.g. art and craft, home languages, informing about their religious practices, different cultures). Parents wishing to volunteer their support in school must first meet with Vicki Blaize (Deputy Headteacher) for induction.

Parents/Carers should be made aware of the school's Home Learning Policy, and in turn help their child to understand its value, encouraging them to complete tasks that are sent home. Teachers must therefore ensure the tasks are interesting and properly matched to the ability of each child, and that every child is clear about what they have to do.

The home learning book / reading liaison book should be a forum for home-school liaison about a child's work (positive and areas for development). The teacher should also arrive into the playground no later than 8.55am with enough time to talk to parents/carers, if necessary. (See Home Learning Policy.)

The use of Fronter is an excellent way of informing parents and carers of what their child is doing and learning in school. It is also a very effective way to support parents/carers with strategies, resources and links to websites that they can use with their child at home. Each year group has a virtual classroom which must be kept updated and set up to be as eye-catching, engaging, interesting, informative and interactive as possible.

Strong and supportive relationships between home and school should be encouraged by all staff.

## Appendix A

**What must be in your Planning Folder?**

- Teaching and Learning Policy 2015 / Marking and Feedback Policy
- Prompt sheet for strategies to support EAL pupils
- Sequence overview and Curriculum Map
- Short term plans (showing evaluation annotations made after each lesson/week)
- Timetables (hall, ICT/PE, etc…)
- Timetable showing adult support in class
- Pupil Groupings
- Copies of letters sent home to parents (also available on school website).

**What must be in your Class Assessment Folder?**

- Performance data analysis
- Progress meeting forms and class performance data analysis (target tracker)
- Copies of any individual/group observations of pupils (kept separately for EYFS)
- Grids of pupil assessment outcomes (including phonic record for class)
- In KS1 and 2 files for writing, reading, maths – Assessment trackers
- Science teacher assessment sheets

The Planning and Assessment folders should be used as a working file to aid effective planning and evaluation.

**Appendix B**

# 8 Goals – Suggested Learning Intentions

| | |
|---|---|
| RESILIENCE<br> <br>Don't give up. Try again | Stay on task<br>Stay focused<br>Use resources to complete a task<br>Complete a task in a given amount of time<br>Keep on trying<br>Find as many possibilities as you can<br>Add improvements<br>Try again if at first unsuccessful |
| MORALITY<br> <br>Make good choices | Give reasons for the choices made<br>Make good choices<br>Identify who has made the right choice<br>Explain why something is right/wrong<br>Know the consequence of an action<br>Predict the consequence of a choice<br>Know what is right and wrong |

| | |
|---|---|
| COMMUNICATION<br> <br>Get your message across | Share ideas clearly<br>Speak clearly<br>Explain ideas<br>Communicate ideas clearly in writing<br>Tell someone if you have a problem<br>Share successes clearly<br>Listen to others<br>Listen and respond appropriately to others<br>Respond appropriately to feedback<br>Suggest ideas |
| RESPECT<br> <br>Treat others the way you would like to be treated | Treat the classroom/environment with respect<br>Listen to others<br>Take turns<br>Share fairly<br>Look after the classroom/environment<br>Take pride in my work<br>Look after my things<br>Keep the classroom/environment clean and tidy<br>Show good manners<br>Show care for other living things in our environment<br>Be kind to each other |

| | |
|---|---|
| ADAPTABILITY<br> <br><br>Solve problems | Solve problems<br>Suggest different possibilities<br>Use resources to solve a problem<br>Be confident to attempt a problem<br>Suggest ideas<br>Cope well in a difficult situation<br>Approach challenges with confidence<br>Link ideas together<br>Try an alternative approach<br>Respond positively to new ideas<br>Try new ideas<br>Attempt a challenge<br>Take a risk<br>Try something new by yourself |
| THOUGHTFULNESS<br> <br><br>Be considerate | Think of others<br>Help those in need<br>Consider the views of others<br>Share<br>Take turns<br>Tidy up<br>Speak politely to others |

| | |
|---|---|
| CO-OPERATION<br> <br><br>Work together | Work together well<br>Listen to each other's ideas<br>Take turns<br>Share<br>Divide jobs up effectively<br>Decide on what jobs need doing<br>Help others in your team<br>Value other team members<br>Be kind and supportive<br>Work well with different people<br>Reach an agreement<br>Compromise<br>Negotiate<br>Be fair<br>Think about others in the team<br>Give constructive feedback and support<br>Take an interest in other people<br>Take responsibility in completing a task<br>Understand a different point of view<br>Anticipate problems and be able to compromise<br>Use fair methods to help compromise |
| ENQUIRY<br><br><br>Find things out | Find things out<br>Explore how things work<br>Decide on a line of enquiry<br>Ask questions<br>Find answers to own questions<br>Organise and sort information<br>Suggested ideas to find the answer<br>Plan an investigation<br>Chose how to solve a problem<br>Collect evidence<br>Carry out a fair investigation<br>Draw conclusions from a line of enquiry<br>Evaluate enquiry/investigation |

## Appendix C – Questioning Techniques and Types

| Strategy/approach | Process | Gains and benefits |
|---|---|---|
| **Thinking Time:**<br><br>Consciously waiting for a pupil or class to think through an answer (before you break the silence) e.g 10 secs | Provide time between setting the question and requiring an answer. Sometimes alerting pupils to the approach and the time available to develop an answer. | Prompts depth of thought and increases levels of challenge. Ensures all pupils have a view or opinion to share before an answer is sought. |
| **No Hands Questioning:**<br><br>Using the 'no hands up' rule<br><br>Ref. AfL publication - Working Inside the Black Box. | Pupils aware that those required to give an answer, will be selected by the teacher. Teachers alert them to this as questions are asked.<br><br>Linked to 'thinking time'. | Improves engagement and challenges all pupils to think. When linked to Thinking Time, pupils share ideas and 'position' their own views in relation to others. |
| **Conscripts and Volunteers:**<br><br>Using a planned mix of 'conscripts' and 'volunteers' | Teacher selects answers from those who volunteer an answer and an equal amount of those who do not. | Enhances engagement and challenge for all. |
| **Phone a friend:**<br>Removes stress to enable those who cannot answer to participate | Those who cannot answer are allowed to nominate a fellow pupil to suggest an answer on their behalf, but they still have to provide their own answer, perhaps building on this. | Encourages whole-class listening and participation. Removes stress and builds self-esteem. |
| **Hot-seating:** | A pupil is placed in the 'hot-seat' to take several questions from the class and teacher. | Encourages listening for detail and provides challenge |
| **Mantle of the expert:** | A wears the cloak of the expert to answer questions from the class. | Builds self-esteem through opportunity to share detailed knowledge. |
| **Preview:**<br><br>Previewing questions in advance | Questions are shared/displayed before being asked, or the start of the lesson. | Signals the big concepts and learning of the lesson |
| **Pair rehearsal:**<br><br>of an answer or a question | Pairs of pupils are able to discuss and agree responses to questions together. | Encourages interaction, engagement and depth |
| **Eavesdropping:**<br><br>Using specific targeted ?s | Listen in to group discussions and target specific questions to groups and individuals. | Facilitates informed differentiation. |
| **5Ws:**<br><br>Modeling simple exploratory questions to gather information | Teacher models the use of Who, What, Where, When and Why to set out a simple information gathering response based on the information provided. | Encour students to rehearse enquiry and comprehension, can extend into reasoning and hypothesis. Creates an inquisitive disposition and a thinking/self reflective approach to learning. |

| | | |
|---|---|---|
| **High Challenge:**<br><br>Phrasing questions carefully to concentrate on Bloom's Taxonomy higher challenge areas | Questions must be pre-planned, as very difficult to invent during a lesson. Focus questions to address analysis, synthesis, evaluation and creativity, based on Bloom's Taxonomy. | Provides high challenge thinking, requiring more careful thought, perhaps collaborative thinking and certainly longer more detailed answers. For Able, Gifted and Talented. |
| **Staging or sequencing:** questions with increasing<br><br>levels of challenge | Increasing the level of challenge with each question, moving from low to higher-order questioning | Helps pupils to recognise the range of possible responses and to select appropriately. |
| **Big questions:**<br><br>The setting of a substantial and thought provoking question | Big questions cannot be easily answered by students when the question is posed. They are often set at the beginning of the lesson and can only be answered by the end of the lesson, using all of the thinking based on all of the contributions to the lesson. | These questions develop deeper and more profound thinking. Big Questions are often moral issues or speculative questions such as, Where are we from? How big is the universe? What is the meaning of life?<br><br>They require extended answers and usually rely on collaborative thinking and a personal interpretation of the information provided. |
| **Focus questioning:**<br><br>This will help students to answer bigger questions | When students struggle to answer bigger or more complex questioning, the teacher can model or lead the thinking by asking Focus questions to lead the student through the steps of the thinking. | Develops confidence and the sequencing of small steps in thinking and response. Allows students to reveal the stages in their thinking. |
| **Fat questions:**<br><br>Seeking a minimum answer | Pupils are not allowed to answer a question using less than e.g. 15 words or using a particular word or phrase. They must give an extended answer or make a complete sentence/phrase. | Develops speaking and reasoning skills, the correct use of critical and technical language . |
| **Signal questions:** | Providing signals to pupils about the kind of answer that would best fit the question being asked. Teacher responds to pupils attempt to answer, by signaling and guiding the answers. | The essence of purposeful questioning, moving pupils from existing knowledge or experience (often unsorted or unordered knowledge) to organized understanding, where patterns and meaning have been established. |
| **Seek a partial answer:** | In the context of asking difficult whole class questions, deliberately ask a pupil who will provide only a partly formed answer, to promote collective engagement. | Excellent for building understanding from pupil-based language. Can be used to lead into 'Basketball questioning'. Develops self-esteem. |

## Appendix D - Using Key Questions

- During the introduction of the activity teachers should ask a range of open and closed questions. (See table of question suggestions)
- Give children some 'thinking time' in order to reply to the questions.
- Decide what questioning techniques would be most suitable for your children, so that all are involved and appropriately challenged.

<table>
<tr>
<td>Recalling Information<br>How many…?<br>Where is…?<br>Who…?<br>In which year did…?<br>Why did…?<br>List…<br>Describe…<br>Label…<br>Name…<br>Tell…</td>
<td>Classifying<br>Which of these go together? /why?<br>Can any of these be put together?<br>How are these things like/similar/different?<br>What could you call all these things?<br>What are the characteristics of all the things in this group?<br>What criteria have been used to classify these?<br>How could you rearrange…?<br>How could you compare… and…?<br>Can you find another way to…?</td>
</tr>
<tr>
<td>Describing<br>What is … like?<br>What can you see…?<br>What did you notice about…?<br>How would you describe…?</td>
<td>Predicting and Hypothesising<br>What are we going to see at…?<br>What would/might happen if…?<br>If … , what do you think would be the result?<br>What would it be like if…?<br>What would you do if…?<br>How would you plan for…?</td>
</tr>
<tr>
<td>Explaining<br>Why does…?<br>How do you…?<br>Why did this happen?<br>Why do you think that…?<br>What caused this?<br>What might be the result of…? Why do you think so?<br>Can anyone think of another reason /explanation?<br>Can you explain…?</td>
<td>Evaluating<br>Do you think this is a good/bad thing? Why?<br>How do you feel about this? Why?<br>Is there anything you would have done differently?<br>Why was this done? Do you think it was a good idea?<br>What were the reasons for this?<br>Do you think this is just/fair/appropriate? Why?<br>What do you think is important about this? Why?<br>How could this be improved?<br>How could you justify this?<br>Can you take another point of view about…?<br>How would you feel if you were…?<br>What is the most important… and why?</td>
</tr>
<tr>
<td>Inferring<br>Can you explain from this how…?<br>What do you think might be happening here?<br>What do you think might have caused this?<br>Why do you think they did this?<br>How do you imagine they are feeling?<br>Can anyone think of a different idea?</td>
<td>Generalising<br>What is true about all of these?<br>What can you tell us about…?<br>What have you found out about…?<br>What seems to be generally true about…?<br>What have you learned about?<br>What conclusions can you draw now?<br>What does this tell you about…?</td>
</tr>
<tr>
<td rowspan="2">Synthesis<br>What would you predict/infer from…? How would you create/design a new…? What might happen if you combined … with…?<br>What solutions would you suggest for…?<br>What if …?<br>How could I adapt?<br>What if I reversed or rearranged?</td>
<td>Application - Use of facts, rules, principles How is…an example of …?<br>How is… related to…?<br>How do you know…?</td>
</tr>
<tr>
<td>Analysis<br>What are the features of…?<br>How does…compare/contrast with … ?<br>What evidence can you present for…?</td>
</tr>
</table>

## Appendix E – Teaching strategies

**Teachers should plan to use a range of teaching strategies within the classroom. These include:**

- Talk partners to rehearse responses
- Use of small whiteboards
- Fan numbers, number lines and other SHOW ME techniques
- Role play and hot-seating
- Note-taking (by pupils)
- Question and Answer – verbal enquiry by the teacher with response from pupils
- Whole Class discussion of a problem
- Forum – audience questioning following a speaker, DVD, etc
- Projected visuals (DVD, powerpoint…)
- Non-projected visuals (pictures, posters, leaflets with verbal presentation
- Research project – study of a problem or question for presentation (written or verbal)
- Questionnaires – creating and using or using pre-prepared ones
- Open-ended technique – partially stated question or statement which has to be completed
- Demonstration by teacher or pupil to illustrate and reinforce particular teaching points
- Teacher modelling
- Shared whole class composition
- Guided work in a small group
- One-to-one teaching
- Short focused time restrained tasks
- Competitions/ Challenges (adding competitive elements to tasks)
- Open-ended Investigations and problem-solving
- Games
- Practical hands-on work
- Model-making e.g. model of parts of a flower or a Tudor house (where pupil(s) have to investigate and research before embarking).

## Appendix F - Planning for EAL Learners

| Description | Why used? |
|---|---|
| Promoting an awareness and valuing of **cultural diversity** | Celebrates cultural diversity in school / class / society |
| Activating **prior knowledge** | Revisits previous learning, builds on work already done, sets new learning in known context |
| **Visual support** | Provides meaningful context,<br>allows engagement |
| **Repetition** of language items or of processes | Allows for familiarity with new language / concepts / activities |
| **Speaking and listening** activities | Peer support, opportunity to practise new language, reinforces new concepts |
| **Extra thinking time** | Extra time to think and clarify a task |
| **Teacher** or **Peer Modelling** | Provides clear demonstration of what pupils are expected to do |
| **Pre-teaching** | When teachers or support staff do pre-teaching of a subject before the lesson (very useful for science vocabulary) |
| **Scaffolding for reading, writing or thinking** | Enables all pupils to work at appropriate level |
| **Opening Questioning** | Enables pupils to respond in a way that demonstrates what they have learnt |
| **Directed differentiated questioning** (questions directed at a particular child and matched to their learning needs) | Inclusion of all pupils in whole class sessions; enables teacher to monitor progress at appropriate level for each pupil |
| **Collaborative activity** | Provides opportunity for peer modelling and interaction |
| **Pair work** / Carpet partners | Gives opportunity for peer modelling and rehearsal of answers |
| **Mixed ability grouping** | Gives opportunity for peer modelling |
| **Adults' roles** clearly identified for all adults working in class | Clear focus for support available for EAL pupils |
| **Writing Frames** | Use of frame with relevant key words and focus for writing |
| **Differentiated Steps to success** | Steps to success should meet the needs of the children, offering a clear structure to work from. |