



The
Willow on
Broadwaters

Teaching and Learning Policy

Developed by:	Senior Leadership Team
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Introduction

Our aim is to enable our pupils to be resilient, resourceful, responsible learners who have the confidence, skills and attitudes to be successful life long achievers. Through this policy we aim to promote best practice and to establish consistency across the whole school. It aims to ensure that the children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude.

Through our teaching we aim to:

- Ensure that our children make accelerated progress and leave our school having attained their highest possible standards.
- Achieve national standard and beyond at the end of year 6.
- Empower our children with INCREDIBLE learning skills:

Willow Learners Are INCREDIBLE

Inquisitive
Nurturing
Collaborative
Resilient
Enthusiastic
Determined
Independent
Brave
Limitless
Expressive

-
- Provide a secure, positive learning environment which takes into account the individual needs of each child.
- Motivate children within a stimulating learning environment in which their work and contributions are valued.
- Provide a clear framework and expectations that are understood and accepted by the learner.
- Show respect for all cultures, promoting positive attitudes towards other people in their community and the wider world.
- Help children grow into reliable, independent and positive citizens.
- Consider the child not as a recipient of learning but as an active partner in the learning process.

Our belief

- Quality learning is a result of high expectations and inspirational teaching.
- Ongoing formative assessment with oral and written feedback is an integral part of teaching and learning.
- Quality learning is enhanced by a variety of teaching styles and strategies.
- Children must be involved in their own learning and understand what they need to do to improve.
- Our children will develop enquiring minds and become increasingly independent learners.
- Parents and carers have a crucial and constructive role to play in developing their children's learning.

The Supportive Learning Environment - Emotional

Teachers are responsible for providing a caring, supportive and stimulating learning environment in which all children are helped to reach their emotional and academic potential.

Children learn best when they feel safe to take on challenges, are interested and motivated and feel valued.

The essentials of positive

- **Belonging:** each contribution to value and these.
- **Aspirations:** every encouraged to towards their Teachers express aspirations for and the children
- **Safety:** in expectations standards help safe. Clear are set and good recognised and rewarded.
- **Identity:** We respect difference and encourage children to learn from and thrive as individuals within our diverse community.
- **Challenge:** acquiring coping strategies are an important part of development and learning. Children are taught to take risks and learn through mistakes.
- **Success:** teachers reinforce success and build an environment where risks can be taken. Success is celebrated as part of our learning culture.



self esteem
child has a
make, we
encourage

pupil is
work
goals.
high
themselves
they teach.
Consistency
and
pupils feel
boundaries
behaviour

We create a supportive learning environment through:

- A restorative approach to behaviour where adults and children are given the opportunity, language and support to develop the skills they need to recognise their needs, emotions, thought and deeds (NETD).
- Encouraging a 'can do' culture.
- Having and expressing high expectations.
- Modelling fairness, consistency and problem solving. Ensure all adults act as positive role models.
- Welcoming each child into the classroom and smiling.
- Using positive language and praise.
- By caring for our children and ensuring all our children know that the staff care.
- Valuing children's comments and contributions.
- Listening to children and encouraging them to listen to each other.
- Encouraging a sense of shared ownership of the school, classroom, learning etc.
- Working in partnership with other adults around the school and with parents.

The Supportive Learning Environment - Physical

The classroom should be an inspirational environment for children, staff, parents and others. The main purpose is to aid learning but it should also act as a self-esteem builder and a reminder to children of previous work covered. The more attractive, well-lit and colour co-ordinated school classrooms are, the better pupils will feel.

It is expected that all classrooms will be highly organised and kept at a good standard throughout the year. There should be a high proportion of children's work on display. It is important that staff keep their classroom at a standard of which they will be proud.

- There should be absolutely **no junk** around the room. Piles of paper, photocopied sheets, etc should not be left around – children cannot do their best in an unorganised messy classroom.
- Pencils, pens, rulers, rubbers, sharpeners, etc stored so that children can access them independently.
- There should be uniformity to the way that children's books are stored. Books should be accessed independently by children. Once again there should be uniformity and a colour scheme. Children's books should not be locked away in teacher's cupboards as they need to be accessible if the teacher is away.
- Seating arrangements – should be placed so can see the teacher board and can move room freely.
- A timeout table available in each
- Desks and surfaces tidy and clutter free.
- There should be a focus area around especially up to and year 3.
- Classrooms should have an attractive book corner with a range of fiction, non-fiction, poetry and dual language books.
- Children's exercise books should be labelled with school labels. ALL books should be neat and tidy – no child's writing on the cover. No papers sticking out. Labels will be produced by the office to save time.
- Drawers, cupboards and trays should to be labelled with computer-generated labels.



furniture
all children
and the
around the

should be
classroom.

should be

carpet
the board–
including

The Supportive Learning Environment - Displays

The surroundings in which children learn can greatly influence their academic performance and well-being in school. Displays should be really well presented and of a high quality. (See appendix 1 for a class environment monitoring proforma)

- **Display areas** – should have:

- Age and unit appropriate words on display for English, Maths and science.
- RWI sounds display (EYFS and KS1)
- A dedicated area for English, Maths, Science, book corner, ICT and IPC (if possible)
- Working walls – especially VCOP.

- Teacher notice board to an up to date time table class and any support groups, playground and rotas, SLT & learning duty day rotas

- The Communi-tree behaviour system with all names and labels

- Table top interactive for topic/science

- Displays that reflect the of the school population positive images of

diverse groups, examples of community languages and images that challenge stereotypes of gender and disability

- Language structure bubbles



include:
for the
staff,
assembly
mentor

children's

display

make-up
i.e.
culturally

Display boards:

- Backing must be: coloured scribed and 2 colours (maximum of 3 colours if you are using double borders).
- All work must be mounted
- At the end of the year all staples must be moved from the board.

Corridor displays

The surroundings in which children learn can greatly influence their academic performance and well-being in school. The better the school looks, the more it inspires the people inside it.

- At least one corridor display board from each class will have an overall theme and will be changed once during the school year. As this display is expected to last a whole year it should be of an 'Outstanding' quality. A lot thought, time, effort and preparation should go into these displays. The general theme of work will reflect a progression across the year groups.
- Deadlines will be set for the presentation of new displays and this will be monitored by the Headteacher or Leader responsible for display.
- Corridor and hall displays will be monitored by the following criteria:
 - Is the work mounted?
 - Does the display clearly reflect the agreed topic?
 - Is the display eye-catching, is there any 3-d?
 - Does the display have a title?

- Are there any questions to engage to person looking at it?
- Is the display predominately children's work?
- Is the work of an appropriate standard for the year group?
- Will the display make children/visitors feel the curriculum is stimulating and exciting in our school?



The Learning Journey

Teachers are responsible for the planning, preparation and delivery of opportunities which enable learners to achieve very high standards, in relation to their starting points. This requires a thorough knowledge of each individual in the class (prior attainment, targets, learning needs- IEPs, language stage, cultural backgrounds and interests) it also requires excellent subject knowledge with effective planning and stimulating use of strategies, resources and personnel to enable all pupils to learn effectively. Teachers are expected to create a secure and friendly environment in which high levels of good behaviour are maintained. Our aim as teachers is to enable learners to thrive, enjoy and develop the skills and capacity to work independently and collaboratively making good progress in all aspects of their learning. It is expected that there is equality in the learning journey across year groups.

Lesson structure

The single most important factor to a child's success is the competency level of the teacher. It is without doubt the difference between progress, achievement and attainment and lack of progress and failure. Failing our children is not an option; therefore, it is expected that all staff do their best on a daily basis to ensure the children experience the learning they deserve.

To get the best out of whole class teaching please see the elements of a lesson represented below. It is recognised teaching is best when these elements are used creatively and flexibly.

1

PACE, PURPOSE and PASSION in every lesson

2

Set the context. Get children thinking. Provide a question that requires children to review/recall/rehearse what was learnt during the previous lesson. If it is a new unit use a pre-assessment question to find out what children already know.

3

Share the learning objective (WAL...) and key vocabulary
Both should be clearly displayed

4

Have a prepared question to stimulate thinking and discussion around the subject matter

5

Emphasise key points.

6

Model, demonstrate, and scaffold - share model of excellence

7

Use random talk partners and names out of a tin for responses and **challenge** the responses

8

Share the steps to success/Co-create the steps to success

9

Make sure activities are challenging and interesting
Children self differentiate selecting mild, spicy or hot tasks – provide extra hot thinking challenges

10

Assess children throughout the lesson: TUTD, partner talk, whiteboard, questioning, verbal feedback on work. Adapt the lesson based on assessments.

11

Review learning and assess against steps to success and targets. Peer and self-assessment. If appropriate move on to next steps

See [Appendix 2](#) for a more detailed breakdown of each of the steps

In addition during a week the following should be evident:

Planned speaking and listening activities

Paired talk should be purposeful and not used for one word answers, only those where it is appropriate to share and explore thinking.

Opportunities for structured speaking and listening should be regularly planned. For example: hot seating, barrier games, jigsaw activities.

Planned use of ICT to support the curriculum where appropriate

ICT should be used as tool to facilitate and enhance children's learning experiences through both the children's and the teacher's use of it. We expect children to use a range of ICT hardware and software in any curriculum area where it is appropriate to their learning. The following hardware is available to support learning: ipads, desktop PCs, laptops, digital cameras, easi-speak microphones, cd players, bee-bots, digi-blues. There is a variety of software available to support both teaching and learning across the curriculum and all classrooms are equipped with Interactive Whiteboards and visualizers.

Models of excellence

- ALWAYS start a unit of work or a lesson with an ideal model, an example of what you want them to achieve by the end.
- Show them a 'not so good' example as a comparison
- Get children to talk about the differences in talk partners – bit by bit...
- Take feedback from children which can then be build up to make your list of things that they need to think about or do whilst working (eg, steps to success)
- Using this method allows children to develop a clearer idea of what they need to do to succeed.



Other elements to an effective lesson

(see Appendix 3 for lesson observation judgement guidance):

The effectiveness of any lesson is judged ultimately on how much progress children make. The list below can help support children to make effective progress:

Resources ready

- Effective behaviour management
- Relationships
- Support staff actively and positively engaged with children
- Praise

- Children informed what do if finished/extension activity
- Smooth transition from whole class to independent activity
- Pace/good use of time
- Children know expectation of presentation in books and adhering to presentation and handwriting policy
- Time checks given
- Children able to tackle task and show progress in learning
- Appropriate amount of work completed by all children
- Homework related to lesson

Planning

It is self-evident that planning and preparation of a lesson greatly increases the success of learning. It is expected that all lessons are planned for. Although it is recognised that teachers have a certain amount of flexibility in how they plan, there is an expectation that teachers plan for the areas below and that they plan with their year group colleague to ensure equality of provision for the children in the year group. It is expected that all planning is uploaded onto the staff resources drive on the school server.

All unit planning should start with a planned assessment question or activity to ensure the future learning is closely matched to the children's understanding. Planning should set out the learning in a sequence of learning steps. This will allow teachers to move quickly forward to the next step, or miss a step, should assessment of learning show the children already have a good understanding of their learning, or to move to an earlier step if required. It is expected that sometimes two or more steps may be covered in the course of one lesson, or that two days may be required to cover one step on the plan. It is essential that plans are continually reviewed and updated.

Each step on the plan must have

1. Learning Objectives (WAL)
2. Planned/key questions
3. Direct teaching
4. Independent learning
5. High achievers
6. Plenary

During the course of a planned unit:

1. Planned outcomes
2. Planned speaking and Listening at least twice a week
3. Unit vocabulary
4. ICT to support the curriculum being delivered as often as is appropriate
5. Models of Excellence – start of the unit or topic
6. Boy focus – what is planned to ensure engagement of boys or to support their learning specifically

Plans for each area of the curriculum may also have subject specific information.

Planned speaking and listening activities

Speaking and listening is viewed as a key entitlement for all children at Willow Primary School. Teachers should ensure that all pupils experience a minimum of two planned and well-resourced speaking and listening opportunities, per week, throughout the year.

Staff should ensure that planned activities should be indicated on the school's planning proforma. Planned activities and stimulus may include, any of the following.

- Visual support: multimedia, artefacts, pictures, puppets, checklists, mind maps
- Kinaesthetic and drama: role play, hot seating, freeze frame, mime,
- Talk partners (whole class and independent work)
- Creative thinking skills: concentration and visualisation skills, 'How I learn' etc
- Collaborative and mixed attainment group work/ pairs: jig sawing, pooling knowledge, mixed language pairs
- Model of excellence
- Scaffolding and modelling reading (sequencing, visualizing, questioning) and writing (oral rehearsal, teacher demonstration, thinking aloud, writing frames)
- Language structures and functions made explicit in teaching and learning)

See Appendix 4 for the school planning forms.

Planning for IPC

The curriculum can be brought to life in the way that IPC is planned. When planning for topic teachers should:

- Provide a launch, a 'big bang' experience, (something to kick the topic off and inspire the children to want to learn more)
- An exciting outcome (performance, display, event, visit, presentation etc)
- Drama and role play
- Opportunities for writing (practice different genres in context)
- Personal and social development
- Visitors and workshops
- Trips
- Non-ability groupings time to produce something of real quality
- Non worksheet based (worksheets should not form part of any topic teaching)
- Use of ICT
- Skills based teaching
- Plan for cross curriculum activities – give children the opportunity to practice their basic skills in a different context.

Enriching the Curriculum

Our children need to have opportunities to experience places away from the local environment. In order to improve their knowledge and understanding of the world and increase their awareness of life beyond Tottenham, we must provide our children with away from school stimulation. Teachers should plan a minimum of one visit per half term with a range of experiences being provided across the year. Teachers must obtain written permission from parents/carers before a child can go out.

The curriculum can also be enriched through getting in visitors, workshops or artefacts/equipment.

Teachers will seek ways to ensure that children are stimulated in the knowledge that children remember 85% of what they experience.

Coaches and specialist teachers

The curriculum is also enriched through the use of sports coaches to teach ball and field aspects of the PE curriculum, a music teacher and an art teacher. These provide children with high quality expertise.

Learning Styles

We recognise children learn in different ways and therefore plan and deliver a multi sensory, differentiated approach to engage all learners using auditory, kinaesthetic and visual stimuli. A wide range of resources, including those available on interactive whiteboards are available. We recognise multiple intelligences and differing learning styles by providing a range of opportunities for pupils to demonstrate their understanding. These include opportunities for pupils to communicate ideas through speaking and listening, writing, music, drama, ICT and art.

Groupings

There should be opportunity for children to work individually, in small groups or as a whole class. Groupings should be appropriate to the nature of the activity and the learning objectives.

However, for the majority of the time pupils should be sat in mixed ability groups made up of randomly selected talk partners. New talk partners should be selected randomly on a weekly basis. Current talk partners should be displayed in the classroom using pupil photos.

Whilst there may be occasions where alternative groupings could be more appropriate to the learning activity ability groupings should not be everyday practice for any area of the curriculum.

Independent learning

The school recognises the importance of pupils becoming independent in their learning.

Independent learners are seen as those who:

- Are able to organise their work effectively
- Are self-motivated
- Are able to apply existing knowledge and skills to new situations
- Able to access and use a range of resources appropriately
- Able to tackle and solve problems using their own initiative
- Able to evaluate their own work and identify areas for improvement

Teachers encourage and support independent learning by:

- Posing open-ended questions and setting open-ended tasks
- Encouraging children to ask questions and responding positively to questions asked
- Modelling independent learning methodology in whole-class situations
- Encouraging children to undertake their own projects within the wider curriculum
- Encouraging children to learn beyond the school day by welcoming research completed at home and objects brought in, especially those linked to current topics
- Offering praise and encouragement

Working in partnerships – support staff

We recognise the importance of support staff in the progress that children make. It is absolutely vital that teachers and support staff work in unison to provide the best possible outcomes for children. Teachers are responsible for the effective direction and deployment of support staff to support learning. Support staff should work with a range of children in the classroom and not always with the lower attainers. Teachers should ensure planning is shared with support staff and there are opportunities for feedback and discussion. Support staff should familiarise themselves with the weekly planning to ensure that they are clear about the learning intentions, activities and so they can prepare any resources they will need to support their target children.

See Appendix 5 for guidance for support staff

Working in partnerships - parents

We believe that parents have a fundamental role in helping children to learn. We inform parents about what and how their children are learning by:

- Sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school
- Frequent newsletters
- Sending annual reports to parents in which we explain the progress made by each child and indicate how a child can improve further
- Explaining to parents how they can support their children with homework
- Inviting parents into school to discuss their children's progress on at least three occasions per year
- Providing opportunities to liaise with outside agencies as required
- Providing regular workshops on different curriculum areas

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance record possible;
- Ensure that their child is equipped for school with the correct uniform and PE kit
- Ensure homework is returned to school
- Do their best to keep their child healthy and fit to attend school
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- Promote a positive attitude towards school and learning in general
- Fulfil the requirements set out in the home/school agreement

For assessment to be formative, the feedback information has to be used.

Black and Williams

Assessment becomes formative assessment (AfL) when the evidence is actually **used** to adapt teaching to meet learning needs... the first priority in its design and practice is to serve the purpose of promoting pupil's learning.'

Black and William

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Assessment Reform Group 2002

Effective learning occurs when children:

- Have ownership of their learning
- Are placed in a supportive environment where learning goals are shared and understood by all
- Have a clear understanding of what success looks like and how to improve their work

Main areas of Assessment for Learning

- **Planning** – differentiation, success criteria shows how previous assessment being used to focus teaching
- **Sharing Learning Intentions (WAL)** - Ensures pupils know what they should be learning and therefore they are focused on the specific task. WAL should focus on the skill or knowledge required, not the context it is being learnt in.
- **Steps to success** - Ensures that the children know what they have to do to be successful and provides a tool for self and peer assessment
- **Questioning** – to probe deeper understanding, challenge and extend thinking and assess understanding
- **Talk Partners** - Ensures that every child has the opportunity to verbalise and organise their thoughts, consolidate key language structures and develop their thinking
- **Pupil feedback** – teachers continually check children's understanding through analysing pupil response – thumbs up/thumbs down, individual whiteboards, green/red flip cards etc
- **Pupil self-evaluation** - Empowers children to realise his or her own learning needs and to have control over future targets
- **Teacher Feedback** - Tracks progress diagnostically, informs child of successes and weaknesses and provides clear strategies for improvement
- **Target Setting** - Ensures pupil motivation and involvement in progress, gives clear indication of what pupils needs to improve next.
- **Celebrating achievement** - Provides motivation and esteem thus enabling pupils to achieve academic success. Makes links between achievements explicit.

- **Responsive** – pupil feedback is responded to, planning and lessons are adapted based on teacher's evaluations of learning and pupil feedback

Most of the above areas have already been covered in this policy.

Effective Feedback - Marking

RATIONALE

We believe that marking provides children with valuable feedback on their performance. Effective marking and feedback is essential if children are to make good progress. It ensures that children have a clear idea of what has been achieved and how to make immediate and future improvements. Marking also provides teachers with the following information:

- The progress being made
- Child's attainment against statutory curriculum
- Whether the work chosen matched, and appropriately challenged, the child's ability level
- Whether the child understood what was being taught.
- Whether the teaching methodology employed by the teacher was appropriate and led to quality learning outcomes.
- Marking allows the teacher to evaluate his/her delivery of the National Curriculum.

Marking is thus an integral part of the assessment process.

PRINCIPLES

We expect that:

1. Written comments by teachers should be comprehensible to pupils. Children need to understand and read comments made by their teacher. Teachers' handwriting should be clear and legible and, as far as possible, in the Nelson script so that children are able to read it.
2. Whenever possible marking should be diagnostic. It should identify strengths before weaknesses. The tone of comments should always be encouraging.
3. Making errors in understanding is an integral part of the learning process. The style of the teachers' marking should help the child learn from their errors.
4. Marking should be regular and frequent. In core subjects, a minimum of 3 pieces of work a week must be marked by the teacher praising specific areas of success, using improvement prompts and/or next steps / targets / challenge questions.
5. School codes (appendix 6) are used when marking children's work.
6. Children gain most benefit from work that is marked and returned to them as soon after completion date as possible.
7. Regular time is allocated for children to respond to marking. Teachers are not required to mark children's responses to marking.
8. Steps to success are printed (Appendix 11), stuck in the books and children are given the opportunity to assess their own work against them. Teachers also assess written work against the steps to success ticking in green pen or putting a dot with red to show how well children have achieved.
9. Verbal marking is very effective for all children but especially younger children. Where work has been marked verbally with the child 'VF' (Verbal Feedback) should be written on the work.
10. Marking should inform planning, reporting and assessment.

11. Marking should almost always relate to the WAL, steps to success and/or previous next steps and targets.
12. Marking should address gaps in core skills eg full stops before more complex skills.
13. Children will be praised for their attempt by: putting happy faces on their work; stickers; team points; verbal praise; Headteacher stickers; special certificates.

Above all, when marking, teachers should always attempt to see the work through the individual child's eyes and make comments that are clear and easy for the child to understand.

Marking written work

The Willow 3-Pen Marking System

Green pen – Success

Red Pen – Errors, Improvements, Next steps & Challenge

Blue pen – (child) Self and peer assessment

See appendix 6 for school marking codes

GREEN - SUCCESS

- * Children should be given positive feedback to show where they have been successful.
 - * Teachers should still use stickers and smiley faces but should also add a specific comment so that children know exactly what they have achieved, avoid general comments such as 'good work'.
- Success should be marked against:

- * The learning objective (WAL)
- * The steps to success
- * The child's curriculum target
- * The next step from previous work

RED - IMPROVEMENT

- * Children should be given the opportunity to improve the specific piece of work in relation to the WAL, steps to success or next steps / targets
- * IMPROVEMENT PROMPTS (appendix 7) should be used to do this. Improvement prompts can be: a) a reminder prompt, b) a scaffold prompt, or c) an example prompt
- * The improvement prompt should be written in RED pen. They should be brief, targeted and require a response. Extensive written comments from the teacher are not required and are unlikely to be as effective.
- * Children must be provided with regular opportunities to respond to marking

Improvement prompts:

- * Can be as simple as ...
 - * Use another adjective instead of 'good'.
 - * Which word could you have used instead of 'said'?
 - : shouted screamed yelled
 - * Put in the missing capital letter

- * To ...
 - * Re-write this paragraph and include alliteration, brackets (to add additional information) and at least one complex sentence.

Spelling Errors –When marking spelling errors teachers should take account of which words the child should know and only correct a maximum of 3 errors per page of work – this should be done in red with the expectation that the child practice writing the correct spelling at least 3 times.

Spelling guidelines for Key Stage 1 Teachers

- Positive feedback should be given to the child. Phonetically plausible attempts at spellings, even if they are incorrect, should be applauded.
- Only high frequency words and words that cannot be deciphered phonetically should be transcribed.

Spelling guidelines for Key Stage 2 Teachers

- A maximum of 3 words should be corrected on any one page
- For average ability and more able pupils in Years 5 and 6, words should be underlined for the child to correct using a dictionary and the child should be encouraged to learn to spell these words.

Mathematics

Correct answers - should be ticked in GREEN, use specific praise comments

Incorrect answers –

A red dot should indicate incorrect work. Where a child is making errors in work due to a misconception there must be a model or scaffold to support the child's understanding

RED – NEXT STEP & CHALLENGE

- * Use the red pen to give a child an individual small next step – this MUST be short, sharp, swiftly achievable!
 - * Use a capital letter when writing someone's name.
 - * Learn to spell 'because' at home and make sure you spell it correctly from now on.
 - * Do not use 'and then' more than once in your work – use other connectives – next, after that, first, finally, as a result
- * Not every piece of work will have a next step but where it is obvious that children need to make a specific improvement a next step should be given.
- * You MUST mark work against previous next steps and praise children when they have achieved their previously given next step.
- * You should give children the opportunity to look at their previous next step before they start work – this could be a regular partner talk section.
- * Where children are successful in their work use the red pen to provide them with an additional challenge question. This should give them the opportunity to apply their knowledge or skills and deepen their understanding.

Summative Assessment

PLEASE NOTE: Assessment is in a transitional phase, levelling is being abandoned in favour of attainment against year group expectation. The recorded information below reflects Willow practice for 2014-15 where levels are still in use. See further down for an overview of current practice in line with new assessment systems, and future plans.

2014-15 only

Summative assessments are used to assess children's attainment and progress against national standards. Summative assessments give children a levelled outcome which can be compared to national expectation for an age group. Summative assessments are completed each term and levels are submitted.

National levels of attainment at the end of the summer term

Year Group	Below Average	Booster	Average	Above Average
1	W	1C-1B*	1A-2C*	2B+*
2	Below 1A	1A-2C	2B-2A	3C+
3	Below 2C	2C-2B	2A-3C	3B+
4	Below 2A	2A-3C	3B-3A	4C+
5	Below 3C	3C-3B	3A-4C	4B+
6	Below 3A	3A	4C-4A	5C+

* Note that expectations for Yr1 2013/14 onwards have been raised - previously on track was 1B+ and above 2C+

At the willow school we use the following summative assessments in the summer term:

Year	Autumn & Spring Assessment	Summer Assessment	Curriculum Areas
Rec.	Tracking against the development matters stages	EYFS profile – teacher assessment	All 7 areas of learning
1	Teacher assessment informed by APP and criterion scales	Teacher assessment informed by APP and criterion scales National phonics test	Reading, Writing, Maths, Science Phonics
2	Teacher assessment informed by KS1 old test papers, APP and criterion scales	KS1 National SATS tests & teacher assessment	Speaking & Listening, Reading, Writing, Maths, Science
3, 4 & 5	Teacher assessment informed by Optional SATs and criterion scales (Autumn term uses previous year group Opt SAT)	Teacher assessment informed by Optional SATs and criterion scales	Reading, Writing, Maths, Science
6	Previous papers from KS2 National SATS tests & teacher assessment	KS2 National SATS tests & teacher assessment	Reading, Writing, Maths, Science

With the exception of year 6, where the tests are marked externally, testing is used to inform teacher assessment.

‘Life Without Levels’

From 2015-16 the Willow plan to move completely to assessing children’s attainment against the expectations for each year group. Children will be assessed as ‘beginning’ ‘within’ or ‘secure’ for their year group in reading, writing, maths and science.

	Reading	Writing	Maths
2014-15	Ongoing assessment of guided reading against new curriculum in place from Jan’15. Each term teachers will submit a summative judgement indicating banding against year group alongside summative level	Still using criterion scales to assess children with a level, investigation a similar approach to criterion scales but against new curriculum	Using optional SATs to level as previously. Y5 trailing rising stars assessment to measure attainment against new curriculum. Looking at different systems such as learning ladders, focus step progress etc
2015-16	Termly teacher assessed summative judgement indicating banding against year group using ongoing guided reading assessments. End of year test.	Termly teacher assessed summative judgement indicating banding using ongoing assessments of writing against new curriculum statements.	Termly teacher assessed summative judgement indicating banding using ongoing APP assessments of maths against new curriculum statements. End of year, and possibly termly, assessment using a test

Target setting - Writing

To make continued progress children need to know what they have to do to improve their work. All children in the school are set a target in writing. The guidance for setting writing targets is set out below.

Setting the Targets

- At the end of each unit of literacy children should, in big writing, complete an independent piece of writing
- This piece of writing should be assessed using the criterion scales, which should be stuck in the big writing book alongside the child’s work
- An area that a child has been assessed as not meeting should be turned into a target
- The target should be specific and achievable within the next unit of work
- The target should be written onto the target sheet in the back of the child’s literacy book

Using the targets

- Children should be reminded of their targets on a daily basis
- Children should refer to their targets in all Big Writing and literacy lessons
- All children should know, and be able to talk about, their targets

Assessing the targets

- Children should be given regular opportunities to assess their own work to see where they have met their target

- If they can see they've achieved their target in a piece of work they tick and write the date on their target sheet
- Once a child has assessed themselves as having met their target on three occasions the work is checked and the target is assessed as being met on the target sheet in the teacher column– 'target

The Curriculum

achieved' stickers have been

provided for this

- Once a target achieved a new target is set
- It is expected a child will have a new target set at least every 3 week

Please refer to The Willow Curriculum Policy for detailed information on the curriculum

Presentation in Books

It is expected that all children's books are kept at high quality. All books should be labelled with a computer generated label obtained from the office. There should be absolutely no children's writing on the cover of books.

The presentation policy should be taught to children at the beginning of each year and regular reminders should be given to children, especially in the younger years. It is expected that the presentation is used in every book in every lesson.

Basic expectation in all books:

1. Staff's should ensure that children take pride in their work by commenting on presentation at appropriate times
2. Presentation NEEDS TO BE TAUGHT! Presentation policy to be written out in the front of literacy book in years 2-6 and stuck in for year 1.
3. Staff should set excellent examples of presentation
4. Children should use correct pencil grip.
5. Staff should model accurate handwriting using the Nelson handwriting script.
6. Specific handwriting lessons should be taught weekly

See Appendix 8 for copy of the presentation policy.

The Willow School maintains high expectations for children's learning and behaviour.

All staff share in the responsibility to establish, reinforce and support other staff in the communication these expectations, as a part of the daily execution of their duties.

Classroom Management






At the Willow School, all staff use 'The Communi-Tree' system to set and manage positive behaviour expectations within the classroom, it has been developed to strengthen the impact and immediacy of the Golden Time consequence.

What is The Communi- Tree?

The Golden Time is a whole school approach to positive behaviour that supports classroom management by rewarding positive behaviour with an extended play session. This weekly incentive allows children to choose from a range of fun, social activities.



Currently children serve a 'detention' in a designated area of the playground where they can observe the interactions of their peers. This 'punitive' intervention is temporary provision until identified children have been trained as 'peer mediators'. At that point, the designated area will become a 'Reflection Area' where peer mediators will support children with the **Restorative Enquiry Questions**. **We expect this key aspect of our whole school restorative approach to be embedded by Summer 2016.**

	Warning If you do not follow the Golden Rules you will be given a warning and your hand will be placed by this symbol. If you then start to follow the rules your teacher will move your hand back to the tree.
	5 minute detention If you continue to misbehave you will be given a 5 minute detention. Your hand will be placed by this symbol. You MUST miss 5 minutes of your playtime/lunchtime. After you have had your detention your hand will be placed back on the tree.
	10 minute detention If you continue to misbehave you will be given a 10 minute detention. Your hand will be placed by this symbol. After you have had your detention your hand will be placed back on the tree.
	15 minute detention If you continue to misbehave you will be given a 10 minute detention. Your hand will be placed by this symbol. After you have had your detention your hand will be placed back on the tree.
	Time Out If your teacher feels that you need some time straight away to think about your behaviour or to work alone your hand will be placed on this symbol. You MUST go either to the timeout table in the classroom, to the middle area OR to your partner class for 2-5 minutes. Your teacher will tell you where to go and how long to go for. Timeout will also be used in the afternoon in KS2 instead of detention.

Behaviour Management is the responsibility of all staff employed by The Willow School. There is an explicit and shared expectation on all staff, that positive behaviour is consistently reinforced and unacceptable behaviours are effectively challenged.

Incident intervention and support

All members of staff are expected to intervene to resolve an incident, if safe to do so. If an incident is too dangerous to intervene, staff are expected to secure the safety of other children and enlist the support of other staff, including the Senior Leadership.

Incidents should then be recorded in the relevant SIMS system and reported to the Learning Mentor or child's Class teacher.

If the incident is of a serious nature, that requires Senior Leadership Team intervention, the matter should be referred to the Duty Senior leader in the first instance. If the child's phase leader is not available, the matter can be referred to any available member of the Senior Leadership Team.

Whole School Relationships Policy

Restorative approaches have been established by actively teaching children and staff to be aware and articulate of their needs, as an integral part of their emotional, social, learning and professional development. This is done through the forum of the Willow Circle Time sessions

All Willow Learners are INCREDIBLE because we are actively teaching them to employ the learning powers or attitudes, listed below. We have specifically asked our children what **they need** in order to give the best of themselves, as INCREDIBLE LEARNERS.

All staff and visitors who work in our learning community are expected to model the INCREDIBLE learning powers and to creating opportunities where Willow children can experience relationships, language and learning that can support and meet their articulated needs.

So what exactly are 'Restorative Approaches'?

Restorative approaches support children and staff to build, maintain and repair relationships so that both social and academic learning is maximised.

The approach is based on an understanding that relationships are important and that conflicts are not only a normal part of life, but opportunities for learning about social skills and relationships. It recognises that within a conflict there are 'unmet needs' and underlying levels of harm that need to be addressed in order to resolve the conflict. The restorative approach enables everyone affected to process and 'move on' by inviting them to take responsibility for the impact, problem-solving and consequences of conflict, unacceptable behaviour and harm.

This is achieved initially by developing the children's awareness of their own needs, by creating regular and timely opportunities for children to consider the impact of conflict on others. This happens during the weekly 'Willow Circle Time' and the more impromptu 'Restorative Circles', when an incident has affected such a large number of people that planned learning has to be temporarily delayed to address the social learning needs.

When a conflict has taken place, a prescriptive process of questioning is used to stimulate children's thinking.

This supports children to unpick and articulate the emotions, thought processes and deeds involved in their conflicts.

As a result of this support and modelling, children and staff learn to independently reflect and analyse their responses, whilst being supported to identify more meaningful ways to repair the harm caused. In this way, restorative approaches works powerfully to repair, reduce and prevent further incidences, whilst developing key emotional skills and social awareness, such as empathy, self-awareness and independently positive behaviour.

What does this look like in practice?

At the Willow School this means that children, instead of simply 'being punished' as a consequence of 'poor or unacceptable behaviour', are invited to engage in a process where they take responsibility for their actions, understanding what they have done wrong and accepting that their actions were harmful to others.

This means that children have the opportunity to share their perspectives, feel heard and feel more able to be honest about their choices

This approach works to address the flaws of the traditional punitive approach; namely that the 'offender' has the responsibility and accountability for their actions taken away from them and once punished they have no requirement to address the underlying harm caused. We consider that a purely punitive approach is a missed opportunity for children to develop empathy, responsibility and self-awareness: In these situations, often the child is more concerned about the consequences for themselves – and only remorseful because they have been 'caught' - rather than becoming aware of the consequences of their actions, on others. When third parties i.e. teachers dominate the

management and problem-solving of the conflict, the consequences can become superficial punishments whilst underlying issues remain unaddressed and this can mean that incidents reoccur.

We are increasing our use of restorative approaches to deal with conflict in order to find more meaningful, positive solutions for all involved.

Ensuring a consistent and whole school approach

The Willow Primary School has identified and structured the responses for unacceptable behaviour. Please refer to 'Responding to unacceptable behaviour at The Willow Primary' document (Appendix 9) for further guidance.

All staff are expected to support and adhere to the consequences outlined in this document. Any queries should be brought to the attention of the phase leader, in the first instance.

In a small number of cases, where a particular consequence is thought likely to be counter-productive, an alternative but appropriate consequence may be arranged with the agreement with the class teacher and phase leader. If it is not possible to reach an agreement or serious concerns persist, the matter should be referred to the Headteacher. The Headteacher's decision on the matter is final.

Parents and Carers must be informed of any deviation from the 'Responding to unacceptable behaviour at The Willow Primary' document guidance.

Behaviour Management Record-keeping

It is the responsibility of all staff to ensure that all incidents of this nature are formally recorded either on the SIMS Behaviour Log or Incidents should be recorded as quickly as possible and within 24 hours. Parents or carers should also be informed within 24 hours. Incomplete record-keeping undermines the expectations of the school; puts children and staff at risk and promotes inequality amongst the school community. This is unacceptable and will be formally challenged and addressed by staff' line managers or the Senior Leaders.

Special Educational Needs

Please refer to our School Offer 'How we support SEN at the Willow Primary ' to give a comprehensive overview of our work to include children with SEN/D. This can be found on the school website.

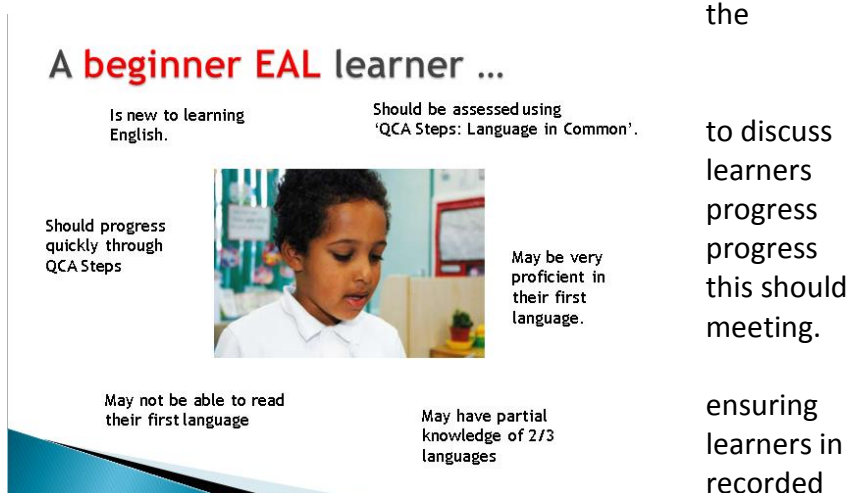
Beginner EAL (BEAL)

All teaching staff are trained to use the QCA 'Language in Common' (QCA LiC) to assess the progress of BEAL children, as part of the mainstream assessment cycle.

BEAL children without an identified special educational needs (School Action + or statement) should quickly progress through the QCA LiC scales. It should take no more than a total of 18 months, for a mainstream BEAL child to progress onto the National Curriculum level descriptors.

Class teachers are expected to be able to provision and needs of these within their class, as part of the pupil meetings. Where BEAL children's progress has fallen behind these expectations be raised as part of the pupil progress

Class teachers are responsible for ensuring that the EMA team are aware of BEAL learners in their class. This must be formally recorded using the EMA Referral Form. This document can be used to trigger additional assessment, observation, guidance, resources and additional intervention to support progress.



Quality first teaching is the primary method of progressing the needs of these learners, however BEAL children will be selected for additional intervention by the EMA team.

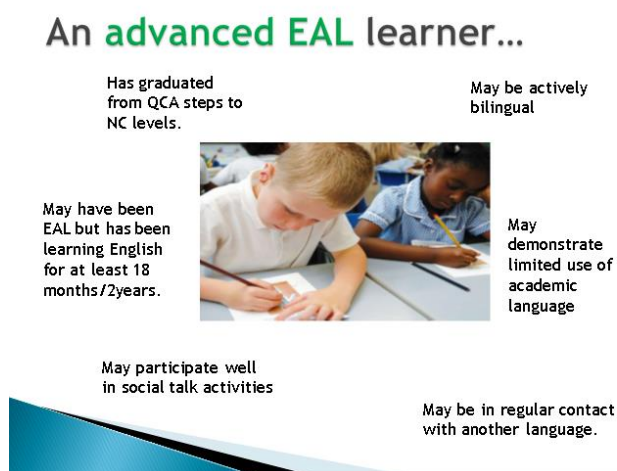
Advanced EAL learner (AEAL)

More advanced EAL learners are generally defined as Beginner EAL children who have progressed from the QCA LIC scales onto the National Curriculum levels descriptors. They present as learners who are able to access social and classroom based activities using informal, non-academic language to communicate with peers and adults. Although these children cope well in the playground we recognise them as a group that is 'at risk of underperformance' due to a limited exposure to standard and academic English language, linked to the fact that English is not their home or primary language.

The needs of this group of learners must be met by quality first classroom teaching that highlights best practice around the teaching and learning of bilingual learners.

This practice will include:

- the explicit planning for, and teaching of language functions and grammatical structures, through meaningful and contextually relevant learning opportunities.
- Supporting and challenging children to make links between their own home language and formal and academic terminology to ensure that they acquire the independent learning skills to access and utilise high order English.



- Good use of mixed ability groupings to increase 'peer to peer' modelling and learning.
- Promotion of pupil led questioning, discussion and self-assessment.
- Effective use of the learning environment to support the acquisition of higher order language thinking and skills.

Class teachers are expected to be able to discuss the provision and needs of these learners within their class, as part of the pupil progress meetings.

Class teachers are responsible for ensuring that the EMA team are aware of MAEAL learners in their class. This must be formally recorded using the EMA Referral Form. This document can be used to trigger additional assessment, observation, guidance and tracking to support quality first teaching.

Quality first teaching is the primary method of progressing the needs of these learners. Depending on the assessed need and with the agreement of the class teacher and parent, small groups of MAEAL children can be selected for additional short term intervention by the EMA/ Inclusion team.

EMA Support for children at risk of underperformance

Standard and Academic English learners (SAEL)

At the Willow school we recognise that some children who speak English as their home language face difficulties when using academic and subject specific language, as demonstrated by their speech or writing work. This is potentially a result of a limited or inconsistent modelling of formal language structures and abstract use of 'academic English'. However, for other children this could be a result of poor pupil self-esteem and negative social pressures around the use of formal and academic language.

These children need to be strongly supported by quality first teaching that establishes a classroom culture that builds linguistic self-esteem, celebrates a wide range of language learning achievement and draws on best practice around the teaching and learning of bilingual learners (refer to MAEAL guidance).

All teaching staff are expected to support SAEL by:

- Clearly and consistently communicated high expectation of all children's ability to use academic and formal language. This includes praise and reward for the appropriate use of standard English; directly encouraging children to improve their sentences structuring to ensure that appropriate language use is properly rehearsed. It is important that this is not handled in such a manner that overly frustrates children or undervalues their linguistic heritage.
- A good range of planned quality speaking and listening opportunities that facilitate the use of academic language in contextually relevant and realistic learning situations.
- Quality whole class and group discussion using approaches such as models of excellence, success criteria (step to success) and peer/self-assessment of learning, leading to heightened awareness around the language demands of any learning activity.
- Positive role modelling of academic language users from a range of heritages to help children raise their linguistic confidence and aspiration.

Class teachers are expected to be able to discuss the provision and needs of these learners within their class, as part of the pupil progress meetings.

Identified minority ethnic groups at risk of underperformance

At the Willow School we aim to see all our children reach their potential, irrespective of gender, socio-economic background and circumstances. Consequently we regularly examine progress and attainment data to identify statistically significant groups that are excelling as well as those who may be at risk of underperformance.

Because this is data led intervention, priority groups would be expected to change over the course of time. Staff including teaching staff are notified of these groups at the beginning of each academic year and training is offered to support teaching and learning. Class teachers are expected to be able to discuss the provision and needs of these identified learners within their class, as part of the pupil progress meetings.

Inclusion

We celebrate being a part of an inclusive community and we benefit from learning & working alongside the children and our colleagues from The Brook. We have fully inclusive play and lunchtimes and may inclusive sessions happening each week.

Our expectation is that every year group will work collaboratively with their link class colleague planning and delivering specific projects.

Some examples of the varied types of inclusive sessions which currently take place are:

- Individual children from either school integrating with a class from the other for particular sessions on a regular basis. This is for individuals who have been identified as having a need that is best supported through inclusion of this kind.
- Inclusive drumming, music or art involving a group of children from the Brook and a group from the Willow.
- Inclusive projects – these can take many forms – whole class inclusion, a group of Brook children joining a Willow class or vice versa.
- Inclusive playtimes, for those children from the Brook who are able to manage in a mainstream setting.
- Inclusive assemblies.
- Inclusive events e.g. carnival, talent show, international evening etc.

We are currently working with the Brook at developing a comprehensive cross school curriculum based around our international school work. The aim is that by 2015/16 inclusive learning will be a part of our embedded curriculum. Watch this space!

All staff have a right to professional development, this includes development through supportive and constructive discussion and feedback on all aspects of teaching and learning. Teachers' own reflections on their practice plays a critical role in this process. Please see 'reflective practitioner' in the professional development section below.

Teachers performance is evaluated through triangulation of the following:

- Lesson observations
- Book monitoring
- Environment monitoring
- Progress data
- Pupil feedback

All scheduled monitoring activities will receive feedback (verbal, written or both) which highlights strengths and areas for improvement. Support will be offered for any areas that require improvement. If a particular issue has been raised and has not been addressed in 2 consecutive terms then the teacher will be given priority support in that area. All staff will have the opportunity to respond to monitoring feedback.

Teachers who have been identified, through monitoring, as requiring additional support may be offered one or more of the following:

- Supported planning
- Team teaching
- Demonstration lesson
- Peer observation
- Further INSET

Lesson observations

- We conduct up to three hours of formal lesson observation per teacher, per year, arranged over the three terms.
- These observations are recorded on a school proforma (see appendix 9 for an example)
- Whilst all aspects of a lesson may be monitored and commented on there will be one or two focus areas that receive particular attention. These areas are usually linked to the school improvement plan and performance management and are commented on in more detail in feedback
- Previous areas for improvement are also commented on
- The strengths observed in the lesson will be shared as well as two or three areas for development. Appropriate support for these areas will be discussed and noted.
- All lessons are graded using the OFSTED grades and an observation grid is used to inform judgements and next steps (see appendix 3)

Book monitoring

- Big Writing, literacy and maths books are monitored termly with other curriculum areas looked at by leaders on a rolling programme
- Books are monitored against a set of criteria with a focus on challenge, feedback and progress
- Teachers receive feedback on the key strengths, previous area for development and two or three areas for further development

We are committed to the professional development of all staff at the Willow. Our CPD is planned to support the priorities in our school improvement plan. Through our reflective practitioner programme we support staff to evaluate their own practice and set their own professional development targets.

Reflective Practitioner

Self evaluation

Tools used to support self reflection:

- IRIS connect - IRIS connect is video technology which enables teachers to film their lessons and watch them back. This is new technology from January 2015.
- A self evaluation sheet - which supports teachers with identification of their own strengths and areas for development
- Feedback from formal monitoring
- Sharing practice and good models – phase meetings are used to look at colleagues books and identify strengths in practice and provide opportunity to evaluate own and others practice against criteria

Self development

- Teachers choose one or two key areas for development based on their own evaluations
- They meet with phase leaders or senior leaders to share their areas have guidance and support with them
- There will be follow up meetings to evaluate the impact of the support

Other CPD opportunities

We ensure that there are a wide range of professional development opportunities for staff including:

- Weekly whole school INSET sessions
- LA courses or those provided by outside trainers
- Working with, and advice from, external professionals, specialists or consultants
- Demonstration lessons
- Team teaching
- Fortnightly phase meetings
- Supported planning
- Marking workshops
- Curriculum workshops
- Mentoring
- Feedback from learning walks
- Monitoring (with feedback highlighting strengths and areas for improvements)
 - Lessons
 - Books
 - Plans
 - Environment

Appendices

Teaching & Learning Policy

MONITORING OF THE LEARNING ENVIRONMENT



CLASS/AREA:

Area	Comments	
Is it obvious through displays what IPC unit the class is studying?	Yes Limited No	
Is there evidence of children's work displayed around the classroom?	Yes Limited No	
Are the different areas of the curriculum reflected around the classroom?	Yes No	
Does the classroom have a RWI chart?	Yes No	
Is the VCOP display properly displayed and words updated?	Yes No	
Is there a communitree? Is it labelled?	Yes No	
Is the book area well stocked and inviting?	Yes No	
Are trays / exercise book containers labelled?	Yes No	
Is the classroom tidy and clutter free?	Yes No	
Does the teacher's notice board have.....	Timetable for class Y N Timetable for support staff Y N SLT duty day chart Y N List of 1 st aiders Y N Playground rota Y N	
Is this classroom an exciting working environment for the children?	Yes No	
Linked (middle) area		
Action to be taken		
Teacher comments		

Lesson Structure

1

PACE, PURPOSE and PASSION in every lesson

- Show high energy and enthusiasm for the learning that is taking place
- Praise, encourage and be supportive.

2

Set the context. Get children thinking. Provide a question that requires children to review/recall/rehearse what was learnt during the previous lesson. If it is a new unit use a pre-assessment question to find out what children already know.

- When work is introduced it needs to be given a context, linked to previous learning and to real life experiences.
- Use a planned question to encourage children to reflect on their previous learning and apply what they know
- If starting a completely new unit use a planned assessment question to find out what they know already
- Summarise what is to come and provide initial exposure to key ideas and vocabulary. By doing this we aim to engage curiosity and stimulate interest.

3

Share the learning objective (WAL...) and key vocabulary
Both should be clearly displayed

- Learning objective should be shared at the outset of most lessons so that children's minds can be specifically focused on what they are meant to be learning.
- Use the format WAL... (We Are Learning..). The WAL should be specific to the task in hand but general enough to be inclusive. It should relate to the skill or knowledge being developed NOT the context
- Example: 'WAL to make cookies' is not specific enough as it means something totally different in a literacy lesson than a science, than a DT. A more specific WAL would be in literacy 'WAL to write instructions'; science 'WAL to investigate what changes take place when cooking'; DT 'WAL to follow a recipe'.
- The WAL should be constantly displayed throughout the lesson. Write it on the dry whiteboard even if you introduce it from the IWB.
- Share, explain and model key vocabulary needed for the lesson

4

Have a prepared question to stimulate thinking around the subject matter

- Questions are used to assess children's starting points, to deepen and challenge understanding and to check children's progress.

- Children must always be given thinking time and a range of strategies are employed in this school to facilitate a 'no hands up' approach: talk partners, names from a tin,
- The question templates should be used to provide a greater range of prepared questions. These are:

A range of answers	Are these things good for you? Chocolate, fruit, bread, milk, red wine, cheese, salt, ribena light, sugar, meat, low fat yoghurt Give reasons for your answers.
A statement	Talk to your partner.... People in the UK should be fined if they do not recycle all recyclable goods. Do you agree or disagree, why?
Right and wrong	Why is this sentence grammatically correct and this one not?
Starting from the end	Talk to your partner.... 101 is the answer, what was the question?
An opposing standpoint	What would a mother whose children were starving think about shoplifting?

5
During the lesson emphasise key points so children remain focused on what they are learning and what they need to know/do in order to be successful

6
Model, demonstrate, and scaffold - share model of excellence

- Use a model of excellence to illustrate excellence, ask the children to pick out what makes it great
- Compare a good model with a not so good one, ask the children to evaluate the models and say which is better and why (use this to help create your steps to success)
- Through questioning see if the children can model the learning eg – what could we do first? Does that work? Why/why not? What next?
- Where appropriate model with teaching aids or support staff
- Demonstrate how you want the children to complete the independent task
- In Literacy start with a shared piece of writing or at least one comprehension question answered together.

7
Use talk partners and names out of a tin for responses and challenge the responses

- Talk partners are determined through random selection and changed weekly, although there may be occasions where it is appropriate for you to determine partners this should be the exception, not the rule
- Demonstrate how you want the children to talk to each other
- Use language frames to enable and support the partner talk
- Insist on full answers if appropriate

- Do not always accept the first answer, challenge children to up-level their responses
- Challenge and extend answers through further questions, eg, C - The monster is ugly. T – What makes him ugly? The monster is smelly. T – Describe the smell. C – The monster is big. T – Can you use a simile to describe how big?
- Limit the use of hands up - use whiteboards for whole class participation or names from a tin so that all children have an opportunity to answer.

How to be a successful talk partner

Do...

1. Look at your partner when they are talking.
2. Look interested.
3. Let your partner express their views.
4. Think carefully about what your partner is saying.
5. Stay focused on the question/task.
6. Try to be clear about what you mean.
7. Speak in sentences, say more than one or two words.
8. Be prepared to explain your thinking and persuade if you disagree. Accept that sometimes you may not agree.

How to be a successful talk partner

Don't...

1. Avoid all eye contact.
2. Look bored.
3. Fidget.
4. Interrupt all the time.
5. Say only one or two words.
6. Let your partner do all the work.
7. Make your partner accept your ideas if they don't agree.

How you could respond to your partner:

I think that....

Don't you think it would have been better if....

Perhaps a better way would have been....

I think.....because....

I disagree with that because....

What do you think....

Talk to Discuss and Explore

Use these sentence starters

- I agree with you when you say _____ because _____.
- That's an interesting point because _____.
- Yes, but on the other hand you could say that _____.
- I'm not sure I agree with you because _____.
- If you agree that _____, then _____.
- It follows from this that _____.
- You can look at this from a different perspective. I think _.
- By looking at _____ I noticed that _____.
- I have noticed a pattern here as _____.
- If we change _____, then _____.
- I wonder what would happen if _____.
- A different way of looking at this is _____.

Words and Phrases

- On the one hand
- On the other hand
- Despite this
- However
- Although
- Alternatively
- But
- Moreover
- Agree
- Disagree
- My conclusion is
- My thoughts are
- If _____, then _____

- Steps to success for each lesson must be typed onto the school proforma (see appendix 11) and stuck in the children's books. If co-creating they can be typed onto the school proforma during the lesson and printed immediately on the year group printer.
- Before children go to complete the independent task share or review the steps to success
- Steps to success should specifically show children what they need to do to be successful
- They should provide enough challenge for all children
- To clarify what the children are aiming for just before they start a task 'We'll know we've achieved this because...' 'I know I have been successful because...'
- They act as an aide memoir of the ingredients needed to achieve the WAL
- They may be process based, particularly in maths

Make sure activities are challenging and interesting
Children self differentiate selecting mild, spicy or hot tasks – provide extra hot thinking challenges

- It is expected that teachers plan for 3 way differentiation using mild, spicy and hot
- Differentiation can be in various forms:
 - Task
 - Outcome
 - Support
 - Scaffold
 - Questioning
- Differentiation should be based on quality not quantity. More able children should not be just expected to do more of the same work they should be applying what they know. eg, a high ability child in maths should probably complete a maximum of 5 sums relating to the current topic and then go on to a challenging word problem or investigation. Alternatively, a high ability child should be expected to show evidence of sentence structure, punctuation, more distinctive vocabulary, simile, alliteration, etc. rather than just writing at more length (even though it is expected that a high ability child would write a more extended piece during the same time as a lower ability child in the class).
- In the main, staff will get out of the children what they put in. Well planned, interesting differentiated work that children can access will produce far greater results than worksheets.

Challenge in Action

- Not accepting the first answer from children - probing to get more
- Higher level questioning, eg, more open ended questions, 5 question templates
- Higher expectations, eg, model of excellence, in writing sessions having a baseline of quality and quantity
- Modelling of expectations by the teacher
- Planning to the higher end of the class

Challenge in Action

- Plan for quick progression, ie, if children seem secure, next steps prepared so that you can move straight on
- Guided groups – so each ability group can be challenged at the appropriate level with focused planned input.
- Inspiring children so that they engage with challenge – a teacher's recount.

Assess children throughout the lesson: TUTD, partner talk, whiteboard, questioning, verbal feedback on work. Adapt the lesson based on assessments

- It is essential that the teacher provide lots of opportunities for feedback so that they understand the child's current thinking and can use this to move them forward.
- Teachers should not say things like 'Do you think he was right' without indicating how they want the children to respond. TUTD – Thumbs Up Thumbs Down is an easy technique for assessing agreement, disagreement or children who are unsure. It also ensures all children least think about their response.
- Individual whiteboards are an excellent tool for engaging all children in the learning and for assessing class responses so as to inform your next step
- There is no point giving children lots of opportunities to share and feedback if that has no impact on your teaching – if children's responses show they lack understanding change the lesson, stop and go back to clarify. If children's responses show they have, on the whole, very good understanding then move on to the next learning step even if it's not what you had planned.
- Staff should not ask for partner talk for one-word answers. These should be done with either all call out together (eg, 1,2,3 answer) or (quickly write on board 1,2,3 turn the board)
- Children should be taught:
 - Sit side by side and turn their head to look at each other
 - Take turns
 - Wait while the other person is talking
 - Be ready to answer if their names comes out of the tin

We remember:
 10 % of what we read
 20% of what we see
 30% of what we hear
 50% of what we see and hear
70% of what we discuss with another
 85% of what we experience, personally
 95% of what we teach
William Glasser

Review learning and assess against steps to success and targets. Peer and self assessment

- The steps to success are an ideal way for children to self-evaluate what they have learnt
- Children should be given the opportunity for self-evaluation against the steps to success in their books at the end of each lesson
- Having a prepared assessment question/problem for the end of the session can help teachers assess children's understanding.
- Once again talk partners at the end of the session will provide children with the opportunity to verbalise their learning against the success criteria – they will need to be taught to do this through modelling by the teacher and support staff.
- Children should assess their work against their individual/group/class targets.

BWF – Observation guidance – guided by revised Ofsted framework – October 09

	Outstanding	Good	Satisfactory	Inadequate
Subject knowledge	Excellent subject knowledge is applied consistently to challenge and inspire pupils	Strong subject knowledge which enthuses and challenges most pupils	Subject knowledge is secure	Teacher has incomplete understanding of areas or subject results in patchy/ inaccurate coverage
Interest, encouragement and engagement	Teaching is stimulating and inspirational	Teaching methods are imaginative and motivational	Teacher seeks to make work interesting	Teaching is unexciting
Learning objectives and steps to success	Learning objectives and steps to success are challenging	Learning objectives and steps to success are clear and appropriate	Learning objectives are clear and shared with pupils from the outset	Learning objectives are unclear and thus prevent pupils having a clear understanding of what is to be learnt
Teaching methods match learners' needs	Creatively selected use of whole class, independent and collaborative approaches which are meeting the needs of all	Well chosen range of activities which provide all learners opportunity to be challenged including SEN/EAL	A variety of activities provide pupils to learn in a variety of styles. When tasks allow, pupils have scope to make their own ideas	Methods are either mundane, repetitive, lack purpose and do not sustain interest
Use made of time/pace	Highly effective use of time allowing for all pupils to be challenged	Time is well planned to complete tasks with a clear and structured plenary	Teachers ensure that pupils are generally engaged by their work and little time is wasted.	Slow, not meeting the needs of individual pupils'
Resources	Resources are extremely well chosen and used effectively to challenge all pupils learning	Resources are deployed effectively and organised to assist learning	Resources are organised and used to directly support learning in a safe environment	Resources are not organised and pupils demonstrate little consideration for H&S endangering others.
ICT	Makes a marked contribution to the quality of teaching and learning	Is used to enhance teaching and learning	Adequate use is made to support teaching and learning	Not used or used ineffectively.
Differentiation and high expectations of learners	All adults are acutely aware of capability and plan effectively to build on these	Challenge is realistic. Teachers and TAs expect pupils to work hard	Tasks have sufficient challenge to keep pupils working well independently or cooperatively	Teacher's sights are too low and they accept pupils low effort level too readily. Some pupils cannot cope with work and misbehave
Pupils engagement with the learning	Pupils are exceptionally enthusiastic and commitment to improve their work	High level of interest from most pupils and pupils work productively	Pupils' understand what to do. Children enjoy participating in suitable activities and are involved productively.	Lessons fail to catch pupils' interest and enthusiasm. Many pupils are unwilling to work without supervision
Behaviour	Pupils demonstrate excellent concentration and are rarely off task.	Teacher relates well to children to feel secure, gain confidence and to communicate with others	Relationships are constructive. Well ordered atmosphere in classroom	Greater effort is exerted on managing behaviour than on learning. Ineffective classroom management
Teaching assistants	Well directed TA has marked impact on learning	TA makes a significant contribution to learning	TA is adequately managed and is effective	TA provides an extra pair of hands, but is not used effectively to support learning
Assessment – marking and oral feedback.	Pupils' work receives well-focused diagnostic comments that help them to see how to improve. Information from assessments is used to directly inform planning	Marked work helps pupils to improve their work. Pupils are regularly involved in helping to assess their work. This information is used to establish challenging targets for pupils	Work is marked regularly and pupils are aware of the overall quality of what they have done. Teachers know what they have achieved recently and base their plans on this information. Teachers let pupils know how they are doing and use this information to help set targets	Pupils work is infrequently marked. Targets set for most pupils are too easy, too hard or too general. Marking does little to help pupils improve. Mistakes are frequently unchecked. Assessment is not used to assist planning.
Questioning	Effective higher order questioning which challenges and extends children's learning.	Consistent use of open ended and challenging questions	Some use of effective questioning to move learning along	Teachers do not question effectively. Mainly closed ended questions.
Assessment – AFL	Teachers systematically and effectively check pupils understanding throughout lessons, anticipating where they may need to intervene and doing so with striking impact on the quality of learning	Teachers listen to, observe and question groups of pupils during lessons in order to reshape tasks and explanations to improve learning	Teachers monitor pupils work during lessons, pick up general misconceptions and adjust their plans accordingly to support learning	Teacher does not readdress misconceptions effectively or do not adapt teaching to children's needs.
Progress	Exceptional – considerably better than might be expected	Most pupils make good progress	Most pupils make at least satisfactory progress and some make good progress	A significant number of pupils make limited progress. Many pupils make little or no progress.

Maths Plan

Year group: Unit Focus: Date: Level Range of Class:

Unit outcome/expectations:	Outcome level	Unit Vocabulary:
LA:		
MA:		
HA:		

10 Minute mental maths

Mental maths Skill	Learning/Activity overview

Fridays – Mental Maths/Problem Solving

Problem Solving Focus	Problem Solving Activity (30 mins)	Mental maths Test (20mins)

Step	WAL	Steps to success	Question	Direct teaching	Independent learning	High Achievers	Plenary (misconceptions, next steps, assess, use & apply)
1			Pre-unit assessment:				
2							
3							
4							
5							End of unit assessment:

Literacy Plan

Year group: Unit Focus: Length of Unit: Date: Level Range of Class:

Unit outcome/expectations:	Outcome level	Engaging Boys:	Unit Vocabulary:
LA:			
MA:			
HA:			

10 minute VCOP/phonics

VCOP/phonic focus	Learning/Activity overview

BIG Writing

	WAL	Steps to success	Input	Extended writing activity	Peer/Self Assessment
Topic related					
Topic related					
End of unit outcome					

Step	WAL	Steps to success	Question	Direct teaching	Independent learning	High Achievers	Plenary (misconceptions, next steps, assess, use & apply)
1			Pre-unit assessment:				
2							
3							
4							
5							
6							
7							End of unit assessment:

Science Plan



Year group: Unit Focus: Date: Level Range of Class:

Unit outcome/expectations:	Outcome level	Engaging Boys:	Unit Vocabulary:
LA:			
MA:			
HA:			

Investigation Day Plan:

AT1 Skill Focus	WAL	Steps to success	Investigation Question/Problem	Planning	Practical	Recording	High Achievers	Plenary (findings/evaluation)

Step	WAL	Steps to success	Question	Direct teaching	Independent learning	High Achievers	Plenary (misconceptions, next steps, assess, use & apply)
1			Pre-unit assessment:				
2							
3							
4							
5							
6							End of unit assessment:

IPC Plan

Year Group: **Topic:** **Term:** Aut 1 Aut 2 Spr 1 Spr 2 Sum 1 Sum 2

Launch:	Outcome:	Engaging Boys:
Vocab:		







Pre-unit Assessment Question/Activity: Brainstorm following the launch
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Step	Subject Skill (Geog/Hist/Art)	Basic Skill (Math, Lit, ICT)	WAL	Steps to Success	Learning Overview
1					
2					
3					
4					
5					
6					

Guidance for support staff:

BEFORE THE LESSON
Do I know what the lesson is about?
Is the classroom set up appropriately?
Are pencils sharp?
Are all resources needed already on the table?
Have I made time to speak the to class teacher before the lesson or to look at the plans
WHOLE CLASS SECTION
Am I clear about the WAL and learning objective?
Can I explain what the lesson is about to the children I am supporting?
Where am I going to sit during the whole class activity?
Who am I supporting during the whole class activity – are they sitting next to me?
What materials can I bring to help the children I am supporting to understand and join in this part of the lesson? (100 square, science materials, whiteboard)
What question can I ask the children I am supporting to enable them to join in the activity? (Repeat the question or rephrase at their level)
Am I talking quiet enough so I do not disturb the rest of the class while I am being supportive?
Do I help the teacher to manage the behaviour by signalling to children who are choosing to be disruptive, ie, finger on lips, eye contact, smiles, winks, nods.
Am I making sure that the children who I am supporting are on-task and put up their hands to answer questions?
ACTIVITY SECTION
Are all the materials I need ready on the table?
Do I make a really quick start to the activity as soon as the children sit down?
Do I praise the children often for their efforts?
Do I ask the children what they will be doing and reinforce the WAL and Steps to success just before they start the task?
Am I making sure that all my target children are on task?
Do I tell children how they can improve their work or give the appropriate support?
Do I encourage the children to work at a quick pace?
Do I ensure that my group stops and tidies up on command of the teacher?
PLENARY
Who are my target children during the plenary?
Am I sitting next to them?
Am I encouraging them to answer questions by either repeating the question quietly, or rephrasing the question?
Am I encouraging good behaviour with my facial expressions?
Do I help to make sure the children are lined up quietly to leave the classroom orderly? (Use praise as much as possible rather than tell the children off).

The Willow Marking Codes

Code	Explanation
	Correct / Work seen
	Incorrect
VF	Verbal feedback given
	Good eg good WOW word, opener, time connective etc.
I	Finger space needed
	Incorrect spelling (maximum 3 different words in a piece of work)
	Missing or incorrect punctuation/capital letter or incorrect answer, number, part of calculation etc. in maths
^	Missing word
?	Check again / doesn't make sense
//	New paragraph
	Better word needed / uplevel

KS1 use codes as appropriate to the level and understanding of their children.

Improvement Prompts...

Range of prompts	Learning Intention	Extract for child's writing	Reminder prompts	Scaffold prompt	Example prompt
<i>Why...? (Justifying a statement)</i>	To write a letter giving reasons for things you say.	'It was dismal.'	Say why you thought this.	Why was it a dismal time? Why did you hate being there?	Choose one of theses or your own: <ul style="list-style-type: none"> It was dismal because I was bored all the time. I found it dismal having only my granddad to talk to.
<i>How did you/s/he feel?</i>	To retell a story showing people's feelings.	'Nobody believed him.'	Say how you think this made him feel.	How do you think Darryl felt about not being believed? Do you think he might have regretted anything he'd done before?	How do you think he felt? <ul style="list-style-type: none"> Angry that people did not trust him. Annoyed for lying in the past. Your own ideas?
<i>Add something</i>	To use effective adjectives and adverbs in an account	'Jason was trying to distract him, but the dragon was too strong.'	Use more adverbs and adjectives here.	Let's use some adverbs to describe how they fought. Fill in the words: Jason tried ____ to distract him, but the dragon _____ used his strength to get past. Jason stabbed his sword _____ly into the dragon's nearest side.	Improve the fight by using one of these or your own: <ul style="list-style-type: none"> The dragon's tail lashed viciously, cutting Jason's flesh. Jason bravely lunged at the dragon, thrusting his sword fiercely into its side.
<i>Change something</i>	To use effective adjectives in a description	He was a bad monster	Think of a better word than bad.	What kind of monster was he? Change bad for a word which makes him sound scarier. Write it in the box.	Try one of these or your own instead of bad: <ul style="list-style-type: none"> ferocious terrifying evil
<i>Tell us more</i>	To introduce a character in a story opening	James went to school	Could you describe James?	What typing of boy is James? Good, bad, kind, shy, excitable, loud, naughty? Try to help us know him. James was a...	Describe James's character. Perhaps: <ul style="list-style-type: none"> James was a kind, likeable boy with great sense of humour. For instance James was often excitable and noisy but would be quiet and serious when he was working.
<i>What happens next?</i>	To write a middle and end from a given start	At last the merman saw the mermaid	How is your story going to end?	What do you think the merman said to the mermaid before they went home together?	Write one of these or your own ending: <ul style="list-style-type: none"> 'I love you' said the merman. The mermaid took his hand and they swam away. The merman looked embarrassed as he explained to the mermaid why he had taken so long to find her. She forgave him with a smile.

Date

WAL: to improve presentation

Presentation

1. *Write neatly.*
2. *Draw a margin.*
3. *Write the date, WAL and title.*
4. *Underline all.*
5. *Miss a line between the date, the WAL, the title and the beginning of my work.*
6. *Use a ruler.*
7. *Use one neat line to cross out mistakes.*
8. *Use boxes in my maths books.*

My current target is

Signed

Date

WAL: to improve our presentation in our books

Presentation

1. I will always write as neatly as I can in my books.
2. I will draw a margin with a ruler in books that have no pre-printed margin.
3. I will always write the date in full at the left hand side of the page and underline it with a ruler, except in my maths book where I will use the short date and underline it.
4. I will always write the WAL and underline it.
5. I will write and underline the title.
6. I will always miss a line between the date, the WAL, the title and the beginning of my work.
7. I will always make sure I use a ruler to draw straight lines.
8. I will always write the question number in the margin.
9. I will always use the boxes in my maths books to write the digits and symbols.
10. I will always use ONE neat line to cross out any mistakes. I will use a ruler to make the line straight. I will use a diagonal line if I need to cross out a paragraph or a page.
11. I will NEVER use a rubber without permission from my teacher.
12. I will NEVER leave empty pages. I will ALWAYS use the next page. I will make the best use of the page as possible by making sure I complete as much work as possible.
13. I will take pride in my books and help my teacher to set targets so that my presentation will improve.

My current target is

Signed



LESSON OBSERVATION FEEDBACK – Autumn 2015

Teacher:	Observer:
Lesson:	Date:
Lesson Objectives/Context:	

Chronological comments

Focus Area	
AfL	WAL/clear S2S/Question template/names from a tin/TUTD/random partners/self differentiation/ss2S labels printed & stuck in books/ pupil self-assessment against S2S/peer or self assessment/books marked using willow way/opportunities for pupil feedback/ Quality evidence of questioning, observing, discussing, checking on children's understanding and analysing their responses / teaching adapted based on pupil feedback.

Teacher Feedback	
3 Strengths	1 Area for development
1.	1.
2.	
3.	

Strengths
<ul style="list-style-type: none"> •

Previous areas for improvement	Comment	
		Still working towards this Achieved / Embedded Unable to assess
		Still working towards this Achieved / Embedded Unable to assess
		Still working towards this Achieved / Embedded Unable to assess
Agreed Areas for improvement Aut15	Action/Support to be given	People involved
1.		

General Comment:

<p><u>Teacher comments:</u></p>
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