



# **St Thomas of Canterbury School**

## **Teaching and Learning Policy**



## St Thomas of Canterbury School Learning Policy

We value deep learning experiences and the majority of learning takes place within an inquiry approach, which encourages children to solve problems, challenge and question, and reflect. However, we recognise that some skills are necessary to be learned in other ways e.g. learning times tables by rote, before using and applying these skills via inquiry.

*Phase 1: connect & engage (e.g. in a practical, open-ended investigation)*

*Phase 2: reflect & ponder*

*Phase 3: introduce & consider*

*Phase 4: extend & adapt*

We recognise the hierarchy of thinking skills below, and provide opportunities for pupils to engage in thinking at every level:

<b>Remembering</b> Factual answers, recall and recognition
<b>Understanding</b> Translating, interpreting, showing understanding
<b>Applying</b> Using information gained in different, familiar situations
<b>Analysing</b> Break into parts to examine more closely
<b>Evaluating</b> Judge, use criteria, rank, substantiate
<b>Creating</b> Combine information with new situations to create new products, ideas, etc.

### ***Learning community – St Thomas learner***

Children are taught skills and attitudes for learning; they learn how to reflect on progress in these skills and attitudes, as well as subject specific learning. These skills and attitudes are displayed in all areas of learning via the Secrets of Success posters; achievements are celebrated in children's individual Secrets of Success learning logs, plus learning postcards (posted home to pupils) and celebration assemblies.

### **Questioning**

A key learning skill is questioning which is a focus for all learners in the school: adults and children. Children are explicitly taught how to question; children and adults take responsibility for developing their own questioning skills; children and adults learn about different types of questions.

Remembering Factual answers, recall and recognition
Understanding Translating, interpreting, showing understanding
Applying Using information gained in different, familiar situations
Analysing Break into parts to examine more closely

Evaluating Judge, use criteria, rank, substantiate
Creating Combine information with new situations to create new products, ideas, etc.

## Reflection

Reflection is another key learning skill. Valued opportunities for reflection are prioritised in all learning experiences for adults and children. This is a key phase in the Inquiry approach (phase 2) and the skills should permeate all aspects of learning as reflection becomes embedded. Reflection should link closely to learning and may focus on:

- Skills, knowledge and understanding (linked to assessment for learning)
- Learning behaviours and skills (linked to Secrets of Success)
- Mini plenaries

## Emotional Intelligence (Please also refer to Behaviour Policy)

In order for all adults and children to maximise their learning potential, we learn within an emotionally safe environment. Staff have a good understanding of reticular hijack and minimise factors which can contribute to this state. Rituals and routines implemented by staff enable pupils to manage transitions at the start and end of sessions. Children will enter to calm music at the start of the day. At the end of the day children will gather together to reflect on the day, including learning, any (un)resolved problems; this could lead into collective worship.

To ensure that children have sufficient time to engage properly in learning and are not under pressure during transitional times, duration of playtimes is adhered to closely; we are punctual regarding playtime length. Children are sent in from the playground at the end of playtimes and lunchtime by the two adults on duty. This also minimises the number of incidents which occur towards the ends of playtimes.

We recognise that every individual has basic human rights:

- The right to be treated with respect
- The right to make mistakes & be responsible for them
- The right to refuse requests
- The right to ask for what you want (realising that others have the right to say no)
- The right to be listened to & taken seriously
- The right to say 'I don't understand'
- The right to ask for information

There are three response styles:

- PASSIVE – behaving as if the rights of others matter more than your rights
- AGGRESSIVE – behaving as if your rights matter more than the rights of others
- ASSERTIVE – behaving as if your rights are equal to others

At St Thomas of Canterbury School we believe that all members of the community have a right to be treated with respect at all times; as such we behave in an assertive manner, recognising that our rights are equal to those of others. We explicitly teach skills which develop assertiveness and emotional intelligence, setting all learning and school based experiences within an emotionally intelligent setting. The PSHE curriculum is underpinned by the SEAL programme and Chris Quigley materials, in which children develop skills to enable them to communicate appropriately, cope effectively with change, develop resilience whilst recognising the strengths they have and the challenges they face as individuals and groups. The vast majority of learning takes place within an

inquiry approach, which encourages children to solve problems, challenge and question, and reflect. Equipping children with the language and skills necessary to learn and interact in this manner will enable them to become assertive learners who recognise that their rights are equal to the rights of others.

### **Pupil Voice**

Staff and pupils co-create learning and construct the curriculum collaboratively. Pupil voice is recognised at every level:

Co-construction of the curriculum may lead to wider projects and initiatives, for individuals, groups, across and between year groups or throughout the whole school.

Reflection – within an inquiry model, children will reflect on learning (explicitly at phase 2) – effective questioning will focus children's learning to ensure that they engage effectively and progress; however, pupils will undoubtedly raise ideas which may feed into the rest of the learning. Class and school councils, eco-group, equalities group, and mission lunchtime are groups in which pupils raise and discuss issues and act as spokespeople for the pupils of the school.

## **Planning for specific subjects and for the St Thomas curriculum.**

### **Our Curriculum**

At St Thomas of Canterbury School, we are really passionate about learning for children and adults and we see ourselves as a learning community. The team of dedicated staff are constantly exploring new ways to present the learning experience for our children.

As a Catholic School, a minimum of 10% of the teaching timetable across the school is dedicated to RE. However, in reality, the RE Curriculum and the development of Christian values underpin every aspect of learning in school and are being developed at all times. Throughout the school week, children are involved in daily collective worship and there are many opportunities for focussed reflection.

We offer a balanced curriculum which offers the full National Curriculum in a very exciting way and ensures that all children acquire the key skills in reading, writing, mathematics and ICT and develop these in a range of contexts. The 'St Thomas Curriculum' is based on a whole school approach where each half term our learning is based around a specific theme and the majority of the learning takes place within this context. In practice, this means that for some of the week, children are learning key skills through discrete sessions such as maths or phonics and they use and apply these skills through the work they do around the theme. With this approach, our children have the opportunity to follow some of their own interests and choose how they are going to learn.

Where appropriate, we learn through 'inquiry' and children play an active role in their learning, taking responsibility for their own success and the success of their group. This approach leads to greater interdependence and what we like to call 'deep' learning, which basically means that the learning is more meaningful and powerful and this sort of learning stays with the learner forever. There is a clearly defined four part process for inquiry based learning and all of the staff in school are committed to this approach.

### **Planning**

Weekly English and Maths planning is completed on a generic format within each teacher's planning folder. Also included in the planning folder. This is monitored on a weekly basis by the SLT to ensure quality and rigour. (See Appendix 1 for planning examples)

### **RE**

RE is taught using 'Come and See' materials and a minimum of 10% of teaching and learning time will be dedicated to this. However, collective worship and the wider RE curriculum will be evident throughout school practice.

### **Maths**

- Pupils will be introduced to the imagery at the earliest stage and this will continue to be included alongside the symbols.
- All mathematics lessons will include mathematical language, a context, imagery and symbols.

Opportunities for learning Number and Algebra will be planned and implemented regularly; this will be planned discretely (unless the St Thomas Curriculum focus is Maths based and centres around a Number & Algebra theme.) Targets will reflect learning in these core skills.

Opportunities for learning and using and applying skills in Shape, Space, Measures and Data Handling will be provided via the Creative Curriculum.

**Subject knowledge and pedagogic skills underpin the development of:**

- conceptual understanding, knowledge and skills to build fluency and accuracy
- problem solving and reasoning
- progression and links.

**Subject knowledge and pedagogic skills are necessary for:**

- anticipating, spotting and overcoming misconceptions
- observing, listening and questioning to assess learning and adapt teaching.

Teachers and teaching assistants need to be skilful in checking and probing pupils' understanding during the lesson, and adapting teaching accordingly.

**Why?**

- Circulating to check and probe each pupil's understanding throughout the lesson and adapting teaching accordingly are not strong enough.
- The most effective practice gets inside pupils' heads. It finds out how pupils think by observing pupils closely, listening carefully to what they say, and asking questions to probe and extend their understanding, then adapting teaching.

**English**

The school follows the Read, Write, Inc phonics scheme until children are reading at level 2a. For children on the programme in FS2, Y1, Y2, there will be a range of other learning opportunities across the curriculum for speaking and listening and writing skills. This will ensure that we have a good range of writing.

\*Children who through regular marking and assessment are identified as falling behind the attainment levels of those in their group must undertake 1-1 RWI intervention to prevent them from falling behind further. The RWI tutors are responsible for identifying these pupils as early as possible\*

**Guided Reading**

Planned guided reading takes place for pupils who are not on the phonics programme and each group takes part in planned focussed learning activities. These sessions also support the development of writing, e.g. through accessing specific text types or genres.

**Writing**

Writing is a key priority for the school. As a school, we recognise the importance of learning to write through reading, speaking and listening and focussed learning of writing skills. Pupils are regularly referred to their specific writing target when they are writing and this is based on their current next steps from APP. Children produce a sustained piece of writing each week for their writing portfolios. Through APP assessment, teachers identify clearly what the pupils need to do next in their learning and this is the focus for the following lesson. There are planned opportunities to use and apply literacy skills through the wider curriculum. (Again, see Appendix 1)

The school is currently implementing the Alan Peat sentence types approach to writing from Reception up to Year 6.

**Spelling, Punctuation & Grammar**

Throughout the curriculum, and particularly in writing, opportunities are identified to teach SPaG in context with other subjects. Regular assessment informs planning. The school follows the RWI Spelling Programme in Key Stage 2.

## **PSHE, Welfare**

PSHE is underpinned by the SEAL programme and Chris Quigley materials and may be taught through a philosophical inquiry. Children's personal, social and emotional development and skills will be evident in many cross-curricular learning opportunities, plus systems and support mechanisms available throughout the school day, including:

- SEAL, including interventions (Wave 2: group, or Wave 3: individual)
- Rainbows & Sunbeams – interventions to enable children experiencing loss to manage specific circumstances
- Circle time – in which all members of the class or group discuss issues in a safe environment (as such, no individuals are named; if there is a specific grievance this will be discussed in general times within the Circle, then followed up, possibly in Bubble Time).
- Bubble Time – in which children have time to reflect with a supportive adult; this is directed or non-directed.
- Reflection time – in which children who have broken rules reflect on the changes they need to make & any support they may require to achieve this.
- Class Council – in which the class discuss proposals and possible changes to take to School Council, or discuss and vote on matters arising from School Council. It is essential that Class Council meets each week prior to the next School Council meeting.

*EYFS & Year One receive information from Year Two representatives weekly following Infant Hymn practice.*

- School Council – in which elected pupils raise and discuss issues from Class Council and act as spokespeople for the pupils of the school. School Council will use the Implementing Change model to evaluate proposals and actions. Minutes from School Council are kept on pupil workspace – school council 2011-12
- Pastoral Families – in which children learn in vertical groups from Foundation to Year 6 for several sessions each half term. This ensures that all children have an extended support network outside of their particular year group.

## **Science**

- Science will be planned and assessed rigorously using the APP criteria to ensure that all pupils are working at an appropriate level. A level will be recorded on Classroom Monitor for science at the end of each academic year using the APP markbook. It will be necessary to update this gradually throughout the year.
- We will explore the science key skills in the autumn.
- Science may be delivered through special science focus days throughout the year. There will be an agreement of the actual science curriculum content in the autumn term.
- Science will be a vehicle for using and applying mathematical, literacy and ICT skills for a real purpose.
- This will be clearly identified in planning (including the levels).

## **ICT**

- Class teachers will ensure that pupils have sufficient opportunities to use and apply ICT skills through the curriculum.
- Class teachers will provide direct teaching of key ICT skills appropriate to the ability of each pupil.
- Class teachers will deliver the e-safety curriculum for their year groups throughout the year and reinforce this regularly.
- ICT skills will be clearly identified in planning (including the levels)
- Blogging and uploading online content is a core part of the offer to our children

## **PE**

- Class teachers will follow the PE scheme which is coordinated by Gill Gill (PE Co-ordinator). Gill can offer any further advice on this.
- ICT may be used in PE lessons to support the learning. The Wii Fit may be used as long as this is a teaching tool and not simply an activity.
- Professional Development opportunities are offered to staff through links with Sheffield Hallam University and the Links School Sports Partnership

## **MFL**

- French is taught using the Hocus and Lotus scheme and the Northumberland Scheme combined with additional resources.

## **Handwriting**

Handwriting is taught explicitly in conjunction with spellings using a multi-sensory approach. Handwriting will be taught initially in print, focussing on correct letter formation and placement on the line. Children will then write using the Sheffield Structured Materials Dyslexia Institute joined script starting each letter on the line. All staff consistently use the handwriting used by the children. When children are printing, staff will write on whiteboards and in books at all times using this script; when children are expected to use a joined handwriting script, staff will write using the Sheffield Structured Materials Dyslexia Institute joined script at all times. Children are taught to form the letters in line with this scheme from Reception so that there is a natural progression into handwriting in KS1.

When a child reaches the expected standard, they are awarded a pen licence.

## **Marking and Feedback**

Marking ensures that high expectations are met and referred to regularly and the comments on pupils work provide specific learning feedback and clearly identify what they need to do to improve. This is linked to their on-going APP teacher assessment. Where additional tasks / follow up work is identified, it is clear that pupils have had an opportunity to do this. Written comments are appropriate to pupils' reading ability and a commentary may be more appropriate for some pupils who would be unable to access the written comments, e.g. "we talked about your good use of full stops in your work today and we agreed that you would try harder with your capital letters". Where specific praise is given, it is clear which aspect of the work is being praised – e.g. some good complex sentences –these would be highlighted or underlined.

**S** will indicate work supported by an adult (and **I** will indicate independent work, for children for whom this is less common practice).

Marking of extended writing will be based upon colour coding of relevant aspects of the writing.

KS1: Tickled pink (aspects of writing which show progress and achievement) and Green for Growth (Aspects of writing which can be focussed on and developed in the future)

In KS2 different aspects of writing will be colour coded within success criteria so that children can see their successes and can also target their areas for development/next steps.

The SLT monitors the quality of marking and feedback on a weekly basis, and this is linked to teacher appraisals. (See Appendix 2)

## **Assessment**

Staff carry out on-going assessment using classroom monitor and sometimes this will take place using a laptop during a lesson. The assessment process feeds directly into lesson planning and into the assessment for learning strategies used during lessons. E.g. regular mini-plenaries /reflection opportunities where pupils are supported in reflecting specifically on their learning.

The assessment on Classroom Monitor will be used on the penultimate Friday of each half term to measure progress over time. It is the class teacher's responsibility to monitor progress in the class and take appropriate steps to ensure that all pupils are making good progress. (*See Appendix 3*) Maths assessments will now be carried out using PAM (Positive Assertive Mentoring) resources which take place six times throughout the school year and are moderated by the SLT.

### **Pupil Progress Expectations**

All pupils are expected to make at least 'good' progress as defined by current expectations. If a child is not making good progress, the class teacher takes appropriate steps to address this, including discussing the situation with the parents.

### **NATIONAL EXPECTATIONS:**

#### **End of Foundation Stage F6**

**Y1 1a**

**Y2 2b**

**Y3 2a/3c**

**Y4 3b**

**Y5 3a/4c**

**Y6 4b**

### **Progress Targets**

<b>KS1: FSP6</b>	<b>Y1 1b</b>	<b>Y2 2b</b>	<b>KS2 4 aps per year or 2 sub-levels</b>
<b>FSP7</b>	<b>Y1 1a</b>	<b>Y2 2a</b>	
<b>FSP8</b>	<b>Y1 2c</b>	<b>Y2 3c</b>	
<b>FSP9</b>	<b>Y1 2b</b>	<b>Y2 3b</b>	

### **Target setting**

Targets will be set at least each term based on next steps for learning in Reading, Writing and Maths. Each pupil will have a Reading bookmark, with targets linked to their bookband reading level. Each pupil will also have a Maths and Writing target card, kept in their folder, to be accessed and reviewed regularly as part of on-going learning and reflection.

### **Homework Expectations**

We provide homework to reinforce the learning that takes place in school, to involve parents more in their child's learning and to enable pupils to follow their own interests. Our approach to homework is to provide a balance of activities which are enjoyable, interesting and manageable with some more open-ended activities where pupils may wish to spend more time and others less to cater everyone.

Homework will be set on a Friday and will be completed by the following Friday.

### **Reading**

All children in school are expected to read and share a book at home every day, from at least 5 minutes in Foundation Stage to 30 minutes in Year 6. Older pupils will be expected to read independently and discuss some key points with parents (e.g. linked to reading targets).

Or

We would expect children to read every day for pleasure. Parents of children who are at the very early stages of reading can be guided by the information provided at the phonics workshops. Research shows that parents who read to their children from a young age improve their child's future literacy skills. Once a child can read fluently, there are many more ways a parent can be involved in reading, such as sharing a book, discussing the text, the author, the characters or the plot.

### **Phonics**

Phonics and spellings homework are sent home weekly (or when children have learned words successfully) using Spelling Zappers in KS1 and KS2.

## **Writing**

All children from Year 1 - Year 6 have a writing homework exercise book. Each week the children will be set a writing activity based on their current writing target to complete in this book. This may be, for example, to improve a sentence, find some new words, write a paragraph about a topic or to write a longer piece of writing. The key feature of this homework is that it is based on the child's current writing target. We want children to enjoy writing and we do not want to put anyone off so this particular homework will be varied each week to ensure that some weeks the tasks are shorter or more exciting and other weeks may require more time.

## **Mathematics**

All pupils have access to MyMaths online with a username and password. The class teachers will give these out at the 'meet the teacher' meetings. MyMaths is an online maths learning package which provides further animated tuition for mathematical concepts as well as games and activities to reinforce the learning. The teachers assign activities based on the child's current level in maths and the children can also access further learning in an area they may feel that they would like further practice.

A Maths lending library of levelled resources is available for practical games and investigations. This is run by Mrs Cheetham and is open every Wednesday from 3pm. Occasionally there will also be some written or other practical maths homework to complete.

## **Topic**

Each half term, there will be a more open-ended activity related to the topic and often this will allow pupils to follow their own interests. Some pupils may wish to spend a long time on this and others may spend less time. This is very open ended to suit all pupils and families.

## **Appendices**

**Monitoring arrangements and checklist 1.1**

**PE policy 1.2**

**Calculations Policy 1.3**

**PSHE, SRE Policy 1.4**

**RE & Collective Worship policies 1.5**

**Behaviour Policy 1.6**

**Anti-bullying 1.7**

**Healthy Schools 1.8**

**ICT (including ICT passport), e-safety 1.9**

**Reflection tools – bookmarks etc 2.0**

**Assessment memo – AT 2.1**

**G & T 2.2**

### **Resources:**

**Zapper printed 2.3**

**Handwriting & spelling mats – printed 2.4**

**Maths vocab mats, number lines, squares etc- printed 2.5**

**Calculation boxes 2.6**

**Targets for R, Wr, M – printed 2.8**

There are many more resources on the workspace – the above are a few key examples. Please refer specifically to RE 2011 Autumn

### **Teaching and Learning Policy Update**

#### **The St Thomas AFL Menu Of Possibilities**

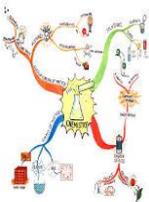
*Regular and effective use of a range of AFL strategies within lessons enables children to cement their learning and deepen their understanding- it is a key factor of outstanding teaching, and contributes to outstanding progress, which is what our children deserve. Across our curriculum, these are the common AFL strategies that you will see used within classrooms:*

- *Checkpoints- Application questions, key questions, deepening understanding questions*

- Learning partners- e.g. 'Teach your partner what we have just learned' (Timed), 'In 1 minute I am going to ask you what your partner has just given as their answer- be ready to EXPLAIN'
- TTYP- Sentence stems to structure talk between partners to assess understanding
- Learning lines (physical and in books)
- Mind the gap- Kloze activity
- Expert badges- Go and teach somebody what you have just learned
- Sum it up succinctly- Limited number of words to sum up learning/key concepts
- 3-2-1 Summary
- Magpie cards

### Symbols

When using AFL, teachers will use symbols alongside strategies to allow children to 'tune in' to the upcoming AFL strategy.

What?	How?	When?	Why?	Image
1 Minute Magic	Give children 1 minute to skim read a piece of text, looking for heading, highlighted words, previews and summaries	Before beginning a new/extended piece of text	Gives children a quick overview of the text and draws their attention to key points and concepts	
Concept Maps	Children are given a list of key words or images linked to a key topic, they then arrange them into a format which makes links between each key word/image (see example)	At the start of a topic/lesson, or within a lesson to gauge depth of understanding so far	Using at the start of a topic gives the teacher a clear idea of where the children are in their knowledge and understanding of the topic, and allows an opportunity to assess gaps/misconceptions. Within a topic it allows for assessment of learning and further areas to address in subsequent lessons.	
Magpie Cards	The teacher holds up a magpie card and shouts 'magpie'. This is the signal for envoys from each table to go to other tables around the room and 'magpie' ideas or concepts to take back to the table	During learning experiences when children are 'in flow'	Promotes collaborative learning, and encourages children to consider perspectives and thoughts which may vary from their own	
Learning Partners	Children find/turn to their learning partners and teach each other what they have just learned	After key chunks of learning have been discovered, or as mini-plenary to review progress	We remember 90% of what we teach to others	

3-2-1 Summary	3 ideas that have captured your attention 2 questions you still have about the topic 1 thing that will stick with you after this learning experience	Can be done throughout	Meta-cognition strategy- challenges children to think in depth and carefully about their learning	
2-1 peer/self-assessment	2 things you partner has done well linked to the steps to success 1 thing you partner could do better- linked to success criteria	Particularly useful after a task has been completed and when linked to 'steps to success'	Develops children as 'critical friends', and makes them explicitly refer to steps to success	
Sum it up succinctly/ swiftly	Children are given a set number of words to explain their learning/understanding of a concept. E.g. Improper fractions and mixed numbers in 20 words	At the end of a learning experience to summarise learning and understanding	Challenges children to think specifically about how they represent their knowledge within a constraint.	
Mind the gap	Show a small piece of text linked to the lesson with key vocabulary missing, children use the knowledge gained in the lesson to fill the gaps	At the beginning of a topic to introduce key vocabulary. Throughout a topic to give children opportunity to remember and apply their new vocabulary	Provides an opportunity to assess children's knowledge and recognition of key topic vocabulary in context.	
Learning Lines	Display 3 traffic lights/faces (See image) in the classroom. Children are asked to move to the face/traffic light that best represents their understanding. <b>*This activity can also be done in the children's books. See appendix _____ for the template*</b>	Beginning, middle, and end of learning experience	Provides a snapshot of understanding across the class at a variety of points.	

### Marking and Feedback

The Sutton Trust Toolkit indicates that effective marking and feedback can add 8 additional months of progress to a child over the course of a year. At St Thomas of Canterbury we recognise that high quality marking and feedback is not desired, it is essential. High quality marking and feedback at this school has the following characteristics:

- Positive comments make explicitly clear what the child has done well, linked to the learning focus and success criteria
- Colours coded 'steps to success' are used to make successes in the child's work visual, and target areas that the child can develop next \*(It should be noted here that steps to success and learning foci, particularly in maths, may be lesson to lesson, or as a focus for a week's work)
- Questions/comments are scaffolded to challenge or extend the child to work at the next level which has been identified within learning foci and steps to success
- Children are always given opportunity to respond to comments and sometimes initiate discussion with the teacher in written form
- Teachers are innovative in the way that feedback is presented to children, including use of websites such as wittcomics.org to engage children
- Scaffolded questions and comments linked to Bloom's Taxonomy which provide children with opportunities to work at a higher level within the taxonomy

### Developing a 'Learning to Learn' Culture

#### Meta-Cognition

We encourage our children to learn how to learn, and meta-cognition and self-regulation plays fundamental role in establishing this throughout school. In our schools you will see the following strategies/techniques employed consistently to achieve this:

We endeavour to equip our children with the opportunities and skills to become brave, resilient, ambitious, independent, multi-skilled (B.R.A.I.M) learners. We will provide opportunities, challenge and support to allow children to be in their 'learning zone', and to be aware of how they get there. Furthermore, being in a 'comfort zone' or 'anxiety zone' should be used as an opportunity to question children about the steps needed to be in their 'learning zone'. Image here:

#### Learning Keys

From Reception through to Year 6, children at St Thomas of Canterbury use keys to drive positive attitudes to learning. These will be referred to on a daily basis by teachers, including in planning ;contributing to a classroom and school culture which values and promotes the view that learning is a process as opposed to an outcome. The keys are:

- Failure leads to success (1)
- Speak with good purpose (2)
- Responsibility (3)
- We are not required to succeed, we are required to **TRY TO SUCCEED (4)**
- If you can't fly, then run, if you can't run then walk, if you can't walk then crawl, but whatever you do you have to **KEEP GOING (5)**
- Flexibility (6)
- Focus (7)
- Together Everyone Achieves More (T.E.A.M) (8)

Keys are displayed in class and are a key part of the learning environment.

Teachers will use their professional judgement to decide when and how to introduce the keys to their children, and how they can adapt the language of a key to make it accessible for their children. E.g. Failure leads to success could be = Mistakes help us to learn.

Here is a suggested progression of keys and when they could be introduced for each year group.

<u>Year Group</u>	<u>Consolidated key</u>	<u>New key</u>
Reception		Try to succeed
Year 1	Try to succeed	Failure leads to success
Year 2	Try to succeed, failure leads to success	Speak with good purpose
Year 3	Try to succeed, failure leads to success, Speak with good purpose	If you can't fly, then run, if you can't run then walk, if you can't walk then crawl, but whatever you do you have to <b>KEEP</b>

		<b>GOING (5)</b>
Year 4	<p>Try to succeed, failure leads to success, Speak with good purpose</p> <p>If you can't fly, then run, if you can't run then walk, if you can't walk then crawl, but whatever you do you have to <b>KEEP GOING (5)</b></p>	Together Everyone Achieves More (TEAM) (8)
Year 5	<p>Together Everyone Achieves More (TEAM) (8)</p> <p>Try to succeed, failure leads to success, Speak with good purpose</p> <p>If you can't fly, then run, if you can't run then walk, if you can't walk then crawl, but whatever you do you have to <b>KEEP GOING (5)</b></p>	Focus
Year 6	<p>Focus</p> <p>Together Everyone Achieves More (TEAM) (8)</p> <p>Try to succeed, failure leads to success, Speak with good purpose</p> <p>If you can't fly, then run, if you can't run then walk, if you can't walk then crawl, but whatever you do you have to <b>KEEP GOING (5)</b></p>	Flexibility

Monitoring and evaluation pro-formas used by SLT

The quality of pupils' work

Appendix 1.1

Pupils' Work	Writing	Maths	Other Areas
Work is well presented showing that pupils take pride in it.			
There is an excellent range of high quality work in their books.			
There is strong evidence of pupils making progress in their work.			
Learning activities are well-matched to pupils' abilities and are clearly linked to the planning.			
The learning focus is clear in their work.			
Pupils are using targets successfully to improve.			
<p>To improve this further, the next steps are to:</p> <ul style="list-style-type: none"><li>§ Give children levelled comments in their feedback (i.e. I like how you used a variety of sentence lengths for different effects (L4) )</li><li>§ Used self-assessment ladders and extend these into using peer evaluation more frequently</li><li>§ Make learning focus more evident rather than activity</li></ul>			

## The impact of marking and feedback

Marking and feedback	Writing	Maths	Other Areas
Marking is consistent.			
Marking is in the school's handwriting style.			
Marking is visual through coloured highlighting of examples linked to the success criteria / assessment criteria.			
Feedback is clearly linked to the success criteria / assessment criteria and identifies the pupils' next steps in their learning.			
Pupils respond to the marking and follow up on feedback through additional challenges.			
To improve this further, the next steps are to:			

## The learning environment

Learning environment	Not in place	Partially in place	Fully in place
The classroom is inviting, visually stimulating and tidy.			
The writing display has a high quality text in the current genre which is annotated and the main features are visibly identified (linked to current planning).			
Key vocabulary, sentence structures and punctuation are available to the pupils through innovative displays.			
High quality pupils' writing is on display and the prompts draw pupils in to read / find out / look for features.			
The maths display is interactive and challenging and linked to current planning and includes key mathematical language.			
Structured imagery, including Numicon, are evident on display around the classroom, providing strong models for conceptual understanding and securing numerosity.			
Resources and equipment are highly organised and accessible to pupils which allows pupils to make choices about what they need to use to complete the task.			
(Collective worship) There is a high quality focal point linked to the current season within the liturgical calendar.			
The RE display is well-presented and includes the current appropriate colour for the time of year, key vocabulary, key questions and often pupils' work.			
Topic displays are innovative, often 3D and use captions effectively to generate interest.			
There is a high quality reading corner with key questions to engage pupils and to promote a reading culture.			
Widget symbols are on display to support SEND pupils.			

The classroom is dyslexia friendly (e.g. mind-mapping tools, key lists)			
To improve this further, the next steps are to:			

### 1.1 Individual Teacher Evaluations

<b>Name of Teacher:</b>	<b>Year Group:</b>	<b>Pay Scale:</b> MPS / UPR
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Week Beginning	Planning	Quality of work in books	Quality of marking	Learning Environment	Quality of Teaching (if observed)	Key areas for development
7.10.2013						
14.10.2013						
21.10.2013						
4.11.2013						
11.11.2013						
18.11.2013						
25.11.2013						
2.12.2013						
9.12.2013						
16.12.2013						
Summary of Progress at the end of the Autumn Term						
APS Progress in Reading APS Progress in Writing APS Progress in Mathematics		Proportion of Pupils making expected progress in Reading Proportion of Pupils making expected progress in Writing Proportion of Pupils making expected progress in Mathematics			Proportion of Pupils exceeding expected progress in Reading Proportion of Pupils exceeding expected progress in Writing Proportion of Pupils exceeding expected progress in Mathematics	

Red: serious weaknesses

Green: expected standard for this school

Amber: not meeting the expected standard for this school

Blue: exceptional standard