



# Bellevue Place

EDUCATION TRUST



**Watling  
Park School**  
LEARN ENJOY SUCCEED

**WATLING PARK SCHOOL**

## **Teaching and Learning Policy**

Signed:	
Chair of Local Advisory Board:	S Ruddock
Approved:	
Review Period	Every 2 Years
Review Date:	

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## Policy Aims

The aim of this policy is to provide clarity and to ensure a shared understanding of teaching and learning at Watling Park School. Key teaching strategies and expectations are defined within this policy to ensure consistent performance across all staff, regardless of roll, allowing all to build a repertoire of expertise, knowing that what they are undertaking in these key aspects is in line with what is happening within other classrooms across the school. Ultimately, we expect every staff member to ensure that all pupils are provided high quality teaching and learning experiences which, as a by-product, raises the standards of achievement.

This policy applies to all pupils in the school, including within the EYFS, and should be read in conjunction with other relevant school and subject policies.

## Teaching and Learning Guiding Principles

Learning is the purpose of the whole school and is a shared commitment. At Watling Park, we recognise that education involves children, parents, staff, the Local Advisory Board (LAB), the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning.

## Intent Statement

@ Watling Park we...		LEARN, ENJOY, SUCCEED									
VALUES	I CARE	Integrity		Confidence		Appreciation		Responsibility		Excellence	
	British	Democracy		Rule of Law		Individual Liberty		Mutual Respect		Tolerance	
	Jigsaw	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me				
INTENT	Vision	Broad, balanced and enriching		All achieve confidence and success		High quality, stimulating and ambitious experiences		Emphasise on core learning		Celebrate diversity	
		Key focus on ICT		Provide skills, knowledge and cultural capital		Develop independent, confident and successful learners		Promote high aspirations		Encourage positive contributions to the local community and wider society	
		Cultivate responsible future citizens		Develop academic success, creativity and problem solving		Encourage reliability, responsibility and resilience		Support physical development, well-being and mental health		Promote a positive life-long love and thirst for learning	
Our Trust (BPET) Aims		Excellent Provision	Extended School Day	Meeting Pupils' Needs	Pupil Well-being	Supportive Pastoral Care	Excellent Conduct	Broad, Balanced Curriculum	Home Learning	Parent Involvement	Communication Attendance

Our broad, balanced and enriching curriculum is designed to ensure that every pupil achieves confidence and success through high quality, stimulating and ambitious educational experiences, that emphasises core learning, celebrates diversity and has a key focus on Information and Communication Technology (ICT).

We aim to provide our children with the skills, knowledge and cultural capital to develop as independent, confident and successful learners, with high aspirations, who know how to make positive contributions to the local community and wider society as responsible future citizens. It ensures that academic success, creativity and problem solving; reliability, responsibility and resilience; as well as physical development, well-being and mental health are key elements that support the development of the whole child and promotes a positive life-long love and thirst for learning.

## Implementation Statement

<b>IMPLEMENTATION</b>	<b>Teaching</b>	Nurturing, positive relationships	Expert subject knowledge	Clear learning journey	Builds upon prior skills and knowledge	Makes links/connections	High expectations	Less in more depth	Effective modelling	Accurate differentiation and support	Challenge for every child	Responsive					
	<b>Learning</b>	<b>Rec.</b>	Play		Exploration		Activity		Creativity		Questioning		Reflection				
		<b>Y1-6</b>	Independence		Perseverance		Interrogation		Critical Thinking		Resilience		Risk Taking				
	<b>Breadth and Balance</b>	<b>Rec.</b>	Communication & Language			Physical		Personal, Social & Emotional		Literacy		Mathematics		Understanding the World		Expressive Arts & Design	
		<b>Y1-6</b>	<b>Curriculum Drivers</b>									<b>Discrete Subjects</b>			<b>Well-Being and Spirituality</b>		
			English <i>Power of Reading</i>	Mathematics <i>Power Maths</i>	Science	History	Geography	Art	DT	Computing	MFL: Spanish Language Arabic	Music <i>Melody</i>	PE <i>Super Star Sports</i>	RE <i>Discovery RE</i>	PSHCE <i>Jigsaw</i>	Relationships & Health Education	
	<b>Reading</b>		Daily phonics for early readers <i>Read Write Inc.</i>		Promote the love of reading		High quality texts	Texts carefully matched to age and ability		Tailored reading opportunities		Enriching vocabulary		Focused interventions		Challenge for fluent readers	
	<b>Inspiring Contexts</b>		Memorable		Meaningful		Real life contexts/audience		Cross-curricular		Passionate teachers		Collaboration		Pupil voice		
		Engaging learning environment		Cultural capital		Integrated technology		WOW days/Hook		Visits, visitors and events		Outdoor learning		Extended day provision			
<b>The Whole Child</b>		Inclusive	Equal rights and access	Celebrate academic success		Celebrate individual achievements		Timely interventions	Promote growth mind-set	Local, national and global links		Environmental awareness		Responsible future citizen			
<b>Safeguarding</b>		Physical Health	Mental Health	First Aid	Online Safety	Anti-bullying	Anti-racism	Drug Education	Sex Education	Prevent (Anti-extremism)		Home, School and the Local Community					

Our curriculum has been carefully built, and the learning opportunities and assessment milestones for each year group crafted to ensure a clear progression, along with the consolidation and extension of key learning, knowledge and skills.

The learning journey has been mapped out year by year, topic by topic ([See Appendix A – Whole School Curriculum Overview](#)). Subject specific content along with the allocation of sufficient time ensures that each subject is given the attention it deserves (and requires) so that pupils can transfer key concepts into long-term memory and then recall and apply them fluently. At every available opportunity, subjects are taught using a cross-curricular approach which offers real life contexts as well as helping children see the links and connections between ideas and allows them to apply learning in a meaningful and memorable way.

Our passionate teachers have high expectations and believe in challenge for all. They cultivate nurturing, positive relationships and use a responsive approach to effectively model learning as well as provide concentrated differentiation/support through the identification and correction of misconceptions. We empower our staff to construct their topics to best suit the needs of their pupils. Staff develop year group specific curriculum maps to identify the learning journey for each topic and subject area. Whilst plans are developed on a weekly and daily basis. These integral in-depth conversations are used to understand content, create a supportive environment, maximise learning opportunities, and activate hard thinking.

Extra-curricular activities, including themed weeks and immersion days, raise the profile of subjects in addition to providing children with new experiences which enrich and deepen learning. Through the integration of technology across all subject areas, the school enhances teaching and learning, and reduces any disadvantage due to socio-economic circumstances.

Through high quality texts, tailored reading opportunities across the curriculum along with the exploration of enriching vocabulary, we promote a love of reading which is vital to achieving our vision of creating responsible future citizens. This, alongside the endorsement of growth mind-set, the celebration of academic success as well as individual achievements, and through the teaching of safeguarding themes, allows us to focus on the well-being of the whole child.

We have five school values which permeate all aspects of life at Watling Park School. These values are centred round the acronym: I CARE.

## Impact Statement

<b>IMPACT</b>	<b>Outcomes</b>	<p><b>Impact One: Emotional</b></p> <ul style="list-style-type: none"> <li>✓ Personal development is outstanding.</li> <li>✓ Children are happy and enjoy coming to school. They are engaged, keen to learn and see purpose in their learning.</li> <li>✓ Parents/carers are happy with the school and high proportions would recommend us to others.</li> </ul>	<p><b>Impact Two: Social</b></p> <ul style="list-style-type: none"> <li>✓ Behaviour and attitudes are outstanding.</li> <li>✓ Children demonstrate our vision and values in their learning, and in their behaviour in and around school.</li> <li>✓ Children learn to make the right choices for their safety, and the choices children make benefit the school and the local community.</li> </ul>	<p><b>Impact Three: Intellectual</b></p> <ul style="list-style-type: none"> <li>✓ The quality of education is outstanding.</li> <li>✓ Children consistently achieve highly, particularly the most disadvantaged and those with English as an additional language.</li> <li>✓ Children make at least expected progress and attain in line with or better than national expectations.</li> </ul>	
	<b>Evaluation</b>	National generated performance information about pupil progress and attainment.	Internal school self-evaluation and first-hand evidence of how pupils are doing.	Listening to a range of pupils read.	Discussions with pupils about the skills, knowledge and vocabulary taught.

Our curriculum provision engages children, develops an inquiring mind and supports collaboration, creativity and unity. We want our pupils to have high aspirations for their futures, and our curriculum equips them with the skills, knowledge and vocabulary that will enable them to reach these aspirations.

We use both formative and summative assessment information every day, in every lesson. Staff use this information to inform short-term planning and short-term interventions – including in the foundation subjects. This helps us provide the best possible support for all our pupils, including the more able. Subject leaders have mapped out the assessment milestones for each phase and further broken these objectives down for each year group in each subject area.

Assessment information is analysed by class teachers together with the Middle and Senior Leadership Teams as part of our monitoring cycle. Pupil progress reviews are conducted regularly. This process provides the Senior Leadership Team (SLT) and LAB with an accurate and comprehensive understanding of the quality of education in our school. As a school, we determine our monitoring cycle at the beginning of each academic year. This identifies when monitoring for all year groups is undertaken in all subject areas. Monitoring includes book scrutinies, lesson observations and/or learning walks, pupil/parent and/or staff voice. All this information is gathered and reviewed. It is used to inform further curriculum developments and provision is adapted accordingly.

Our well-constructed, well-taught curriculum not only engages all children within the learning journey but also develops them as a member of society and leads to good academic progress. All learning builds towards creating well-rounded individuals who have a positive impact on the world now and leave with the skills to impact our world for years to come.

### Highly Effective Practice – The Teaching Standards

The Teachers’ Standards were created, according to the Department for Education (DfE), to “set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England”.

At Watling Park, all teachers are expected to demonstrate consistently high standards of personal and professional conduct. We use the Teachers’ Standards to define the behaviour and attitudes which set the required standard for conduct ([See Appendix B – Teachers’ Standards](#)).

## Assess

### Assessment Principles

In education, the term assessment refers to the wide variety of methods or tools that educators use to obtain, analyse and interpret the academic readiness, learning progress, skill acquisition, or educational needs of pupils.

Assessment should be an ongoing process, used by both pupils and teachers, throughout the entire school day and lies at the heart of outstanding teaching and learning. It involves teachers adapting what they do, day by day (sometimes hour by hour), to effectively respond to the needs of the pupils; moving them on in their learning as well as supporting them to realise their full learning potential. When this is achieved within a whole school context, it establishes a culture in which each individual pupil is efficiently supported, challenged and stretched regularly by all so that their learning is maximised. It is important that teachers know what has been remembered, what skills have been acquired, and what concepts have been understood. As such, assessment should be fully integrated within the delivery of the curriculum and is used as an essential component of effective classroom practice.

Assessment should:

- **Promote and Support Learning:**

- ✓ Identify what pupils know, understand and can do.
- ✓ Enable consistent monitoring of progress.
- ✓ Identify individual learning strengths and weaknesses.
- ✓ Encourage progression in learning.
- ✓ Encourage independence.
- ✓ Engage pupils in the learning process.

- **Inform Teaching:**

- ✓ Assist lesson planning.
- ✓ Review content and skills.
- ✓ Promote a variety of teaching strategies.
- ✓ Enable consistent monitoring of teaching progress.
- ✓ Encourage self-reflection.

- **Be both formative and summative:**

- ✓ Promote a shared learning culture.
- ✓ Provide clear and regular feedback.

- ✓ Diagnose learning difficulties.
- ✓ Measure pupil performance.
- ✓ Identify clear and shared targets.
- ✓ Provide effective and progressive pupil records.
- ✓ Inform regular reporting to parents.

- **Use appropriate and diverse strategies:**

- ✓ Be both formal and informal.
- ✓ Accommodate a variety of learning styles.
- ✓ Test a range of skills.
- ✓ Encourage effective marking procedures.
- ✓ Be both quantitative and qualitative.
- ✓ Be carried out in a range of contexts.

- **Recognise ALL pupil progress and achievement:**

- ✓ Reward progress, effort and achievement.
- ✓ Foster motivation and promote a commitment and thirst for learning.
- ✓ Reinforce a 'Growth Mindset' approach.
- ✓ Create opportunities for self-direction.
- ✓ Foster self-esteem and social development.

## Growth Mindset

Growth mindset is a theory centred around the belief that intelligence and learning can be developed and improved. If someone has a growth mindset, they have a positive attitude towards learning and believe that whilst they may not be the best at something 'yet', they will eventually get there. Pupils who possess a growth mindset are said to rise to challenges and learn from the mistakes they make, rather than feeling distressed and defeated if they are unable to do or understand something.

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*"Our greatest glory is not in never failing, but in rising every time we fail"*

*Confucius*

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Whilst the opposite, a fixed mindset, assumes that intelligence and skills are relatively set. People with a fixed mindset strongly believe that 'you either have what it takes to succeed, or you do not'. They view competence as an innate quality, something you are born with and cannot be developed further. Often, teachers with a fixed mindset tend to have low expectations of pupils and, in a misguided effort to build confidence or be supportive, can adapt tasks so they are less challenging.

At Watling Park, we actively seek to demonstrate and facilitate the habits that will create and sustain a growth mindset philosophy within all members of our community, including ourselves as educators.

### **This growth mindset philosophy involves...**

- ✓ Believing in the power of 'yet'.
- ✓ Knowing ALL pupils can achieve high levels of learning.
- ✓ Understanding the links between mindset and metacognition "thinking about thinking".
- ✓ Reducing self-limiting beliefs by encouraging self-awareness and reflection.
- ✓ Pushing pupils and ourselves outside their comfort zones.
- ✓ Knowing that ALL can become proficient if the right support is put into place.
- ✓ Understanding that ALL can learn a new skill, strategy, or tool.
- ✓ Recognising that persistent effort and practice leads to improvement.
- ✓ Embracing mistakes and using them to inform how to do better next time.
- ✓ Knowing that ALL have the power to do anything; there are no limits.

## **Formative Assessment – What is it?**

Formative assessment, or Assessment for Learning (AfL), is an essential part of everyday practice by pupils, teachers and peers. It seeks, reflects upon and responds to information gathered from dialogue, demonstration and observation in ways that enhances ongoing learning.

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*"AfL is about better teaching."*

*Dylan Wiliam, 2012*

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The role of formative assessment within the classroom is to monitor learning, as it happens, to help provide pupils with clear and concise feedback. It supports teachers to pinpoint strengths and areas for development, and helps children understand where they are on their learning journey. In essence, AfL is about empowering pupils to be owners of their own learning by giving them the knowledge of where they currently are, what they need to do to improve and exactly how best to get there. Real formative assessment is about learning to learn.

The ways in which formative assessments can be carried out are extremely broad. It can be as simple as teachers getting children to raise their hands if they have understood a new concept or can be as elaborate as a self-assessment writing exercise. However, a task or activity is not formative unless the information it provides is used to progress learning. What makes an assessment formative is what the teacher does with the information to inform teaching and learning. AfL embodies effective assessment practices which are applicable to all ages, groups and key stages.

*For further details about the specific formative strategies utilised at Watling Park, see section [‘Teach - Effective Formative Assessment’](#).*

### **Summative Assessment – What is it?**

Summative assessments are mainly used to evaluate and measure pupil performance, skill acquisition and academic attainment<sup>1</sup> and achievement<sup>2</sup> at the conclusion of a defined period – typically at the end of a unit, program, half term, term or school year – against a standardised criterion. They are used to determine how well individual pupils are performing academically and are often one-off examinations/tests. Results are generally recorded as scores, grades or levels. This means that summative assessments tend to be more formal than formative ones as they require clear expectations to be set as well as a timeline as to when they will happen to ensure the best chance for success.

<sup>1</sup> *Attainment refers to the standard a pupil has reached. This measure of performance is in relation to the national expected standard for children of a similar age and is judged in comparison to all other schools.*

<sup>2</sup> *Achievement is a relative measure that refers to how much progress a pupil has made from their initial starting point. It can be measured over different time frames: a term; an academic year; a Key Stage or the whole of a pupil’s time at the school.*

### **Assessment Expectations**

At Watling Park, we undertake a range of assessments across several subject areas – of which the majority can be used summatively to generate a standardised score as well as identify whether each pupil is attaining at, above or below the national expectation for their age. These can also be used diagnostically to identify gaps within learning which can then be addressed within upcoming lessons.

#### **School Assessments (data recorded internally) include:**

- Each half term, **PM Benchmarking** (along with Running Records) are used within Key Stage 1 and Lower Key Stage 2 to accurately measure reading progress.

- Diagnostic and/or end of unit checks are completed within Maths and Science, as required, to ascertain start and end points.
- All pupils regularly undertake independent extended writing tasks.
- Key Stage 1 and 2, complete the **NTS** (National Test-Style Standardised) Assessments each term in Maths, Reading and Grammar.

**Statutory Assessments** (*data reported*) **include:**

- The **Reception Baseline Assessment (RBA)**, which is a short task-based practical activity, is carried out within the first 6 weeks of pupils starting reception. It assesses early language, communication, Literacy and Mathematics.
- During the summer term, the **Early Years Foundation Stage Profile** is completed. Each child is assessed against the Early Learning Goals (ELG) using the 7 areas for learning and development.
- The **Phonics Screening Check (PSC)**, which is taken by pupils within Year 1 during the summer term, is designed to check whether they understand phonics to an appropriate standard. This should also be taken by Year 2 pupils who either did not take the assessment in Year 1 or did not meet the expected standard.
- At the end of May, children within Year 2 take the **Key Stage 1 Statutory Assessment Tests (SATs)** in Mathematics, Reading, and Grammar, Punctuation and Spelling (SPaG). These are used to support teacher assessment judgements for the end of the key stage.
- During a three-week window in June, Year 4 complete the **Multiplication Table Check (MTC)** to ascertain levels of recall and fluency.
- The **Key Stage 2 Statutory Assessment Tests (SATs)** in Mathematics, Reading, and Grammar, Punctuation and Spelling (SPaG) are undertaken by Year 6 during the second week in May.

*For further information about the above statutory assessments, visit [www.gov.uk](http://www.gov.uk) to view related government guidance documents.*

All assessments, whilst following the administration guidance, will be conducted in a way that is appropriate for the age and ability level of the individual pupils. This may include additional time, varying group size (i.e. 1:1, small group or whole class), adaptations to papers, the use of scribes, the use of readers, the use of prompts, and/or the use of rest breaks. For school-based assessments, if additional time is provided, children are required to use two different coloured pens to clearly demonstrate what they were able to achieve during the official allotted period and what they completed during the additional time.

Where possible, all statutory assessments should be administered by experienced teachers.

*For a more comprehensive list of all assessments currently undertaken at Watling Park and when they are administered, see the following documents - '[Assessment Checklist](#)' and '[Assessment Timetable](#)'.*

## Reporting, Tracking and Moderating Data

Regardless of what form the assessment takes, it needs to be purposeful and meaningful; otherwise, the assessment is useless. At Watling Park, we record and use assessment data in a variety of ways. Whilst informal formative data is generally used day-to-day to inform future learning opportunities and identify individualised targets, it is also used to support and provide additional evidence for summative judgements. Similarly, summative assessments are not only used to monitor and track pupil attainment and progress, but also to identify gaps within learning, through the use of gap analysis.

Each week within Planning, Preparation and Assessment (PPA) sessions, teachers are required to update assessment documents for a range of subjects (such as Maths and English but also Science, Computing, History, Geography and the arts) to identify the areas which require further focus within either upcoming lessons or interventions, as well as to track ongoing attainment and progress of individual pupils against the national curriculum expectations.

Also during PPA, to ensure accuracy and consistency across the year group, teams should moderate samples of pupil work completed over the week. This is subsequently supported by a variety of regular internal and external moderation processes which are held throughout the year by the school, trust and local authority.

As a school, we record key summative data using our Management Information System (MIS), Arbor. Each term, teachers, within Key Stage 1 and 2, input current levels for Mathematics, Reading and Writing linked to the national expected standard for the year group. This process is supported by the observations, evidence and assessment documents collated for individual pupils. Levels are recorded using the following grade sets:

- Below (**B**)
- Working Towards (**WTS**)
- Expected Standard (**EXS**)
- Greater Depth (**GDS**)

For children working below the expected standard, teachers are expected to record which year group they are currently achieving within. In some instances, the pre-key stage standards should be utilised, and the engagement model implemented. Additionally, Arbor should be used to record and track book band progress as well as the scores, standardised scores and levels obtained during summative testing, such as NTS assessments and SATs.

Reception teachers input levels termly within Arbor for each of the 7 areas for learning and development using the following descriptors:

- 0-3 Years - Emerging
- 3-4 Years - Emerging
- Reception - Emerging
- 0-3 Years - Expected
- 3-4 Years - Expected
- Reception - Expected

All assessment data recorded along with evidence drawn from day-to-day teaching, is analysed and discussed on a termly basis during year group pupil progress meetings with members of the middle and/or senior leadership teams. During these meetings, the performance of different groups and key individuals are explored, positive and negative trends identified, and actions to overcome barriers ascertained.

## Marking and Feedback

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*“The most powerful single moderator that enhances achievement is feedback”*

*John Hattie, 1992*

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Effective marking is a vital part of the education process. At its heart, it is an interaction between teacher and pupil. It is a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of advancing pupil progress and outcomes. Without some form of feedback, it is impossible for classroom teachers to deliver 'Quality First' teaching.

The quantity of feedback should not be confused with the quality. The quality of the feedback should be seen in how the pupil is able to tackle subsequent work. When it is ineffective it can be demoralising and a waste of time for teachers and pupils alike. In particular, if the teacher is undertaking more work than their pupils, by regularly identifying and providing extensive comments/feedback, this can be demotivating and can detract from the pupils' ownership of and responsibility for their own learning, reducing long term retention and resilience-building.

At Watling Park, we understand that an important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress. As research surrounding growth mindset has found that praising pupils based upon their ability alone can have a negative impact on their future learning, we praise pupils' effort levels and how they approach their learning, as this suggests performance can be improved and success is possible if pupils remain positive and continue to try.

To encourage and avoid the diminishing of confidence and self-esteem, we recognise that not every mistake needs to be corrected. Teachers are selective about their marking. They pick out the most relevant areas for improvement based upon the particular child and/or lesson learning intention. This is predominantly undertaken immediately as part of the lesson, however on occasion is identified afterwards and responded to the following day. Common and persistent errors or misconceptions are incorporated into future planning.

In summary, we believe that all marking should be meaningful, specific, manageable and motivating for both pupil and teacher. All pieces of work should be acknowledged either through self-assessment, peer marking or teacher marking.

### **When marking, we remember that:**

- It must inform both pupil and teacher of '**What Went Well**' (WWW) and '**Even Better If**' (EBI).
- All feedback **should move learning forward**.
- It should be **directly related to the learning objective/success criteria** and/or personal targets (where possible).

- The majority should be **completed by the pupil and fed back to the teacher**, and not the other way around.
- Pupils should be given opportunities to **assess their own progress** (or that of others) within most lessons. Possible strategies can range from a simple thumbs up/down to a cooperative peer mark.

- Pupils should use a **Purple Pen** when self and peer marking, responding to feedback/next steps as well as during the redrafting process.
- In the first instance, teacher **feedback should be provided verbally** during the lesson.
- It should be undertaken **in liaison with the child**, who should be given an **appropriate amount of time to respond/reflect**.
- When written teacher comments are utilised, they should be in **Blue Pen**; a contrasting colour to the pupils who use pencil and/or **Black Pen**.
- **Joined cursive handwriting** should be modelled by all when writing in exercise books.
- The **green highlighter** is used to promote positive aspects and the **pink highlighter** to draw attention to errors or areas for development.
- The marking code symbols ([See Appendix C – The Marking Code](#)) should be displayed within each classroom and employed by all. Generally, they should be written within the margin in line with the error.
- If a pupil has met the learning objective, a **‘Next Step’ (NS)** should be provided using an open question.

All elements of the above marking are introduced within Reception, in preparation for Key Stage 1. Pupils will be trained how to peer and self-assess meaningfully so that it is beneficial to their learning.

### **Self-Assessment**

Pupils are expected to regularly mark and assess their own work across all subject areas using the same structure employed by the adults. This may include ticks, highlights, the correction of mistakes and the writing of comments (if required). The purple pen of progress is an easy and effective mechanism for getting learners to engage with feedback and make real improvements to their work immediately. Regular ‘Assessment Stops’ should be planned into the structure of each lesson, so that pupils are given time to either mark the work produced so far or reflect upon feedback provided by peers and/or adults.

### **Cooperative Peer Marking**

The general interpretation of peer marking involving children swapping books. However, the marking often tends to be superficial and relatively unhelpful. Instead, at Watling Park, both children read and discuss one of their pieces together, so there is only one book between them. The child whose work it is has control over of the pen and, ultimately the final say. Together they decide the best aspects, providing reasons, which are highlighted green. Then together, they talk about the possible improvements with the author marking them on the piece, there and then, using purple pen. No comments are written on the piece by either child, as this wastes valuable time. The children then go through the same process with the other child’s book. The name of the peer marker should be recorded on the work.

### **Stickers, Stamps and Dojo Points**

Although at Watling Park we do not specifically promote the use of stickers or stamps during the marking process, we also recognise their ability to reward and motivate learners. As such, we leave it to the teacher’s professional judgement and discretion. If used, they should be purposeful and impactful, as well as follow the guidance above. For example, the use of thumbs up/down stickers or a traffic light stamp by pupils to indicate their confidence within a lesson. Class Dojo points can also be award to celebrate and praise efforts.

## Plan

### Planning Principles

Planning underpins, and is essential for, effective teaching, playing an important role in shaping pupils' understanding and progression. It is the area of work where teachers can bring their passion for a subject and their desire to make a difference together.

Planning has one purpose; to enable high quality delivery of learning which meets the needs of all pupils within the lesson. However, planning is often mistaken solely for a final product, a written lesson plan, rather than a comprehensive thinking process. It is a creative procedure, a dialogue, that allows teachers time to envision and explore the learning they would like to occur and analyse how all the pieces of the learning experience will fit together to make that vision for the classroom a reality. It involves the amalgamation of various pieces of knowledge – the teacher's understanding of the curriculum, teaching pedagogies and their learners.

The planning process provides opportunities to think deliberately about the purpose of the lessons and what the pupils will learn; the specific learning activities, which will meet the lesson objectives, and their sequence; the materials and resources required; as well as how understanding will be evaluated. It allows teachers to gauge their own subject knowledge (regarding the content being taught) and provides them time and opportunity to build upon or acquire the necessary information.

#### **During the planning process, it is important to consider:**

- ✓ What the pupils already know (or do not know).
- ✓ What they will learn and how it links to the topic and curriculum.
- ✓ What misconception they might already have and how they can be overcome.
- ✓ What teaching and learning activities will be utilised.
- ✓ How understanding will be strengthened or deepened.
- ✓ What strategies will be used to assess pupil understanding.

Once the teacher is clear on what needs to be done, how and when, the lesson will tend to flow more smoothly because all the relevant information has been gathered and the finer details have been decided. The teacher's confidence will inspire more respect from the learners, thereby reducing behaviour problems, and helping the pupils to feel more relaxed and open to learning.

However, it is also vital to recognise that lessons do not always go according to design, and that even the most exhaustive of plans cannot predict or show every possible classroom scenario, nor the outcomes or progress that will be made. It is crucial that teachers are willing to adapt and alter what they are doing during a lesson rather than wasting time ploughing forward with something that simply might not be working or worth continuing with. If the pupils already have a secure grasp of the learning; if the classes focus or attention has been lost; if something else is working well and more time is required; if a pupil says something that merits further discussion; or if something was taught incorrectly – it is time to put the plan aside and

change direction. The point of a lesson is to maximise learning, not deliver the plan. A productive lesson is not one in which everything goes exactly to plan, but one in which both pupil and teacher learn from each other.

In summary, the most effective teachers are almost always in a continuous state of preparation and planning, thinking about what next. They reflect on the links between one activity and the next, the relationship between the current lesson and any past or future lessons, and the correlation between learning activities and assessment practices.

## Planning Expectations

### School Curriculum

As a school, we teach the statutory frameworks, subjects and standards of the Curriculum outlined by the Department for Education (DfE). *For further details about the Early Years Foundation Stage Statutory Framework, [click here](#), or the Primary National Curriculum, [click here](#).*

These frameworks are used to develop a broad, balanced and enriching topic-based school curriculum ([See Appendix A – Whole School Curriculum Overview](#)) which ensures that each subject is given the attention it deserves. *For specific details about each topic, see the school ‘[Curriculum Overview](#)’ for each year group. These overviews provide comprehensive information about how the national curriculum objectives for each subject are being met and should be used to inform the planning process.*

### External Schemes of Work

At Watling Park, we utilise and have access to several externally produced, but carefully curated and fully researched, curriculum resources. We believe that these high-quality frameworks can support teaching, reduce workload by teachers not having to ‘reinvent the wheel’, and ensures high expectations of content and conceptual knowledge. All are used with professional judgement and are adapted/supplemented to suit the needs of our pupils.

#### English

- **Read Write Inc. Phonics**  
(EYFS & KS1)

*An approach developed by Ruth Miskin which teaches children to read and spell accurately and fluently.*

- **Power of Reading**  
(Whole School)

*A programme developed by the Centre for Literacy in Primary Education (CLPE) which uses quality children’s literature and creative teaching approaches to foster a love of reading and writing.*

- **Talk for Writing**  
(Whole School)

*A framework originally developed by Pie Corbett, based upon the principles of how children learn.*

#### Maths

- **Power Maths**  
(Whole School)

*A mastery approach written specifically for the UK curriculum by leading experts which is designed to nurture confidence in maths.*

#### Other Subject Areas

- **Discovery RE**  
(Whole School)

*A comprehensive set of detailed plans which support the delivery of engaging and challenging RE lessons.*

- **Jigsaw - PSHCE**  
(Whole School)

*A mindful approach which nurtures children’s compassion and capacity to learn.*

- **Purple Mash – Computing**  
(Whole School)

*An online platform from 2Simple which hosts a mix of curriculum focused activities, creative tools and games.*

### **Medium Term Planning**

A medium term plan (MTP) shows what a teacher is planning to teach over a period of weeks, such as a half-term or term. It is fundamental for organising different aspects of the curriculum, such as subjects, and ensuring that pupils stay on track to achieve the overarching objectives and goals of the topic.

At Watling Park, year group teams are expected to complete a medium term plan at the beginning of each topic using a specified format, and then augment it accordingly as the unit progresses. At a minimum, it should clearly show the predicted sequence the lessons will take across each week, the subjects that will be taught, as well as identify and contain the learning objective for each lesson along with key questions and/or any other pertinent information.

### **Short Term Planning**

At Watling Park, we believe that it is important to spend time preparing a well thought out sequence of lessons. We put high emphasis on the collaborative process of curriculum planning and regular professional dialogue, which will subsequently help develop and offer an excellent culture of effective professional development.

Individual teachers are seen as trusted autonomous professionals. And as such, are entrusted to choose the best format (i.e. word document, PowerPoint, sway, etc.) for recording their planning process to suit not only their level of confidence, experience and preference but also the subject and age group of the pupils. Each teacher may have different demands, so flexibility is required to accommodate this. For example, there are clear reasons for requiring early career teachers to demonstrate their planning in a way that would not be appropriate for more experienced teachers. However, if a teacher is identified as requiring support, we will provide a planning scaffold until no longer required.

**At a minimum, to be effective, the written plan should contain:**

- Clear and precise learning objectives.
- Well considered success criteria.
- Higher order questions.
- A description of learning activities.
- Strengthening and deepening strategies.
- A list of required equipment and resources.

*For further information about how the above aspects relate to the teaching process, see section [‘Teach - Effective Formative Assessment’](#).*

**During the planning process, we expect year group teams to explore and consider the following steps:**

*Please see overleaf.*

### Step 2: Learning Intentions/Objectives

- What areas of the National Curriculum will be covered? What knowledge/ skills taught? How will prior learning be built upon?
- What sequence will the learning journey take? What are the necessary learning steps?
- What are the learning objectives? How will the pupils know what they are learning?
- What precise language should be utilised? What vocabulary should the pupils know fluently by the end?
- What procedural/conceptual knowledge will they need/develop?
- What will the pupils know/understand/be able to do by the end? How will success be determined?
- *If time runs out, what could be omitted?*

### Step 1: Prior Learning and Understanding

- What previous National Curriculum objectives are essential prerequisites?
- What do the pupils already know? How will this be checked?
- How are any gaps within their prior knowledge going to be addressed?
- What pre-teaching is required?
- What interventions are required?

### Step 3: Misconceptions

- What preconceived notions do the pupils already have?
- What common misconceptions could they have? How will these be overcome? What strategies might be used?

### Step 4: Teaching and Learning Activities

- How will the learning be introduced? How will pupils be engaged within the learning?
- What questions will be asked/explored? What responses do I expect? How will incorrect answers be addressed?
- How will a balance of teacher and pupil talk be achieved?
- What structures and representations will be used? Why?
- What approaches will be utilised to teach key vocabulary? Why?
- What strategies will be modelled? Why?
- What resources will be required? Why?
- What real life examples will be used?
- How will learning be facilitated? What activities will be competed?
- How will independent discussion be guaranteed?
- Will outcomes be verbal/written/practical/recorded?
- How long will be spent on each element?

### Mastery Questions:

- How do you know? Why?
- Are you sure?
- What is the same? What is different?
- What do you notice? Can you see any patterns?
- Provide an example. Another, another, another.
- Provide a non-example. Explain.
- Is this statement always, sometimes or never true? Convince me.
- Which is the odd one out? Why? Is there more than one possible answer?
- If we know..., what else do we know?
- Would you rather... or...? Why?
- If this is the answer, what is the question?
- What mistake has been made?
- Write everything you know about...?

### Step 5: Strengthening and Deepening

- At each step of the learning process, how will the slow graspers be supported? How will rapid graspers be extended?
- What will those who are unable to access the curriculum do? How will they be supported? Challenged?
- Are additional resources and/or scaffolds required? What?
- How will the class be organised?
- How will all be given the opportunity to demonstrate their understanding independently?
- What will the adults do? How will they support? Who?

### Step 6: Understanding Check

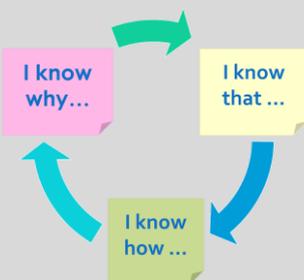
- How will understanding be assessed/demonstrated?
- What AfL strategies will be used?  
For example:
  - Talk Partners
  - Think-Pair-Share
  - Support or Challenge?
  - Open/Closed/Multiple Choice Questioning
  - No hands up
  - Show Me!
  - Thumbs Up/Down
- How will mini plenaries be utilised?
- How will feedback be provided? (i.e. verbal, written)
- What will pupil's self and/or peer mark?

### Staff Knowledge and Skills:

- What knowledge and skill are required to teach this effectively?
- Do you have the subject knowledge and skills? Does the support staff?
- How will you develop the required knowledge/skills?
- What resources might you access?
- Who might you ask for guidance?

### Step 7: What next?

- How confident are the pupils with the key concepts/learning?
- How will the understanding of those who still have misconceptions be strengthened/deepened?
- What timely interventions are required?



## Learning Objectives

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*If you don't know where you are going, how will you know when you have arrived?*

*Lewis Carroll*

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Learning objectives are the starting point of the planning process. They should inform the pupils what they should know, understand or be able to do by the end of the lesson or sequence of lessons, whilst allowing the teacher to effectively judge the quality of achievements. The learning objective should be appropriate for the majority, if not all, the learners within the lesson.

When constructing learning objectives, it is important to use as few words as possible along with clear and precise language. They should make the skill or knowledge being taught explicit without including the context of the lesson.

### Contextualised

To write instructions for making a sandwich.

### Decontextualised

To write instructions.

Decontextualised learning objectives help pupils focus on the process of what they are learning and not the context. Within the example above, rather than focusing on how to make a sandwich they would concentrate on how to write a set of instructions which is a transferrable skill to any context or subject.

Although there is typically only one learning objective for a lesson, there are times, where there are two at play: the knowledge they are to acquire and the skill they will use.

### Knowledge

To know the events of World War2.

To know the parts of a plant.

To know the properties of 3D shapes.

### Skill

To write a diary.

To label a diagram.

To use a Venn diagram.

Rarely is information just given to children. We usually ask them to do something with the knowledge; present it in some way or use it in conjunction with a skill. It is important that both learning objectives are shared, at the appropriate time. However, only the skill-based objective would usually be linked to a success criterion.

### **Success Criteria**

Success criteria is a useful breakdown of the lesson learning objective. They provide a framework in which to achieve and should be clear and easily understood. They make the skill the pupils are embedding well-defined and easily transferable to multiple contexts and future learning, as well as empowers them to be more independent, to identify successes and improvements required, and to facilitate self and peer assessment. It also reduces unpleasant surprises at the end of the lesson when learners haven't succeeded in a way the teacher had hoped.

Learning objectives tend to be either open or closed. Closed learning objectives usually have a clearly defined list of steps to be fulfilled to be successful, often in chronological order. Once the success criterion has been achieved, the learning objective is achieved. They begin with 'Remember to'.

**To add two-digit numbers using a number line.**

Remember to:

- Start from the biggest number.
- Jump in tens.
- Jump in ones.
- Record where you land.

**To create a collage.**

Remember to:

- Stick materials on the paper.
- Cover most of the paper.
- Choose different colours, shapes and materials.

**To solve a mathematical problem.**

Remember to:

- Estimate answer.
- Underline the key words.
- Choose a method.
- Choose resources.
- Check your answer using a different strategy.
- Compare answer to estimate.

The success criteria for open learning objectives tend to offer the pupil more breadth and choice, and they begin with 'Choose form'.

**To add two-digit numbers.**

Choose from:

- A mental method.
- Using a number line.
- The column method.

**To write a story opening.**

Choose form:

- A flashback.
- Dialogue.
- Description.
- A significant event.

It is important that the success criteria for an extended piece of writing include steps for the structure of the specific text genre, every day secretarial features such as spelling, handwriting, punctuation and grammar, as well as the elements which make it enjoyable to read.

**To write a biography.**

Remember to:

Structure

- Introduce the person and why they are famous.
- Share significant facts about their life in chronological order.
- Include a closing statement that links back to the opening.

Features

- Use third person.
- Use past tense.
- Include quotations.
- Use conjunctions to link ideas.
- Include a range of sentence structures.

Effect on the Reader

- Engage the reader rather than list facts.
- Show opinions without being personal.

The success criteria should be accessible to all learners within the class; however some pupils may require it to be supplemented. It is far more effective to have fewer main steps for success and then supplement them accordingly, then have an endless list which children may lose track of, find difficult to read or be intimidated by. Omitted steps should include those linked to already secured prior learning.

Although, at Watling Park, we believe that co-constructed success criteria, between pupils and teacher, are more effective than ones that are provided, during the planning process teachers must think carefully about the possible steps and plan the strategy that will be used during the co-construction process. The same success criteria may be used across a sequence of lessons, but in different contexts. For example, it may be constructed after looking at an effective example text, then used during the planning and writing processes, and then finally referred to whilst editing and redrafting.

### **Questioning**

Questioning is the most common form of interaction within the classroom, and needs to be highly interactive, dynamic and responsive. As a rule, questions are generally either used to gather information so the teacher can ascertain what to do next or are used to trigger critical thinking within the pupils. The most effective teachers ask questions, involve more pupils, probe in more depth and allow more time to explain, clarify and check understanding. As such, well designed and thought-out questions can make a big difference every lesson, every day.

Bloom's Taxonomy ([See Appendix D – Bloom's Taxonomy](#)) is a hierarchical system for ordering thinking skills. Lower-level questions are typically at the remember, understand, and apply levels of the taxonomy, whilst higher level questions involve the ability to analyse, evaluate, or create. Both levels are important aspects of any learning journey.

Open higher-level questions have many acceptable answers and are more favourably regarded as they encourage discussion, promote debate and are often philosophical and challenging. They are most appropriate for encouraging pupils to think more deeply and critically, for problem solving, and for stimulating pupils to seek information on their own. They show children that their teachers trust them to have good ideas, think for themselves, and contribute in valuable ways. The resulting sense of autonomy, belonging, and competence leads to engagement and deep investment in classroom activities.

Although closed lower-level questions have a limited number of acceptable answers, sometimes simply yes or no, they still play a vital role within an effective classroom as they are a great assessment tool. They provide valuable information to the teacher about their pupils learning and progress, about who has 'got it' and who has not, and about what needs reteaching, recapping and developing further.

Within every lesson, there comes a point when the teacher needs to check whether pupils have grasped a key concept and are ready to move on to another. Of course, not every pupil within the class will be at the same point within their journey and are unlikely to answer in the same way. Rather than basing the decision on one response from one pupil, every pupil should be assessed simultaneously.

One way of achieving this, is with the use of a multiple-choice question. The key to making this type of closed question effective, lies squarely within the planning stage and the creation of wrong options which are plausible and closely related to the right answer. The best "wrong" options also uncover common misconceptions or false assumptions. As such, the best way to create the wrong options are by trawling through pupils' work to discover what they tend to get wrong and what tends to stump them.

An all-class response can be achieved with the use of mini whiteboards on which pupils write their answers, holding them up concurrently when instructed. Alternatively, voting buttons could be used on iPads with the responses anonymised, reported as a percentage against each option, or pupils could simply hold up lettered, numbered or coloured cards to indicate their answer. At this point, the teacher needs to consider 'What next?'. Do they reteach the concept to the whole class, or do they progress onto the next step for the majority, putting in place scaffolding and support for those who answered the question incorrectly.

For each type and level of question, it is important to unpick and explore the responses given in more depth, especially those that are incorrect, as these discussions have the potential to generate rich and meaningful conversations.

At Watling Park, we believe that crucial questions, and the strategies for implementing them, should be considered and planned for before lessons and specifically designed to facilitate progress. When planning questions, it is important to explore the purpose and goal of each question, the potential and/or acceptable required responses, along with identifying how ideas might be extended even further.

### **Focused Activities and Resources**

Once it has been decided what knowledge and skills will be taught, it is important for teachers to carefully plan how each step of the learning process, which not only effectively communicates the specific content but also addresses the diverse needs of the pupils, will be facilitated. Teachers must consider what context will be used, what strategies and representations will be utilised and modelled, and what purposeful resources will be required. They must determine what the children will do at each step and if/how the learning outcomes will be evidenced and/or recorded - Will it be written or verbal? Will it use technology or more traditional paper based approaches? Activities may include:

- Role Play
- Freeze Frames
- Conscience Ally
- Hot Seating
- Debate
- Oral Reports/Speeches
- Reading Aloud
- P4C Discussions
- Mind Maps
- Double Bubble Maps
- Story Maps
- Shared/Independent Write
- Journaling/Notetaking
- Post-It Notes
- Exhibits and Displays
- Sequencing/Timelining
- Games, Quizzes and Puzzles
- Art-illustrations
- Photography
- Filmmaking
- Video Diary
- Investigations/Problem Solving
- Experiments
- Research Projects

At Watling Park, exercise books act as our primary record of pupils' learning efforts and progress over time. It is not feasible or appropriate for all work to be recorded as learning activities should take many forms and formats. We believe that it is important that every pupil takes pride in the presentation and overall organisation of their work as it reflects not only the pupil but also the school values.

## Exercise Book Expectations

- Each exercise book (or Power Maths Practice Book) should be labelled with the child's name and class.
- Work should have an underlined title and date (using a ruler). In most instances, mathematical work should have the short date (e.g. 21.02.22) whilst written work the long date (e.g. Monday 21<sup>st</sup> February 2022).
- All work should be neat and easy to read.
- No graffiti or doodling on or within books.
- EYFS and KS1 should write in pencil whilst KS2 may progress to using black pen when they have achieved their 'pen licence'. All drawings (including graphs and tables) should be in pencil.
- During writing activities, the left hand side page should be left blank. This will provide unlimited space for editing and improvements whilst also maintaining legibility.
- Coloured pencils only – no felt tip pens to be used directly in book.
- Loose sheets should be neatly trimmed and glued with no part over hanging.
- Mistakes should be crossed out using a single straight line.

For guidance on the allocation of Exercise Books per subject and key stage, [See Appendix E – Exercise Book Allocation](#).

Although it is not the teacher's primary goal to entertain pupils, it is vital to engage every pupil within the learning process. Pupil enthusiasm levels are more than likely to increase if they are encouraged to interact with the content in different ways – both physically and mentally – during lessons, rather than passively sitting at a desk. Active participation not only improves pupil concentration and stimulates the retention of new concepts, but also makes learning more enjoyable for both teacher and pupils.

If the teacher is excited and passionate about what they are teaching, then this will also influence the pupils' attitudes towards learning both during the lesson and in the future. Pupils are more inclined to listen to a teacher who is animated and motivational in the way they talk and act within the classroom. This isn't easy, because not all subjects interest everyone. Where possible, teachers should identify and draw from an aspect of the learning that excites them as this will in turn energise the children's curiosity.

### Strengthening and Deepening

As a school, we believe in 'quality first teaching' and predominately in a 'keep up' not 'catch up' curriculum approach which exposes pupils and groups to the age-related learning expectations whilst providing the relevant support to fill any gaps within prior learning. Pupils generally develop at different rates in different areas of learning, but this does not justify the lowering of expectations. If we truly accept a growth mindset philosophy, the only barrier to excellence is effort and purposeful practice. It is the teacher's role to maximise potential and to ensure the best conditions in which these barriers are overcome.

It is important that the learning objective along with aspects of the success criteria are attainable by the majority of pupils. During the planning process, through the anticipation of linked misconceptions along with gaps within prerequisite knowledge, teachers should consider the differing abilities and strengths of

individual pupils; preparing a range of suitable strategies and high quality scaffolded resources to help them achieve the learning intentions. These may include:

- Mixed ability groups/pairs.
- Seating arrangements.
- Additional/reduced time/pace.
- Targeted questioning.
- Mini plenaries.
- Physical equipment.
- Supplemented success criteria.
- Differentiated worksheets and frames.
- Digital resources.
- Adult support.
- Outcome expectations.

Each approach used should build confidence and independence and not diminish these in any way. Such powerful derogatory and divisive terms as 'low ability' and even 'high ability' inject failure and unambitious expectations into the minds of young learners. It is well documented that learners' perception of their own ability is a commanding influencer on their attitude to learning. When children of different abilities are separated, they can label themselves in self-fulfilling ways. Hence, they are also not exposed to or stimulated by discussions with others at different levels of knowledge and understanding.

However it should be noted that, pupils working 'below' the age related expectations for their year group as well as those with Special Educational Needs (SEND) may require further adjustment along with content at their current ability level. There may also be a requirement for them to receive additional support from learning support teachers, a one to one tutor or the inclusion lead. This extra support may take place within or out of the classroom. Furthermore, advice should be sought from relevant external support agencies when and where the need demands it.

## **Home Learning**

At Watling Park, we believe that home learning can make a real difference to children's attitude, providing the opportunity for parents to share in their child's learning journey. Regular home learning has the potential to raise standards, as well as extend children's knowledge, understanding and skills across the curriculum. It is also an opportunity for pupils to develop their ability to work independently and can help to improve confidence and resilience.

At the beginning of each half term/term, a table of activities of varying levels of difficulty, which cover a variety of learning areas, are sent home via Class Dojo. Each week, pupils complete one activity from those provided: uploading the evidence into their portfolio page within Class Dojo, such as a video or photograph. Teachers will then respond to each piece of work uploaded with a comment. It is expected that each child should try to complete at least one 'Three Star Challenge' each half term.

Additionally to the above, children are expected to read for at least 10 to 15 minutes every day. Depending on age, the reading band and thickness of the text, children should change their home reader book between one to five times per week. Within EYFS and Key Stage One, parents/carers are expected to comment within and sign the reading diary before it can be changed. Whilst within Key Stage Two, the children are required to take more ownership over their reading and are responsible for recording their progress as well as writing

a response. However, parents/carers must check and sign the reading diary before a new book can be begun. If children are not returning books regularly and/or parents/carers are not signing diaries, the teacher must meet with them and provide further guidance or support. Before a book can be changed, a member of staff must read the comments and sign/respond. Staff should keep a record of how often each child is changing their book which can be achieved through a simple checklist.

Within Reception and Year 1, weekly phonics sounds along with tricky red words should be provided for children to practise at home, whilst Year Two upwards should be given weekly spelling words. Children should practise these at least three to four times per week for around 15 minutes.

Each child is also expected to develop their knowledge of number facts, including number bonds and multiplication tables, by practising them for at least 15 minutes per day. This could be achieved using assigned activities, online games, counting exercises as well as dice/card games.

At the end of each week, teachers post a brief message on Class Dojo about some of the events and learning that occurred during the week along with a few sentences about what the children will be learning within the following week with suggested activities to pre teach content.

## Teach

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*The most effective teachers ensure that pupils efficiently acquire, rehearse and connect knowledge.*

*Barak Rosenshine*

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### Teaching Principles

The greatest impact on learning is the teacher and the quality of their teaching. The most effective teacher is one that makes a difference to pupil outcomes day in day out, when nobody else except their pupils are watching. According to Barak Rosenshine, effective teachers use the following principles of instruction. They:

- **Review Previous Learning**
- **Present New Material in Small Steps**
- **Ask many Questions and Check the Responses of All pupils**
- **Provide Models**
- **Guide Pupil Practice**
- **Check Pupil Understanding**
- **Obtain a High Success Rate**
- **Provide Scaffolds for Difficult Tasks**
- **Monitor Independent Practice**
- **Engage Pupils in Regular Review**

For further details, see [Appendix F – The Principles of Instruction](#).

### Classroom Environment

The classroom environment is one of the most important and indispensable factors that affect pupil learning. An ideal learning classroom is one that is nurturing, positive and supportive. It is a space in which all pupils feel safe and secure.

It is in a positive learning environment that pupils feel comfortable; a place where healthy relationships with peers and teachers' flourish. In a positive environment, the process of learning becomes something that they easily adapt to and look forward to. It enables them to be inquirers and explorers and true leaders of their own learning. It is where children can work as a team, celebrate each other's achievements and learn from mistakes.

At Watling Park, we are dedicated towards building a strong classroom community and developing a thriving learning culture; where every child feels safe to express oneself and embrace failure as a learning moment.

#### **Some of the key factors that contribute to creating a positive learning environment include:**

- Establishing a supportive, encouraging and reassuring culture.
- Utilising a growth mindset philosophy that everyone can achieve.
- Consistent and fair behaviour management strategies.
- Clear classroom rules and routines.
- Well-presented, cared for and prepared resources.
- Thought provoking and stimulating displays which are regularly maintained and updated.
- Carefully considered seating arrangement that support both independent and group activities.

## Lesson Structure

By and large, lessons contain common segments and/or follow a similar structure.

- Review Prior Learning.
- Share Objectives and Goals.
- Direct Instruction (I do).
- Guided Practice (We do).
- Independent Practice (You do).
- Reflection.

These components are not always chronological and may be employed more than once during a lesson. For example, effective teachers weave reflection throughout the entire lesson, providing regular feedback and self-assessment opportunities.

## Effective Formative Assessment

At the heart of Assessment for Learning (AfL) lies the desire to create genuinely independent learners who can manage their own learning. It invests them with the skills and responsibility they need to make good choices as they negotiate learning challenges. In order to achieve this, teachers should:

### 1) Share Learning Objectives and Generating Success Criteria

Sharing the learning objective(s) and success criteria is all about letting the pupils have access to the bigger picture. They need to understand not just the knowledge and skills that are being learned but also to have some sense of how and why.

Whilst many teachers are familiar with the idea of sharing learning objectives with the pupils, the default mode is often to display and share these at the start of the lesson in a very formulaic way. However, they can also be shared in different ways at different points during the lesson, such as after the first activity is completed or at the end of the entire lesson with the children deciding the learning outcomes themselves.

At Watling Park School, we believe that the active sharing of objectives adds a further element of challenge and engagement. When they are shared, they are explored and discussed with learners and are then kept alive throughout the remainder of the lesson through their activation at key moments. We do not believe in copying them into books, as it involves little, if any, engagement within the learning process and wastes valuable learning time. Alternatively, we expect pupils to be able to either recall them from memory or express the learning they feel took place within their own words.

### Top Tips for Sharing Learning Objectives

- **Pen of Power:** A randomly selected pupil highlights key words within the objective and explains their choice.
- **Red Herring:** At the end of the lesson, display an extra learning objective and ask pupils to identify which one has not been covered and how they know. Challenge is increased if the objectives are only subtly different.
- **Hide and Seek:** Part way through or at the end, pupils suggest what the learning objective could be before revealing.

- **Guess Who:** Distribute a range of learning objectives to individual pupils and, at the end of the lesson, ask them to discuss who has the correct objective and how they know.
- **Delete Petite:** Throughout the lesson, delete words, one at a time, from the learning objective. Challenge pupils to recall the complete objective correctly.
- **Mini Plenary:** Pupils evaluate their progress towards the objectives part way through the lesson.
- **Broken Words:** Display the learning objective broken up into individual words out of order. Pupils to rearrange the words into a sentence.

Within most lessons, a few minutes spent exploring and co-constructing the success criteria can be the key difference in terms of learners making progress. Subsequently, they should be displayed prominently on the 'Working Wall' so that they can be easily referred to. They should only be recorded in books, if they are specifically used as a toolkit within the learning process, for example, for evaluating and editing a piece of writing.

### **Top Tips for Generating Success Criteria**

- **Blankety Blank:** In groups, pupils use a blank grid to suggest what the success criteria could be. They then share their thoughts, and a final criterion is agreed as a class.
- **Extra, Extra:** Provide a list of possible success criteria plus extras. Ask them to suggest which criteria should be deleted and why. The activity involves the higher order skills of classification and analysis.
- **Two for True:** Call out a selection of possible success criteria. Pupils raise two hands if it is a good suggestion and one hand if it is not suitable.
- **In First Place:** Provide a range of possible success criteria on slips of paper. In groups, pupils rank them in order of importance, justifying their decisions.
- **Beat the Teacher:** Model the completion of a task but with deliberate mistakes. Challenge the pupils to spot the errors; using the corrections to create the success criteria.
- **Up Levelling:** Display a weak model and demonstrate how it can be improved. Encourage pupils to make suggestions, using the success criteria. If appropriate, pupils make the changes themselves.
- **Models:** Provide models, either good or bad, and ask the pupils to analyse and evaluate them, explaining their reasons. Use what they have discovered to develop the success criteria.

### **2) Engineer Effective Classroom Dialogue**

If learners are to be active participants in, and co-constructors of, their learning they need to be able to talk! It is through discussion and dialogue that learners can make the necessary connections in their learning and begin to internalise and shape their knowledge. To create genuinely independent learners who are able to integrate their own learning, identify what they need to learn and support each other, then the amount of pupil dialogue needs to be high. It is through vibrant and structured dialogue that pupils begin to work collaboratively and to sense and enjoy the learning in an active way.

## Top Tips

- **Cold Calling:** No hands up! Ensure all pupils are engaged by selecting pupils to respond to the questions asked. They can be chosen based upon the teacher's knowledge of the class or randomly using lolly sticks or a computerised random generator.
- **Whole Class Response:** Pupils record their answers on a whiteboard which are shown all at once.
- **Talk Partners:** Pairs are given space to think, air their initial thoughts, to confess their lack of knowledge and to prepare an answer.
- **Think-Pair-Share:** Individual are given time to think before their subsequent discussion with a pair.
- **Agree, Build or Challenge (ABC):** After a response is given by a pupil, the remaining child can signal whether they agree (thumbs up), they disagree (thumbs down), would like to build upon the response (fist over fist) or challenge (c shape). If chosen, they must provide justification.
- **Don't Jump In:** Provide sufficient thinking time before expecting an answer. Use a range of non-verbal cues, body language or even symbols to encourage pupils to keep talking and add more detail.
- **Spokesperson:** Determine a spokesperson for each group at the beginning of an activity who will feedback to the whole class.
- **Say It Again:** When pupils offer short, half-formed or partially incorrect answers, say "Thanks, that's great! Now let's say it again better. Try adding in X and linking it to Y."
- **Follow UP:** Ask follow up questions to extend and deepen understanding, such as 'What made you think that?'
- **Three 2 One:** Pupils identify three possible answers and then select the best one.

To facilitate purposeful dialogue, teachers must carefully consider the seating position of the pupils as well as the layout of their classroom furniture. Their ability to question is greatly affected by the configuration of the tables. The standard formation of furniture is generally groups of four or six. However, classrooms can also be arranged with a U shape of tables around the perimeter, rows of tables across the middle or even two single tables making an arrow shape. It is important to think about how layout may impact learning - What unnecessary distractions are there? Are all pupils facing the board? Can they see without obstruction? Is focused face-to-face communication between teacher and pupil possible? It is also crucially important to rotate pupils regularly, so that they are given the opportunity to work with a variety of peers and experience a range of perspectives.

### **3) Provide Feedback**

Opportunities to provide effective feedback exist throughout the course of each and every lesson. The use of targeted questions and mini plenaries allow teachers and pupils to ascertain what has been learned and to adapt in response. The aim of any feedback should always be to make learners independent enough to be able to confidently make subsequent improvements to their ongoing work.

*For further information on specific marking and feedback strategies, see section '[Assess - Marking and Feedback](#)'.*

#### **4) Activate Learners as Resources for Each other**

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*“What the child can do in collaboration today, he can do alone tomorrow.”*

*Lev Vygotsky*

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At the centre of the AFL classroom is the learner rather than the teacher. Educators have a moral imperative to equip learners to be successful in the world beyond the school gates. Success in this real world environment is dependent upon interpersonal skills such as effective communication, teamwork and emotional intelligence. All these crucial skills can be developed and honed in the day to day classroom environment. Peer assessment has an obvious and sizeable contribution to make, although can be developed further.

#### **Top Tips**

- **Spotlighting:** During group work, periodically ask them to pause, signal that it is ‘spotlighting time’ and then ask one group to resume its work. The role of the rest of the class is to observe and be prepared to offer formative feedback as required.
- **Classroom Responsibility:** Introduce classroom monitors (which are rotated throughout the year). These help establish a culture where pupils begin to look to each other as well as the teacher for guidance.
- **Teaching Takeover:** Introduce the expectation that, once a pupil has successfully completed their work, they make themselves available to help others within the group. Extend this further, by inviting pupils to teach a specific activity or part of the lesson.
- **Swivl:** Film learning as it unfolds within the classroom. Review the footage as a class; offering feedback as required.
- **Collaborative Team:** Pupils work in small collaborative learning groups of mixed ability. Individuals are responsible for learning the content as well as supporting others within their group.
- **Anonymous Models:** Use examples of work from anonymous pupils and ask their peers to suggest possible ways of improving the work and how they would meet the learning outcomes.

#### **5) Activate Learners as Owners of Their Own Learning**

Despite the best efforts of teachers, they cannot force learning to happen for the learners – there is a gulf between the teaching and the learning that only the learners themselves can bridge to develop new skills and knowledge.

At Watling Park, we believe in creating learning environments with autonomous, self-motivated learning at their heart. The more we can support learners to master the actual skills of learning, the more they will be able to manage it for themselves. In effect, we teach learners how to learn most effectively and to value learning itself as part of the curriculum. Self-assessment has an obvious and sizeable contribution to make.

## Top Tips

- **Mind Maps:** Children summarise what they already know about a topic and what they would like to learn in a creative and visual way.
- **Double Bubble Maps:** A thinking map used to compare two items, identifying possible similarities or differences.
- **Pause Points:** As learners do not instinctively reflect on or edit their work during the process, create regular pause points for pupils to stop and review their work in progress.
- **Where We Left Off:** Ensure that pupils can catch up easily if they have missed a lesson. Take screenshots of the key learning each lesson, print copies and display within the classroom. Encourage pupils to take a copy and discuss with a friend or the teacher. Alternatively, upload copies of the lessons to Class Dojo for pupils to access.
- **Guide on the Side:** The teacher acts as a facilitator. They only provide yes/no answers or say 'pass to the class' so that difficult questions are directed to the class.
- **Footnote Annotation:** 'I did this because...' This is most effective when it relates directly to success criteria and provides a sense of exactly what the pupil was thinking during the process of completing their work.
- **Teach from the Back:** Change your position within the classroom to dramatically alter the dynamics of the room.
- **The 'B' Strategy:** Instead of stepping in and providing the pupils with the answers to difficult questions, model ways for them to get themselves 'unstuck'. For example: Check your **Book**, **Board**, **Brain** and **Buddy** before you ask the **Boss**!
- **Silent Lesson:** Display a problem or question on the board and then invite the pupils to respond - but do not use any words! Alternatively, complete a task (such as a mathematics problem) in silence; forcing the pupils to concentrate on the process used. Invite pupils to explain.

## Use of Information and Communication Technology (ICT)

The effective use of ICT plays a central role in education. It has been proven that its use within the classroom increases the motivation and independence of pupils, with them showing more interest and becoming more involved within the learning experience. Furthermore, ICT:

- Enables the use of innovative educational resources.
- Establishes a more active collaboration between pupils (and teachers).
- Brings content alive with the use of resources as varied as videos, websites, graphics, and games.
- Enhances creativity with the use of tools which stimulate the development of the imagination, as well as allows content to be presented in a variety of formats.
- Develops discernment through the search and contrast for various sources.
- Stimulates the acquisition of technological knowledge.
- Increases spontaneous and less formal communication between pupils, staff and parents.
- Personalises learning so that all can access the same content and outcomes.

## Computing Platforms

At Watling Park School, we have access to and use a range of platforms in a variety of ways.

## Classroom and Behaviour Management Resources

	<b>Class Dojo</b> – School communication and behaviour management tool. Class Dojo includes tools such as timers, groups, instructions, and random pupil selectors. ( <a href="http://www.classdojo.com">www.classdojo.com</a> )
	<b>Apple Classroom</b> – iPad app that allows the teacher to monitor use of iPads. Teachers also have some control functions such as locking iPads and opening apps etc.
	<b>Microsoft Sway</b> – Online website making platform used to present and share learning resources with the children. ( <a href="https://sway.office.com">https://sway.office.com</a> )
	<b>Microsoft PowerPoint</b> – Software used to present and share learning with the children.
	<b>Tapestry</b> – An easy-to-use and secure online learning journal helping staff and families celebrate children’s learning and development. ( <a href="https://tapestryjournal.com/">https://tapestryjournal.com/</a> )

## English: Reading

	<b>Epic!</b> – Online digital library where teachers can create a class, assign books and comprehension quizzes and children can use for free reading. iPad app and online version available. ( <a href="http://www.getepic.com">www.getepic.com</a> )
	<b>Storyline Online</b> – Celebrities share a range of picture books and stories accompanied with animated pages. ( <a href="https://storylineonline.net">https://storylineonline.net</a> )
	<b>Oxford Owl</b> – Free eBooks and resources to support reading development and phonetic awareness. ( <a href="http://www.oxfordowl.co.uk">www.oxfordowl.co.uk</a> )
	<b>Literacy Shed</b> – Website for teachers filled with ideas for literacy teaching using visual resources such as film, animation, photographs and picture books. ( <a href="https://www.literacyshed.com/">https://www.literacyshed.com/</a> )
<b>EYFS ~ Key Stage 1</b>	<b>Key Stage 2</b>
	
<b>Phonics Play</b> – Online resources with free phonics games and teaching content. ( <a href="https://www.phonicsplay.co.uk/">https://www.phonicsplay.co.uk/</a> )	

## English: Writing

	<b>CLPE: Power of Reading</b> – School subscription providing teaching sequences based around high quality texts. ( <a href="https://clpe.org.uk/teaching-resources/power-of-reading-teaching-sequences">https://clpe.org.uk/teaching-resources/power-of-reading-teaching-sequences</a> )
	<b>Teach Handwriting</b> – Cursive letter animations and worksheets ( <a href="https://teachhandwriting.co.uk/continuous-cursive-refiners-choice-3.html">https://teachhandwriting.co.uk/continuous-cursive-refiners-choice-3.html</a> )

## Mathematics

	<p><b>Top Marks</b> – Range of quality teaching and interactive resources to cover a variety of concepts. (<a href="http://www.topmarks.co.uk">www.topmarks.co.uk</a>)</p>
	<p><b>Toy Theatre</b> – Virtual manipulatives for use on IWB or iPads including two colour counters, 3D dice, probability spinners, fractions bars, base ten blocks, interactive clocks, place value charts, graph builders and more. (<a href="https://toytheater.com/category/teacher-tools/">https://toytheater.com/category/teacher-tools/</a>)</p>
<p><b>EYFS ~ Key Stage 1</b></p>	<p><b>Key Stage 2</b></p>
	
	<p><b>Polypad</b> – Virtual manipulatives including shapes, number and algebra tiles, fraction bars, tangrams and more. (<a href="https://mathigon.org/polypad">https://mathigon.org/polypad</a>)</p>

## Cross Curricular/Topic Resources

	<p><b>Purple Mash</b> – School subscription providing creative software and digital tools/templates for writing, drawing, painting, animating, blogging and many other activities across the curriculum. (<a href="http://www.purplemash.com">www.purplemash.com</a>)</p>
	<p><b>BBC Bitesize</b> – Free online materials including videos, worksheets, quizzes, and games to support learning across the curriculum. (<a href="https://www.bbc.co.uk/bitesize">https://www.bbc.co.uk/bitesize</a>)</p>
	<p><b>Brain Pop</b> – Educational website that provides short, animated videos for a variety of curriculum areas. (<a href="http://www.brainpop.com">www.brainpop.com</a>)</p>
	<p><b>Kahoot!</b> – Create interactive quizzes to share with the class. Use these to introduce new learning or for interactive assessment. (<a href="https://kahoot.com/">https://kahoot.com/</a>)</p>
	<p><b>Google Earth</b> – App/Online mapping used to explore the world through street and satellite views. (<a href="https://earth.google.com/web/">https://earth.google.com/web/</a>)</p>
<p><b>EYFS ~ Key Stage 1</b></p>	<p><b>Key Stage 2</b></p>
	
<p><b>LGFL Busy Things</b> – Educational games aligned to a range of subjects. (<a href="https://www.lgfl.net/learning-resources/summary-page/busy-things">https://www.lgfl.net/learning-resources/summary-page/busy-things</a>)</p>	<p><b>Century</b> – School subscription providing AI programs for SPaG, Maths and Science to help individualise learning to fill gaps and extend. (<a href="https://www.century.tech/">https://www.century.tech/</a>)</p>

## Computing

	<p><b>Purple Mash</b> - Provides the computing scheme of work followed at our school. All lesson plans, resources, activities, and explanations can be found within the computing teaching tabs. (<a href="http://www.purplemash.com">www.purplemash.com</a>)</p>
	<p><b>Teach Computing</b> - Free resources, training, and support for teaching computing from Key Stage 1 to A Levels. (<a href="http://www.teachcomputing.org">www.teachcomputing.org</a>)</p>
	<p><b>Hour of Code</b> - One-hour tutorials and lessons for all ages to support the teaching of computer science and coding. (<a href="https://hourofcode.com/uk">https://hourofcode.com/uk</a>)</p>

EYFS/Key Stage 1	Key Stage 2
 <p><b>Scratch Jr.</b> - An introductory programming language that enables young children (ages 5-7) to create their own interactive stories and games. This can be accessed via the app or online. (<a href="https://www.scratchjr.org/">https://www.scratchjr.org/</a>)</p>	 <p><b>Scratch</b> - Free programming language and online community where pupils can create their own interactive stories, games, and animations. (<a href="https://scratch.mit.edu/">https://scratch.mit.edu/</a>)</p>
 <p><b>Bee-Bots</b> – This App makes use of Bee-Bot's key functionality and enables children to improve their skills in directional language, programming sequences of forwards, backwards, left, and right 90 degree turns.</p>	

**Optional Resources – Subscription required to access some or all of the resources.**

	<p><b>Oak National Academy</b> – Offers free lessons, videos, tutorials, and resources covering many subjects, from Early Years Foundation Stage to Year 11. (<a href="https://www.thenational.academy/">https://www.thenational.academy/</a>)</p>
	<p><b>twinkl</b> – Teacher-created resources that provide entire schemes of work, lesson planning and assessments right through to online educational games, augmented reality, display resources and more. (<a href="http://www.twinkl.co.uk">www.twinkl.co.uk</a>)</p>
	<p><b>Classroom Secrets</b> – Offers a range of differentiated teaching resources to help children progress. (<a href="https://classroomsecrets.co.uk/">https://classroomsecrets.co.uk/</a>)</p>
	<p><b>The Literacy Curriculum</b> – The Literary Curriculum is a complete, thematic approach to the teaching of primary English that places children's literature at its core. (<a href="http://literacycurriculum.co.uk">http://literacycurriculum.co.uk</a>)</p>
<p>LITERACY SHED +</p>	<p><b>Literacy Shed +</b> – Provides teaching resources for literacy, film units, book studies and more. (<a href="http://www.literacyshedplus.com/en-au">http://www.literacyshedplus.com/en-au</a>)</p>
	<p><b>Teach Starter</b> - Teach Starter offers a range of timesaving, educational teaching resources for primary school teachers including unit and lesson plans, educational posters, worksheets, and interactive resources to support a range of curriculum content. (<a href="http://www.teacherstarter.com/gb/">http://www.teacherstarter.com/gb/</a>)</p>
	<p><b>Grammarsaurus</b> – Provides a variety of learning resources for a range of subjects. It is particularly useful for supporting SPaG and provides a range of annotated model texts that demonstrate standards for each year group. (<a href="https://grammarsaurus.co.uk/">https://grammarsaurus.co.uk/</a>)</p>

## Appendix A – Whole School Curriculum Overview [Updated for September 2021]

	Autumn		Spring		Summer	
<b>Reception</b>	<b>Marvellous Me</b> 	<b>Celebrations</b> 	<b>Under the Sea</b> 	<b>Fur, Feathers, Feet</b> 	<b>Superheroes</b> 	<b>Once Upon a Time</b> 
<b>Year 1</b>	<b>Now and Then</b> <i>Toys ~ Changes</i> 	<b>Polar Opposites</b> <i>Arctic and Antarctic</i> 	<b>Moon Zoom</b> <i>Space</i> 	<b>Roots, Shoots and Wellington Boots</b> <i>Plants ~ Burnt Oak</i> 	<b>Towers and Turrets</b> <i>British Royalty</i> 	<b>D is for Down Under</b> <i>Australia</i> 
<b>Year 2</b>	<b>Land Ahoy!</b> <i>World Pirates</i> 	<b>Out of Africa</b> <i>Africa</i> 	<b>Mind the Gap</b> <i>London</i> 	<b>What's Your Superpower?</b> <i>Human Endeavours</i> 	<b>The Secret Garden</b> <i>Plants and Nature</i> 	
<b>Year 3</b>	<b>Roaming Romans</b> <i>Rome's Impact on Britain</i> 	<b>Extreme Earth</b> <i>Volcanoes and Earthquakes</i> 	<b>Rainforest Wonders</b> <i>Central and South America</i> 			
<b>Year 4</b>	<b>Crime Doesn't Pay!</b> <i>Crime and Punishment</i> 	<b>Dear Greenpeace</b> <i>Environmental Impact</i> 	<b>The Water Kingdom</b> <i>China [Asia]</i> 			
<b>Year 5</b>	<b>European Invaders</b> <i>Anglo-Saxons and Vikings</i> 	<b>Space Odyssey</b> <i>Earth and Space</i> 	<b>The New World</b> <i>North America</i> 			
<b>Year 6</b>	<b>Clash of the Titans</b> <i>Ancient Greece</i> 	<b>Righteous Royalty</b> <i>Events During their Reign</i> 	<b>Blue planet</b> <i>Evolution and Inheritance</i> 			

▪ Science is taught every term; either, where possible, incorporated into the topic content or as a standalone subject.



## PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## PART ONE: TEACHING

### A teacher must

#### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### 2 Promote good progress and outcomes by pupils

- be accountable for pupils’ attainment, progress and outcomes
- be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### 3 Demonstrate good subject and curriculum knowledge

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

#### 4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children’s intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### 6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils’ progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### 7 Manage behaviour effectively to ensure a good and safe learning environment

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

#### 8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils’ achievements and well-being.

## PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

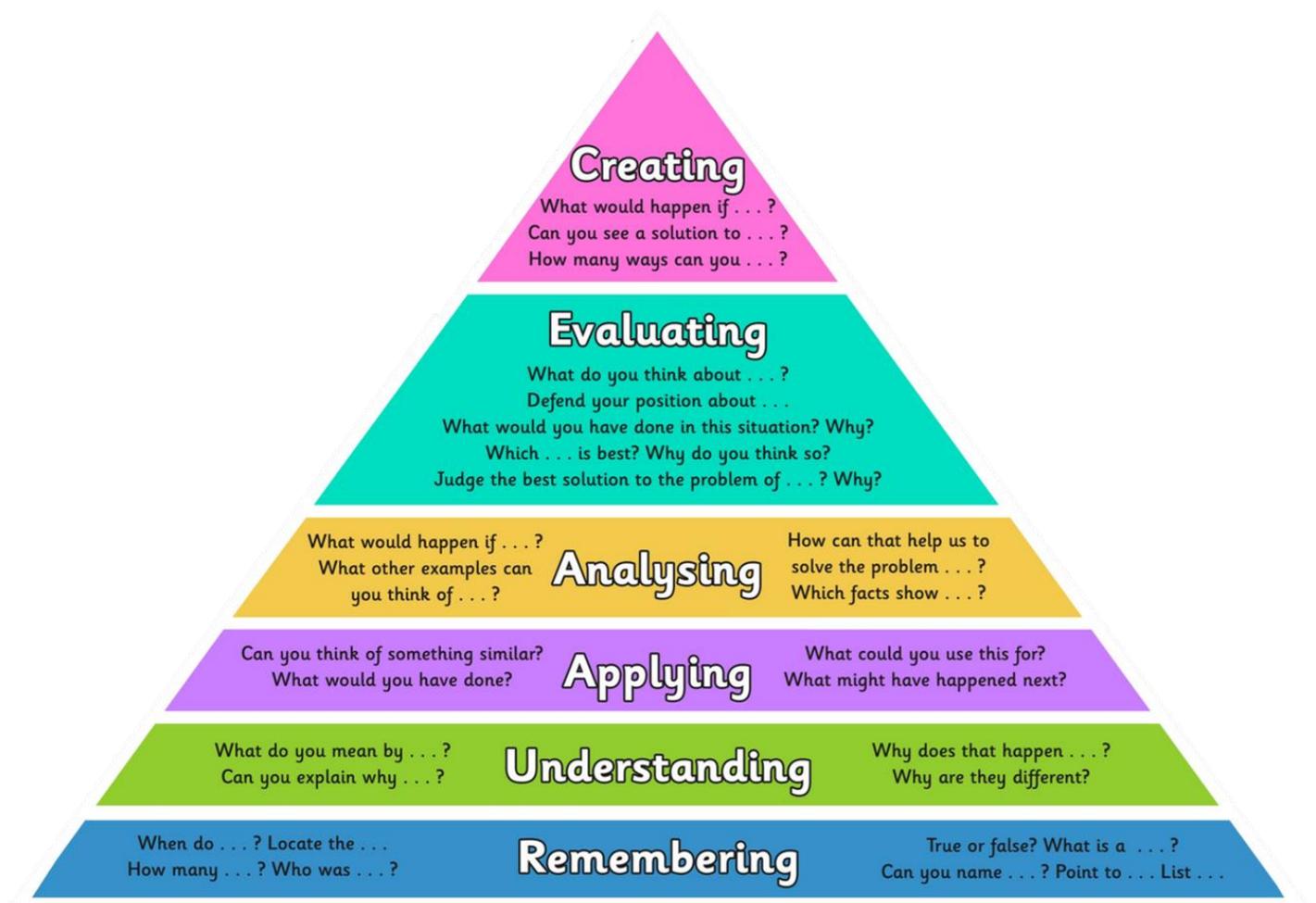
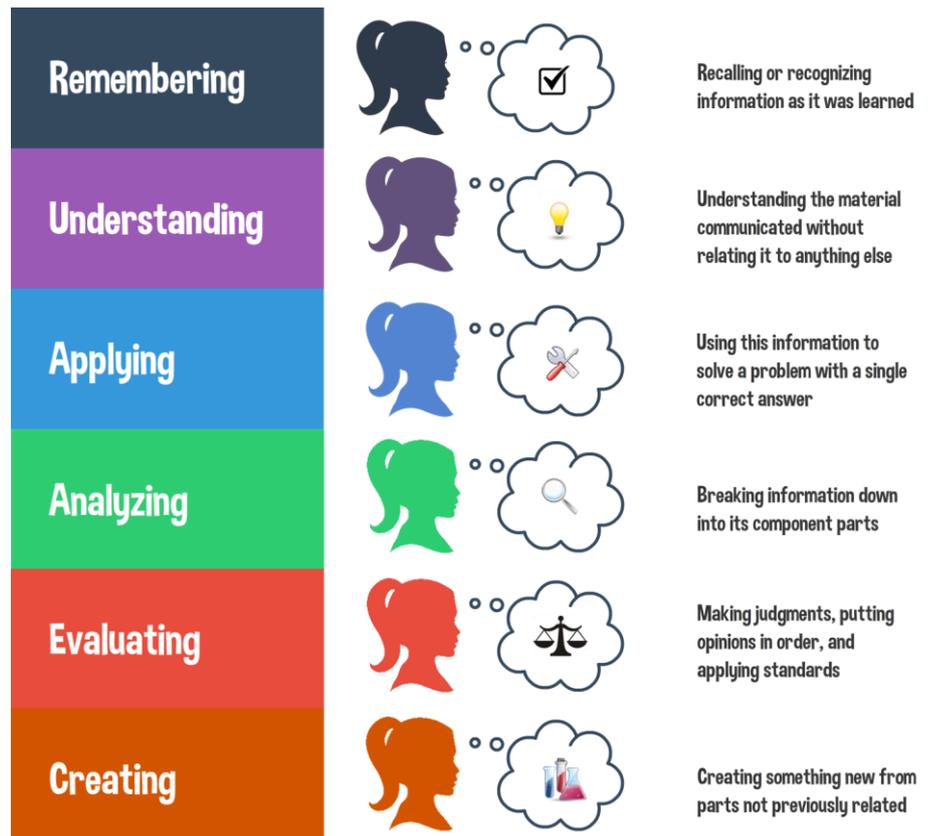
A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
  - having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

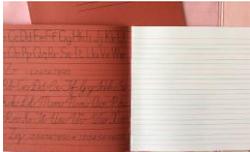
## Appendix C – The Marking Code

WWW	What Went Well
EBI	Even Better If
✓	Correct ~ Good Point ~ Well-Written
Sp	Correct Spelling Mistake ( <i>&amp; Practice 3 Times in the Margin</i> )
P	Correct Punctuation
CAP	Use a Capital Letter
^	Add a Word
/	Use Finger Spaces
//	Start a New Line or Paragraph
?	Check Sentence or Handwriting Clarity
T	Correct Verb Tense
	Reword/Rephrase Section
e.g.	Provide Examples

## Appendix D – Bloom’s Taxonomy



# Appendix E – Exercise Book Allocations

	Reception	Key Stage One	Key Stage Two
English	 Blank/15mm Lined	 15mm lined	 10mm Lined
Topic		 15mm Lined	
Maths		  10mm Squared	
Phonics	 12mm Lined	 12mm Lined	
Spelling			
Handwriting		 15mm Lined	 10mm Lined
Guided Reading		 15mm Lined	 10mm Lined
Spanish		 15mm Lined	 10mm Lined
Homework		 15mm Lined	 10mm Lined

# THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.



**01 DAILY REVIEW**

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

**02 NEW MATERIAL IN SMALL STEPS**

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

**03 ASK QUESTIONS**

The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

**04 PROVIDE MODELS**

Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

**05 GUIDE STUDENT PRACTICE**

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

**06 CHECK STUDENT UNDERSTANDING**

Less successful teachers merely ask “Are there any questions?” No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

**07 OBTAIN HIGH SUCCESS RATE**

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

**08 SCAFFOLDS FOR DIFFICULT TASKS**

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

**09 INDEPENDENT PRACTICE**

Independent practice produces ‘overlearning’ — a necessary process for new material to be recalled automatically. This ensures no overloading of students’ working memory.

**10 WEEKLY & MONTHLY REVIEW**

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

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