

**Contents:**

- Teaching and Learning Policy
- Appendix 1: Ofsted grade descriptors for the Quality of Teaching, Learning and Assessment
- Appendix 2: Creative Curriculum Guidance
- Appendix 3: Working Walls Guidance
- Appendix 4: Medium Term Plan (Exemplar)
- Appendix 5: Presentation Guidelines
- Appendix 6: Guidelines for Effective Guided Group Work

**Teaching and Learning Policy****Rationale**

*It is our aim that our pupils will:*

- *Develop a deep knowledge and understanding of the subjects (we) teach;*
- *Be determined to achieve well by trying hard, recognising their own efforts and taking pride in all aspects of their work;*
- *Have high expectations of themselves;*
- *Love the challenge of learning and will be resilient to failure showing a curiosity and interest in seeking out new information;*
- *Demonstrate an eagerness to achieve excellence and have the skills to improve their learning.*

(Ofsted School Inspection Handbook, September 2015)

A clear policy statement on teaching and learning will:

- Define the expectations the school has for its teaching staff;
- Define the criteria that will be used for evaluating the quality of teaching and learning in the school;
- Establish consistently effective practice throughout the school.

This policy should be read alongside the Staff Handbook and other school policies.

(Elements will apply differently to the Early Years Foundation Stage and Year 1.)

**Criteria for defining effective teaching and learning**

The effectiveness of teaching and learning should include:

- Teachers and other staff having consistently high expectations of what each pupil can achieve, including most able and disadvantaged;
- Teachers and other staff having a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils;
- Teachers effectively using assessment information to plan appropriate teaching and learning strategies, enabling pupils to make good progress and achieve well;
- Pupils understanding of how to improve as a result of useful feedback, written or oral, from teaching;
- Equality and diversity being recognised and promoted through teaching and learning;
- The English and mathematics skills necessary to function as an economically active member of British society are promoted through teaching and learning.

(Ofsted Inspection Handbook, September 2015)

***Teachers and other staff should have consistently high expectations of what each pupil can achieve;***

(ref. also school Behaviour Policy)

- Teachers routinely give the necessary attention to the most able and the disadvantaged, as they do to low-attaining pupils or those who struggle at school;
- Teachers set expectations for behaviour clearly, fairly and consistently and command the respect of their classes;
- Teachers establish clear classroom rules to achieve high standards of discipline and hard work;
- Teachers have clearly understood classroom systems for, for example, entering/leaving the class, seating, and organising and maintaining resources;
- Teachers support and manage pupils, intervening where appropriate; there is mutual respect between teachers and pupils;

- Lessons are well planned and organised so that pupils are clear about what they are doing, why they are doing it and how long they have to do it;
- There is a productive climate for learning;
- Teachers create an efficient, tidy classroom environment:
  - pupils' tables arranged appropriately;
  - books and basic equipment easily accessible in the classroom;
  - pupils' exercise books kept together on shelves;
  - displays that celebrate, stimulate or inform.

***Teachers and other staff having a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils***

- Teaching should engage and include all pupils with work that is challenging enough and that meets the pupils' needs;
- Teachers should monitor pupils' responses in lessons and adapt their approach accordingly;
- Teachers should plan and teach lessons that enable pupils to learn exceptionally well across the curriculum;
- Teachers understand what needs to be learned and how pupils will be taught;
- Teachers know the content of the new National Curriculum (English, maths and science) and other curricula for computing, RE and other schemes of work. including PHSE;
- Teachers explain new ideas to children and answer their questions accurately, addressing any misconceptions;
- Assessment is frequent and accurate and is used to set challenging work that builds on prior knowledge, understanding and skills;
- Teachers seek to assess the effectiveness of their own teaching and adapt accordingly;

***Teachers effectively using assessment information to plan appropriate teaching and learning strategies, enabling pupils to make good progress and achieve well;***

- Teachers to focus on the development and use of open questioning to promote critical thinkers and to assess understanding and identify and address misconceptions;
- Teachers respond accordingly giving encouragement or further clarification;
- Giving specific verbal or written comments relating to the success criteria, **modelling** and explaining how work can be improved, is much more effective than giving grades or general praise;
- Teachers use a range of agreed AfL strategies consistently (Ref. Assessment policy for AfL guidelines)
- Teachers judge well the appropriate number of different activities, keeping organisation simple but effective;
- Tasks are differentiated to match work to the ability of the pupils, pupils are not always ability grouped;
- Teachers plan well for all children taking into account a pupil's SEN/pupil profile targets or ensuring an appropriate level of challenge for all, including most able, pupils in that particular topic/subject;
- Teachers take into account the different learning styles of pupils;
- Teachers use an effective range of teaching strategies including:
  - direction: e.g. to ensure pupils know what they should be doing, to draw attention to points, to develop key strategies;
  - demonstration and modelling;
  - explanation to clarify particular points;
  - questioning: to probe pupils' understanding, to cause them to reflect on and refine their work, and to extend their ideas;
  - initiating and guiding exploration and problem-solving that develops skills, creativity and understanding;
  - investigating ideas through practical work;
  - discussing and arguing: to present points of view, argue a case, justify a preference;
  - listening to and responding: to stimulate and extend pupils' contributions, to discuss/evaluate their presentations;
- Teachers make effective use of appropriate resources to interest and challenge the children including ICT;
- Plans should be detailed enough to teach from day to day but flexible enough to follow the needs of the children in the lessons. MTPs should be produced for English and maths every term and used as an **annotated** document to assist in recording the progress of pupils. Annotations and day to day commentaries should show responsive teaching and replace detailed and overly-scripted plans.

- Plans should include: clear and precise LOs for the term/week, reference to Pupil Premium children, a broad idea of activities/resources for the lessons and any TA instruction if appropriate. MTPs should be backed up with considered, carefully sourced and thought out resources. (Exemplar – Appendix 4) More PPA time should be taken up with professional discussion and appropriate resources rather than long and complicated plans.
- Teachers plan alongside year group colleagues to share skills, knowledge, expertise and time. Maths and English planning is done together every week;
- Teachers should use a planning folder to file annotated MTPs; in addition to helping the class teacher, they will also be useful for supply teachers and for fellow professionals who are monitoring teaching and learning in school;
- All plans should be filed logically in the PLANS folders on the school network.
- Pupils' responses, in lessons and over time, demonstrate sufficient gains in their knowledge, skills and understanding, including of literacy and mathematics;

***Pupils understand how to improve as a result of useful feedback, written or oral, from teaching;*** (Ref. school Assessment Policy)

- Teachers use marking to check understanding and diagnose misunderstandings; marking is an effective way of recording assessments and, for older pupils, of giving feedback and clarifying the teacher's expectations (ref. school Marking Code);
- Teachers to regularly model how pupils should assess their own learning;
- Teachers to provide **daily opportunities** for children to reply to the learning focus in English and maths;
- Teachers to provide **daily opportunities** for children to respond to marking and participate in a learning dialogue;
- Pupils understand well how to improve their work and do so;
- Teachers use information from teaching and marking to adjust pace, content and methods of teaching for subsequent lessons and to determine future groupings of pupils;
- Teachers use a range of agreed AfL strategies consistently;

***Equality and diversity are recognised and promoted through teaching and learning***

- Teachers treat all pupils with respect, valuing and encouraging their contributions;
- Teachers' planning and teaching meets the needs of pupils with SEN, pupils from disadvantaged backgrounds (Pupil Premium), more able and pupils from minority ethnic groups and pupils for whom English is an additional language;
- Teachers plan and carry out regular, high quality RE and PSHE sessions (adapted to the needs of the pupils in the class as appropriate);
- Teachers plan for, and encourage, their pupils to participate fully in all the special/cultural events in the school calendar throughout the year;
- Teachers coax and manage reluctant learners;
- Teachers extend pupils' learning by providing relevant first-hand experience, drawing on different contexts/wider body of knowledge/links with other subjects;
- Teachers extend pupils intellectually, creatively and physically through, for example, questioning, problem solving and suitably demanding materials and learning resources;
- Teachers develop independence in pupils and model how to access and use resources successfully and consistently;
- Teaching helps to develop a culture and ethos of scholastic excellence, where the highest achievement in academic work is recognised, especially in supporting the achievement of the most able;
- Teachers use their knowledge of the subject and their knowledge of what the pupil already knows to pitch work at a challenging level to get the best out of pupils;

***The English and mathematics skills necessary to function as an economically active member of British society are promoted through teaching and learning***

- Teachers have a good knowledge of the new National Curriculum requirements for English and mathematics;
- Teachers plan and teach the programmes of study effectively, making good use of resources such as NCETM, Nrich, No Nonsense, Pie Corbett series etc.
- Teachers' creative curriculum planning is well-considered making effective use of cross-curricular links and opportunities for use of literacy and numeracy skills;

- Teachers establish and make effective use of their writing and maths Working Walls as an ever-changing and evolving teaching resource that can regularly be referenced during lessons;

***The Teaching of Mathematics should:***

- foster mathematical understanding of new concepts and methods, including teachers' explanations and the way they require pupils to think and reason mathematically for themselves;
- ensure that pupils acquire mathematical knowledge appropriate to their age and starting points and enables them to recall it rapidly and apply it fluently and accurately, including when calculating efficiently and in applying arithmetic algorithms;
- use resources and approaches to enable pupils in the class to understand and master the mathematics they are learning;
- develop depth of understanding and readiness for the next phase:  
*'The expectation is that the majority of pupils will move through the programmes of study at the same pace. Decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice before moving on'* (Statutory Guidance: national curriculum in England: mathematics programmes of study, Department for Education, July 2014);
- enable pupils to solve a variety of mathematical problems, applying the mathematical knowledge and skills they have been taught;
- enable pupils to apply their mathematical knowledge and skills in other subjects in the curriculum, where appropriate.

***Teachers to evaluate the use that is made of teaching assistants***

- Teachers know and use the skills and expertise of TAs;
- Teachers brief TAs so that they are fully aware of the learning objectives and activities in advance as much as possible;
- Teachers use TAs in the class effectively, directing them to work with groups, be actively involved during teacher input times or monitor the progress of the whole class;
- Teachers use TAs effectively for appropriate, well-judged individual or group intervention work;
- Teachers should ensure there is time for regular communication with their TAs (at least once a week during an assembly or break time) or through feedback in intervention record books on the progress of the children they've worked with.

With the outcome that **Pupils:**

***are making good progress towards meeting or exceeding the expected attainment for their age; are set challenging goals, given their starting points, and are making good progress towards meeting or exceeding these;***

***are gaining, consolidating and deepening their knowledge, understanding and skills;***

- They can explain what they have learnt, can apply their learning and understand how learning relates to previous work;

***are confident, self-assured learners and their excellent attitudes to learning have a strong, positive impact on their progress;***

- They ask questions and show a desire to learn;
- They work intently and produce work of a high standard;
- They persevere with tasks;
- They are able to work independently or collaboratively with adults and peers;
- They take decisions about whether and when to seek for help or support;
- They seek challenge and develop an enquiring mind.

***are proud of their achievements and of their school.***

## Appendix 1

### Ofsted School Inspection Handbook September 2015

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

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

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

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
  
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. Pupils love the challenge of learning.

##### **Good (2)**

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils' knowledge,

understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.

- Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
- The school gives parents information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers promote equality of opportunity and diversity in teaching and learning.

### **Requires improvement (3)**

- Teaching, learning and assessment are not yet good.

### **Inadequate (4)**

**Teaching, learning and assessment are likely to be inadequate if one or more of the following applies:**

- Teaching is poorly planned.
- Weak assessment practice means that teaching fails to meet pupils' needs.
- Pupils or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently.
- Pupils cannot communicate, read, write or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills because they are unable to access the curriculum.
- Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.

## Appendix 2

### Ladygrove Park Primary School

#### Creative Curriculum Guidance

September 2014

#### Curriculum Statement

*Every school must offer a curriculum which is balanced and broadly based and which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

(The National Curriculum in England, September 2013)

*The curriculum should be broad and balanced, complies with legislation and provides a wide range of subjects, preparing pupils for the opportunities, responsibilities and experiences of later life in modern Britain [...]*

(Ofsted School Inspection Handbook, September 2015)

Our curriculum will:

- increase children's enjoyment and enthusiasm for learning;
- challenge the children and teachers and excite their imaginations;
- give opportunities for children to develop thinking skills – teach children to think and learn;
- allow children to make a positive contribution to their learning by having some input into what and how they learn;
- be enriched by first-hand experiences e.g. trips, visitors and hands-on practical work;
- provide opportunities for children to work individually and collaboratively;
- enable children to evaluate their own learning;
- provide a clear structure around which teachers can use their professional knowledge to extend children's learning;
- have meaningful and purposeful outcomes/ products;
- create coherent links between subjects of the curriculum (whilst accepting that some aspects and subjects will be taught discretely);
- be delivered through flexible timetabling that provides continuity in the development of knowledge and skills;
- provide the children with opportunities to suggest ideas for their own learning as it is important that children understand how learning will develop through the term.

#### Planning

The curriculum follows a topic overview plan. Medium term planning is based around the main theme. The topic should have an inspiring title. It is likely to last most but not all of a 6/7 week term; some topics may need to run over two terms due to time restrictions such as short terms or year group productions. Time will be needed for mini topics to teach discrete subject knowledge and skills. Maths and some English (including Guided Reading) will be planned and taught separately.

Teachers will use the agreed formats for long and medium-term planning; the yearly overview should be agreed by Term 6 of the preceding academic year so that SLT can ensure coverage. All plans should be completed electronically and saved in PLANS.

#### Learning Objectives / Success Criteria

In order to develop thinking skills, teachers should refer to and use, when appropriate, vocabulary from Bloom's Taxonomy when planning.

1. Knowledge	List, write, define, tell, identify, show, collect,
2. Comprehension	Describe, group, predict, explain, discuss, summarise, illustrate
3. Application	Use the information to show, apply, construct, solve, demonstrate
4. Analysis	Find a connection, choose, arrange, debate, categorise, compare
5. Synthesis	Use all the information to, combine, create, modify, invent, develop, design, hypothesise
6. Evaluation	Make a choice, recommend, decide, convince, conclude, judge

#### Reply to Learning Focus (RTF)

In order for children to fully understand where they are in their learning and their next steps they need to assess their understanding on a continual and daily basis. This process should be meaningful to the pupil and the learning process in order to encourage independence and ownership over learning. Teachers should give children key vocabulary they want children to use to reflect on their learning. This provides a consistent method for involving and informing children on how to improve their work.

### Curriculum Coverage

To ensure there is coverage of the statutory National Curriculum, please ensure that over the course of the year the children have been provided with the opportunities to learn, apply and understand all of the matters, skills and processes for each National Curriculum subject's relevant programme of study.

<b>Core Subjects</b>	
English	Use the English Curriculum programmes of study to integrate statutory requirements for spoken language, reading, writing, spelling, grammar and punctuation for your year group into the topics where possible. Otherwise, plan to teach objectives discretely as individual units or lessons.
Maths	Follow the LPPS programmes of study but look for opportunities to apply maths to topics.
Science	Please ensure that the statutory requirements from the Science programme of study for your year group are covered. These may fit with a topic but may need to be taught discretely.
<b>Foundation Subjects</b>	
History	Linked to topic
Geography	Linked to topic
DT	Process: explore – focused practical skills/tasks – plan and make – evaluate. The product can be linked to any topic.
Music	Linked to topic
Art	Linked to topic
ICT	Switched On! scheme of work
PE	Follow current LCP scheme - linking it to topic if appropriate.
RE	Follow OCC scheme of work.
PSHCE	Follow scheme of work in policy.

### Start and Finish

There will usually be first-hand experience early on and WOW factor lessons at the beginning and at regular intervals to re-energise the topic. The end product may be a book, a presentation, a display, a performance, open classrooms or a sharing assembly.

Each year group should plan an Open Classrooms or Sharing Assembly each alternate term to celebrate and share the learning and work from each topic theme.

Sharing Assemblies will be approx. 20-30 mins in length and will invite siblings in the school and parents, as well as other year groups by invitation. Year groups taking part in a production (e.g. KS1 Term 2) may choose not to have an assembly that term.

Open Classrooms will take place on a designated afternoon and last approx. 20-30mins.

### Exercise Books

Teachers may choose to do all topic work in one exercise book or in different books (including, for example, the English book) or on loose paper collected in a folder. That decision will be related to the planned end product.

## Appendix 3

### Ladygrove Park Primary School

Working Walls Guidance      September 2016

#### A Working Wall:

- ✚ Supports the children's learning;
- ✚ Helps them to become independent learners and to understand the learning process;
- ✚ Models the learning processes and steps - it is not a static display;
- ✚ Reminds the children about what they are learning, how they have learned and the steps they have taken during their learning;
- ✚ Displays outcomes, modelled examples and success criteria;
- ✚ Enables teachers to strike a balance between work in progress and information that may be needed throughout the year;
- ✚ Supports whole-class teaching, guided teaching, independent learning and assessment for learning;
- ✚ Is not a classroom display which focuses solely on the finished product but displays the learning as a journey.

#### Writing Walls

- ✚ Each class should have a Writing Working Wall;
- ✚ The purpose of the Writing Wall is to support children's independent writing;
- ✚ It should evolve as a unit of work unfolds, and is not intended to be a tidy display of finished work;
- ✚ The Writing Wall should exemplify the writing process;
- ✚ The Writing Wall represents a workshop approach to writing – where the 'tools of the trade' are accessible, and added to, as the process develops;
- ✚ It is essential that the children make contributions to the Writing Wall at any stage e.g. exemplary pieces of the children's writing;
- ✚ KS1 classrooms will have their own version of the Writing Wall with the writing process and appropriate prompts evident or accessible, including cues on the writing table;
- ✚ Published work can be displayed around the Writing Wall, the class Book Corner, in class anthologies or in the School Library;
- ✚ The Writing Wall should be enhanced by a relevant grammar, punctuation and vocabulary for the text type/unit and examples should be displayed and added to for the children to refer to and 'magpie';
- ✚ Regular use of the Writing Wall should be incorporated into Literacy planning;
- ✚ Ensure the Writing Wall is an integral part of Literacy lessons.

The Writing Wall may be organised using all or some of the following headings, as the Classteacher deems appropriate to each unit of Literacy work:

##### **The Big Picture**

- ✚ This is an overview of the whole unit of work which could span 2/3/4 weeks and includes what the main objective of the unit of work is e.g. We Are Learning To...Write a Recount.

##### **L.O.s and Success Criteria**

- ✚ Individual lesson objectives and success criteria may be displayed temporarily on a daily basis or kept as a permanent part of the on-going Writing Wall e.g.

- ✚ **L.O.** *Identify the Key Features of a Newspaper Report.*

- ✚ Success criteria:

*list all key features;*

*explain the purpose of key features;*

*analyse other texts for these key features.*

or

discuss and agree success criteria with the children, reviewing them over the lesson / sequence of lessons.

##### **Key Vocabulary**

- ✎ This includes grammar and punctuation as well as technical vocabulary which may be considered WOW words;
- ✎ There should be displays of VCOP prompts around the classroom and VCOP ideas incorporated into each unit's Writing Wall, as and when appropriate.

### **Genre Checklist**

- ✎ This phase is about *how to write*;
- ✎ It is the analysis stage of the writing process and involves 'reading with a writer's eye';
- ✎ Notes can be made on purpose, audience, structure, language features and writer's knowledge;
- ✎ These are ideas and techniques identified in Shared Reading and noted down to inform writing;
- ✎ Spidergrams, bullet-pointed lists and annotated texts may be used.

### **Gathering Content**

- ✎ This phase is about *what to write*.
- ✎ This stage comes between 'reading as a writer' and writing - children need to be taught different techniques;
- ✎ Ideas for plots, settings and characterisation can be explored and noted;
- ✎ Non-fiction content can be researched and noted.
- ✎ The KWL grid is one method that may be used. (*K-what do we already know?; W-what do we want to know?; L-what have we learned?*) i.e. brainstorm what is known, discuss questions to be researched, note down information found;
- ✎ Organise facts into paragraph headings (post-it notes can be used and moved to the appropriate paragraph);
- ✎ Use hot-seating, role-play, interviews, conscience alley etc.;
- ✎ Teach skimming, scanning, note-taking, note-making, text marking, highlighting.

### **Planning**

- ✎ Planning techniques need to be demonstrated;
- ✎ Different ways to plan should be used so that different learning styles are catered for;
- ✎ Sue Palmer's planning skeletons are effective, visual and efficient (available on school network);
- ✎ Other techniques may include: spidergrams, bullet points, paragraphs labels, pictures, diagrams, mind-maps, story maps, boxing up, use of post-it notes.

### **Drafting**

- ✎ Writing should only follow on from teacher demonstration and shared composition;
- ✎ The shared text can be displayed each day to support independent writing;
- ✎ In the Shared Writing, demonstrate the age-related skills and techniques that the children are to apply in their independent writing – teacher should 'talk like a writer' and expose the internal monologue of a writer regularly;
- ✎ Support their writing with prompts and models to help them achieve the success criteria;
- ✎ Display (and model the use of) the relevant: organisational and structural devices, sentence types, vocabulary, connectives, sentence openers, punctuation;
- ✎ Be explicit about how long, how much, which skills are to be applied to the independent task;
- ✎ Identify which prompts on the Writing Wall will support the children's writing task, ensuring referencing back to marking ladders/success criteria.

### **Editing and Revising**

- ✎ The best editing and revising occurs at the point of writing;
- ✎ Children should understand that writing can be changed, rearranged and 'messed about with' as you write - this should be modelled by the teacher;
- ✎ This is easier if all sentences are orally rehearsed before writing – use the 'Build a Sentence' and 'Hold a Sentence' techniques;
- ✎ Demonstrate the processes of editing and revising during Shared Writing sessions;
- ✎ Marking and feedback to be used by you and the children for editing writing;
- ✎ Draw up a Checklist of Success Criteria;
- ✎ Discuss the whole finished outcome and ways to improve or make more coherent - check against the success criteria;
- ✎ Annotate drafts to inform the writing of the final published copy;
- ✎ Create 'marking/editing partners' to evaluate each other's work;
- ✎ Present published work for an audience.

## Maths Working Walls

- ✎ Regular/daily use of the Maths Wall should be incorporated into maths planning as well as ad-hoc additions;
- ✎ Ensure the Maths wall is an integral part of lessons and used and valued regularly as a resource;
- ✎ Work should be displayed as a process of mathematical discovery and a record of a journey of solving a problem/developing a skill. It does not need to be a neat display of polished work;
- ✎ The Maths Wall represents a workshop approach to mathematics – where the ‘tools of the trade’ are accessible, and added to, as the process develops;
- ✎ It is essential that the children make **regular** contributions to the wall thus keeping it up to date with the current topic/work also evident in books;
- ✎ There should be **key vocabulary (including definitions), explanations, examples, posters, activities, games, resources** on display, or made available elsewhere, to support the children’s learning;
- ✎ The wall should be used as another teaching point/location and serve as a point of reference for the children to access at any point;
- ✎ Structured apparatus/resources may be located on or near the wall.

Appendix 4 – Exemplar Medium Term Plan

Literacy MTP Year 4 Term 3 2014

Objectives	Activity
<p><b>Unit: Stories set in Imaginary worlds - Wind in the Willows (Usbourne Young Reading copy)</b></p>	
<p><b>Talk for writing focus</b></p> <p>Watch, listen and respond to the story of Wind in the Willows (WITW).</p> <p>Present the opening of WITW through role-play.</p> <p>Develop our understanding of the character Toad.</p> <p>Responding to a problem in the role of a character.</p> <p>Develop our understanding of the character Ratty.</p> <p>Explore the decisions made by a character.</p>	<p><b>Weeks 1 and 2</b></p> <p>Watch film over 2 lessons (children answer questions on text)</p> <p>Read chapter 1            Story pairs (LA story sticks with props). Children to re-tell the story to one another In groups of 3 (Mole, Ratty, Otter) or groups of 4 (Mole, Ratty, Otter and narrator), children Role play the first scene of Mole and Ratty meeting. Share performances.  <b>Speaking and listening APP</b></p> <p>Read chapter 2            Conduct a group story circle (each children summarises section of story). Discuss what we don't know about toad – model formulating questions from this. Hot seat Toad (teacher in role)            Role on the wall for Toad, use life-sized drawing. Class to write characteristics on brown spots ready to stick on. HA: to use evidence from the text to support the characteristics they choose (put page numbers on spots to show references)            Read chapter 3 for plenary</p> <p>Story pairs – re-tell chapter 3            Discuss Badger's character – What is he like? What is his role within the story? Why do the characters go to him for help/advise? Read the letter to Badger from Ratty and Mole as a class (IWB file - what to do about Toad). Brainstorm ideas for reply and ensure understanding of using first person.            Write response letters as Badger - what should be done with Toad? (IWB What to do about Toad)            LA: group letter (Teacher to scribe)            MA&amp;HA: independent  <u>Pupil progress group AF6:</u>            LA: Mia Woolner, Harriet Case, Joshua King (full stops/Capital letters)            Plus rest of LA children who are not RWI</p> <p>Read chapter 4            Discuss what we know about Ratty – model formulating questions. Hot seat Ratty (confident child in role). <b>Speaking and listening APP</b>            Role on the wall for Toad, use life-sized painting. Class to write characteristics on leaves (or post-its) ready to stick on. HA: to use evidence from the text to support the characteristics they choose (include page numbers to show references)            In groups of 4, children to role play chapter 4. Share performances.</p> <p>Re-tell chapter 4 in groups (story circle). Watch the scene on the DVD of Toad's obsession with cars (start at 37.40 and watch until the point he crashes the car that he steals – about 15 minutes long). Discuss the questions Did he mean to break the law? Did he mean to hurt anyone? Why did he do it? (IWB file: What to do about Toad page</p>

<p>Justify and explain reasons for a character's actions</p>	<p>3). Children have time to think about their opinions and possible explanations/alternative decisions.          Conscience alley – Toad steals car – devil/angel. Record any further ideas for writing wall.</p> <p>Read chapter 5 <u>or</u> watch the short court scene on the DVD (from 52.58 – 54.39)          Go through IWB file 'Toad in Court'. Listen to section of Toad being sentenced in court on the radio (link on IWB). Start at 12.40.          Mixed ability sides. Role-play court, teacher as judge. Give children time to brainstorm ideas for debate: for/against Toad being put in prison for 20 years - one side a prosecution and other as defence. <b>Speaking and listening APP</b></p>
<p>Respond to the decisions made by a character.</p>	<p>Recap chapter 5          Discuss Toad's escape and how he did it. Watch the escape again using the DVD (from 1:02.15 to 1:07.54). Discuss features of a wanted poster – what would people need to know in order to help capture the Toad, as either himself or the Washer women?          Children to complete wanted posters for either Toad or the Washer Woman.          LA: use template and checklist for information to include          MA &amp; HA: complete poster in books          Plenary: Conscience Alley – should Ratty and Mole have confessed?</p>
<p>Develop our understanding of the characters Mole and Badger.</p>	<p>Read chapter 6          Role on the wall for Ratty and Mole, use life-sized drawing. Class to write characteristics ready to stick on. HA: to use evidence from the text to support the characteristics they choose (include page numbers to show references)          Each group to complete a profile for one of the characters (decide which group does which character). Children to decided headings, (e.g. name, age, address appearance etc).</p>

## Appendix 5

### Ladygrove Park Primary School

<b>Presentation Guidelines</b>	September 2016
--------------------------------	----------------

#### Aim

1. We aim for all children to understand the importance of clear and neat presentation in order to communicate meaning effectively (National Curriculum 2000).
2. To foster a sense of pride in their own work.

#### Book Covers

Books cover must not be drawn on.

Only adults to write on the front of new books.

Child's first name and surname,

Subject

Month and year of start of new book. (End date to be added once book finished)

#### Writing Materials

Children may use pencils, pencils crayons and wax crayons in their books.

No felt tipped pens in books.

Writing will be done with writing pencils.

From Year 3, children may use handwriting pens at teachers' discretion with a pen license (which can be revoked if handwriting slips).

Children to only use pencil in maths books for working.

Purple pens are used for 'perfecting' work in response to feedback.

#### Presentation

- Mistakes are crossed out with one neat line.
- Rubbers are used at teachers' discretion.
- Scribbling out is discouraged.
- Children are taught the school policy handwriting style.

#### Foundation Stage

- The teacher writes the date on pieces of work and responds to children's work in writing.
- Children are taught correct letter formation, they are taught to use a comfortable and efficient pencil grip, they are shown the correct posture for writing.

#### Key Stage One

- Children should start work on a new page.
- Children should be taught how to work on the next clean page and not anywhere in the book.
- All work should be dated. Children should use the short date for all work.
- All work should have a WALT. WALTs should be stuck in or written in by adults. Children should begin to stick in or write their own WALT as soon as they are able to do so.
- Date and WALT do not need to be underlined.
- Once children begin using squared books for Numeracy, they are encouraged to use one square for each digit.
- Children should be encouraged to leave a line between their calculations or jottings.
- From Year 2 the children are taught handwriting once a week (see handwriting policy)
- Sessions should include teacher demonstration and close supervision of individual practice.

- Handwriting should be taught in conjunction with spelling patterns, reinforcing correct letter formation and orientation.
- In Year 2 children should be taught the basic joins as specified in the Handwriting policy.

### **Key Stage Two**

- Children should start work on a new page if there's less than half a blank page left after previous work. If more than half a blank page left then leave a line before starting new work. There is no need to rule off.
- All work should be dated. Children should use the short date in Maths and full date for all other work.
- Children should write the LO at the start of a piece of work. Where appropriate the teacher may write the LO, either at the beginning of the piece of work or at the end when marking. No LO is necessary for handwriting.
- Children need to underline the date and LO.
- In Maths children should use one square for each digit.
- Children should leave a line between calculations or when using informal jottings.
- In Year 3 the focus of teaching handwriting is to revise the joins taught in Year 2 and to develop consistent size, proportion and spacing.
- From end of Year 3 onwards, the children are expected to join their handwriting in their independent writing.
- Children should write in pencil until the teacher allows them to use a pen and provides them with a pen licence. They should be encouraged to develop neat, fluid and cursive handwriting style and aspire to using a pen.
- Handwriting practice should be done in the back of English books.
- Line guides or ruled lines may be used in plain paper books if appropriate to the work.
- Children are given opportunities to present their work in final draft form for display (letter writing, making class books, etc.), using line guides to help as well as writing free-hand.

### **Displays Around the School**

There is a vital connection between the development of pupils' visual literacy and the quality of the learning environment. Teachers should take responsibility for the design and layout of displays with TAs being used to put them up. Children should be involved in planning and evaluating displays where appropriate.

- Teachers should use some handwritten captions in displays to model presentation style.
- Children's work should be mounted unless it is a book, leaflet or unusual shape.
- There should be minimal use of blu-tack on walls. When removing please take care: remove all blu-tack unless another display is going over the top.
- Staples should only be used in display boards and NOT on walls/ceilings.
- Backing paper and borders to be used where appropriate.

## **Guidelines for Effective Guided Group Work**

### **Key Features of Effective Guided Group Work**

- 1. Clear learning intention for each session:**
  - Focus for session is based on previous assessment and an opportunity to match the objective very specifically to the needs of the group
  - Intended outcome of session is shared with children
  
- 2. Features of all guided group work sessions:**
  - Take part within normal lessons after whole-class teaching input or as a narrowing the gaps group outside of normal lesson time
  - All children in group actively engaged and challenged
  - Children reminded of the range of strategies available to help them
  - Adult models and scaffolds learning - clear progression through session
  - Flexible to meet emerging needs of group/individuals
  - Opportunities for speaking and listening
  - Involves different activity types: individual, paired discussion etc.
  - Skilled use of questioning - to include open/probing questions linked to Blooms (see below for examples)
  - Incorporates assessment opportunities - questioning, observation etc.
  - Develops links with previous learning/other aspects of literacy/numeracy
  - Carefully planned activities for the other groups
  
- 3. In guided group work sessions, teachers will:**
  - plan for all children to be involved in a guided writing or guided maths at least once a fortnight
  - have the focus identified on plans
  - model handwriting style, setting out of work etc.
  - include key probing/open/higher order questions to help assess children's understanding to move them forward in their learning
  - plan for opportunities to ask the children questions which will engage them in dialogue, enable them to reflect on their understanding and to develop their critical thinking
  - need to consider the best classroom layout to ensure all children in the group can see the teacher and the teacher can see the rest of the class (to monitor behaviour, work progress etc.)

### **Effective Guided Maths - Specific Key Features**

- Focus on consolidating, developing and applying understanding of number
- Opportunities to discuss new concepts and vocabulary
- Use appropriate strategies to listen to and extend children's understanding e.g. teacher going round the group individually, paired work, teacher modelling, children apply etc.
- Opportunity to develop appropriate recording of working out

### **Effective Guided Writing - Specific Key Features**

- Appropriate use of resources to support writing e.g. word cards and VCOP mats etc.

- Opportunities to reflect and improve on writing
- Focus on consolidating, developing and applying writing skills
- Focus on developing effective recording of writing

## **Effective Guided Reading - Specific Key Features**

- Is the text appropriate for the ability level (90% accuracy)
- Opportunities to discuss new vocabulary
- Use appropriate strategies to listen to and extend children reading e.g. teacher going round the group
- Opportunities to respond to texts read

## **Literal and Higher Order Questions for Guided Reading**

The following provides a detailed analysis of the kinds of questions teachers can ask pupils which will move their thinking from the literal to thinking which enables them to explore their understanding and express their ideas.

The different categories of questions have been taken from Bloom's Taxonomy and adapted.

There needs to be an appropriate balance between literal and higher order questions with all age groups.

### **Literal Questions**

<p><u>Recall Questions:</u></p> <p>These questions are designed to help children recall or review material which has already been covered.</p> <p>They make relatively low intellectual demand on some children.</p>	<ul style="list-style-type: none"> <li>• Where does the story take place?</li> <li>• When did the story take place?</li> <li>• What did s/he/it look like?</li> <li>• Who was s/he/it?</li> <li>• Where did s/he/it live?</li> <li>• Who are the key characters in the book?</li> <li>• Where in the book would you find .....?</li> </ul>
--	--

### **Higher Order Questions**

<p><u>Simple Comprehension Questions:</u></p> <p>They can describe what they know.</p> <p>They are able to restate, give examples, summarise or outline key basic points.</p> <p>They can link stories with personal experience.</p>	<ul style="list-style-type: none"> <li>• What do you think is happening here?</li> <li>• What happened in the story?</li> <li>• What might this mean?</li> <li>• Through whose eyes is the story told?</li> <li>• Which part of the story best describes the setting?</li> <li>• Which words and/or phrases do this?</li> <li>• What part of the story do you like the best?</li> </ul>
<p><u>Application Questions:</u></p> <p>Application means that the information learned can be applied in different contexts.</p> <p>Children are able to transfer knowledge learned in one context to another.</p> <p>Children can make links with other stories.</p>	<ul style="list-style-type: none"> <li>• Can you think of another story which has a similar theme e.g. good over evil, weak over strong, wise over foolish?</li> <li>• Do you know another story which deals with the same issues e.g. social, cultural, moral, issues?</li> <li>• Which other author handles time in this way? E.g. flashbacks, dreams.</li> <li>• Which stories have openings like this?</li> </ul>
<p><u>Analytical Questions:</u></p>	<ul style="list-style-type: none"> <li>• What makes you think that?</li> <li>• What words give you that impression?</li> </ul>

<p>This type of question requires the child to build on existing knowledge. They require the children to identify implicit meanings, <i>make inference and deduction</i> and become aware of the author's intentions.</p>	<ul style="list-style-type: none"> <li>• How do you feel about .....?</li> <li>• Can you explain why .....?</li> <li>• Do you agree with -----'s opinion?</li> <li>• I wonder what the writer intended?</li> <li>• I wonder why the writer has decided to.....?</li> <li>• What was in the author's mind?</li> <li>• What do these words mean and why do you think the writer chose them?</li> <li>• How has the author used adjectives to make this character funny?</li> <li>• Why did the author chose this setting?</li> <li>• Can you support your view with evidence?</li> <li>• Are there any familiar patterns you notice e.g. familiar story structure, images?</li> </ul>
<p><u>Questions Requiring Synthesis:</u></p> <p>These kinds of questions ask children to take an idea from one context and reapply it in a different context.</p> <p>They encourage children to restructure text:</p> <ul style="list-style-type: none"> <li>- Rewriting a narrative as a diary;</li> <li>- Discussing a familiar story and changing elements;</li> <li>- Changing an explanatory text into a diagram.</li> </ul> <p>They ask children to innovate text (paraody) e.g. Alex and the Glass Slipper.</p> <p>They ask children to develop a critical stance.</p> <p>This can lead to the construction of an argument, an opinion, or making predictions.</p>	<ul style="list-style-type: none"> <li>• What is your opinion? What evidence do you have to support your view?</li> <li>• Using all the evidence available can you tell me what you feel about .....?</li> <li>• Given what you know about ..... what do you think?</li> <li>• How would the views put across in these texts affect your views on .....?</li> <li>• What would this character think about .....? (possibly a present day issue)</li> </ul>
<p><u>Evaluation Questions:</u></p> <p>This type of question asks children to make judgements about what they have analysed and explain the reason for those judgements.</p> <p>They also compare and contrast.</p> <p>They interrogate and evaluate the story.</p> <p>They require the use of evidence and reasoning.</p>	<ul style="list-style-type: none"> <li>• What makes this a successful story? What evidence do you have to justify your opinion?</li> <li>• Does it work?</li> <li>• Could it be better? Is it as good as .....?</li> <li>• Which is better and why?</li> </ul>

