



Whitley Abbey Primary School Teaching and Learning Policy

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Aims

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school and in each curriculum area
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

1. Our Vision and Drivers

We aim...

- For everyone to be valued, safe and happy.
- To promote high standards of teaching and learning and expect the highest levels of attainment for everyone.
- To strive to open children's minds to life's possibilities and promote citizenship amongst our children.
- To place a great emphasis on developing a love of reading and vocabulary to enable children to become lifelong learners.
- To nurture the mental and physical wellbeing of everyone through our character values of; kindness, honesty, friendship, courage, resilience, and gratitude.
- To foster positive relationships, to engender an ethos of tolerance, respect and an understanding that we live in a diverse community.

Hand in Hand we Learn

Curriculum Drivers			
Possibilities and Citizenship	Reading and Vocabulary	Health and Wellbeing	Celebrating Diversity
Our curriculum is designed to promote aspirations by preparing children for a changing world by making links between their learning and careers and opportunities in adult life. The curriculum enables children to make connections between what is learnt in school and open-up possibilities for them in later life. Teachers support children to be good citizens through the development of British Values and the core learning values of; Commitment, Opportunity, Respect and Excellence.	Our curriculum is designed to meet the needs of the children we serve placing great emphasis on the development of tier 2 and tier 3 vocabulary and fluency in reading. At Whitley Abbey we recognise that vocabulary development helps children to communicate effectively and to understand what they hear. Reading enables pupils to develop independent learning skills – skills that will serve them well in later life.	Our curriculum is designed to promote children's health, wellbeing and resilience through the promotion of Whitley Character Values, friendship, kindness, courage, resilience, gratitude and honesty. We want our children to make good choices about their own health and wellbeing. Research suggested that better emotional wellbeing is associated with higher achievement in primary school. When children feel safe, they can better access learning in the classroom.	Our curriculum is designed to celebrate diversity. This means understanding that each individual is unique and recognising and celebrating our individual differences. The concept of diversity encompasses community, acceptance and respect. We foster the exploration of these differences in a safe, positive, and nurturing environment. We believe that by practicing mutual respect for qualities and experiences that are different from our own we build alliances across differences so that we can work together to eradicate all forms of discrimination.

2. Learning Values

Core Learning Values

A core learning value is a central belief clearly understood and shared by every member of the school community. We believe in **commitment, opportunity, respect and excellence.**

By **commitment** we mean that everyone

- Shows loyalty to friends, colleagues and the school
- Is willing to support and show care for those who need help
- Is willing to work to the highest level
- Keeps the school rules

By **opportunity** we mean that everyone

- Develops confidence through participation
- Volunteers in a variety of school situations
- Considers their own strengths
- Pursues individual interests in a manner which broadens horizons

By **respect** we mean that everyone

- Values all members of the school community
- Always displays good manners
- Displays tolerance of others with different points of view and beliefs
- Shows respect for the school buildings, facilities and surrounding environment

By **excellence** we mean that everyone

- Is proud of personal achievement
- Produces work of the highest quality
- Sets ambitious standards and personal goals for improvement
- Makes best use of talents, time and resources

3. Curriculum

Curriculum Organisation

The curriculum at Whitley Abbey Primary School is planned to meet the needs of the diverse school community, placing great focus on vocabulary development and exploiting opportunities to read. The curriculum determines what children will know and do, but also helps them discover possibilities by making links to employment and helping pupils to identify their talents and passions. Throughout our curriculum, we promote our C.O.R.E learning values: Commitment, Opportunity, Respect and Excellence and 'The Whitley Abbey Character Values' (Friendship, Kindness, Gratitude, Honesty, Resilience and Courage) which support children in becoming confident people, able to take their place in society as happy, healthy, responsible citizens who care for others in the diverse world they live in.

Whilst our curriculum is not organised into 'themes' we exploit natural links between subjects to support children in making connections- when logical and practical to do so. We believe that this approach facilitates the promotion of 'depth of knowledge' surrounding a subject or idea and as such the development of Cultural Capital. Despite these links, each subject still retains its autonomy and is taught explicitly to support the development of semantic memory. Teachers plan opportunities for knowledge retrieval at spaced intervals to support the creation of long-term memories and knowledge.

We intentionally plan visits, visitors and special events at midway or end points so that pupils have developed the language and knowledge they need to help them to fully immerse in the experience. Our 'Everyone D.O.E.S Promise' (see Appendix 12) provides a programme of extra-curricular and enrichment opportunities to ensure that all children, regardless of their socio-economic status, have a wealth of experiences and memorable events which bring the curriculum to life.

Our curriculum is planned to allow pupils to consolidate learning through regularly revisiting skills (deliberate practise); skills which are framed within the development of new knowledge. The consolidation of these skills allowing children to master key learning that can then be independently applied.

The curriculum delivers Programmes of Study from the National Curriculum 2014 and allows children to embrace a wide range of exciting, challenging and opportunity rich learning experiences that celebrate the differences and diversity in our school community whilst promoting SMSC development and British Values

4. Cultural Capital

Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. Our understanding of 'knowledge and cultural capital' is derived from the following wording taken from the national curriculum:

'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

Cultural capital is understood to contribute to success in life, for example, being able to perform well in school, knowing how to talk in different social groups or societies, accessing higher education and being successful in work or a career. Cultural Capital is not something that is 'given' or 'taught'. It is about experiencing culture, language, and traditions. At Whitley Abbey therefore, we intentionally selected vocabulary and reading as one of our curriculum drivers to support this overall aim and further support this by teaching children about key historical or significant figures from a range of social, cultural and economic backgrounds and from different periods in time.

Whitley's curriculum is successfully adapted, where needed, to meet the needs of all pupils, including those with Special Educational Needs, developing their knowledge, skills and abilities to apply what they know

and can do with increasing fluency and independence, and ensuring that they make progress from their starting points.

We aim to address social disadvantage and, as a result, our curriculum reflects the school's local context by addressing typical gaps in our pupils' knowledge and skills. It is therefore crucial that as well as being taught essential knowledge and skills, pupils are taught explicit and engaging vocabulary across the curriculum and have access to a wealth of books and resources to help feed their thirst for knowledge.

The curriculum delivers Programmes of Study from the National Curriculum 2014 and allows for children to learn from exciting, challenging and opportunity rich learning experiences that celebrate the differences and diversity in our school community whilst promoting SMSC development and British Values.

5. Planning

Lesson Planning

Lessons will be planned well to ensure good short-, medium- and long-term progress. Teachers will plan lessons in accordance with the schools' agreed principles and approaches (see appendix 1 the Five Principles of Effective Practice.) Teachers will deploy 'Teacher Like a Champion' strategies in Year 3-6 (see appendix 2) to ensure maximum pupil engagement and Read Write Inc strategies in Reception to Year 2. Teachers in Year 2 may begin to introduce teach like a champion strategies as a transition to KS2.

Teachers will ensure all lessons follow the agreed teaching formats to ensure maximum participation and deliver the content outlined in the curriculum documents. Reading and writing in EYFS and KS1 will follow the Read Write Inc principles – Year 2 will transition to Read to Write and to whole class reading as and when they complete the Read Write Inc scheme of learning. See Appendix 8

Subject	Writing	Mathematics	Foundation Subjects
Contents	Daily sentence (see Appendix 12) Hook Main Teaching Independent work Plenary (may be throughout the lesson)	Knowledge Retrieval practice Anchor Task Main Teaching (Episodic learning) Independent work Plenary (may be throughout the lesson) Chanting (at any point in the lesson)	Knowledge Retrieval practice Hook Main Teaching Independent work Plenary (may be throughout the lesson)

(See appendix 7,8,9 for teaching formats). Lesson planning formats are provided for teachers to use to support planning (See appendix 14)

See our EYFS policy for more details on our school's teaching and learning in the early years.

Individual reading

All children must have reading books matched to their level of reading In EYFS and Key Stage 1 this will be determined by RWI assessments. In KS2 and as appropriate in KS1 this will be determined by the Star Reading Tests. Children who identified as the lowest 20% of readers must be heard individually or in a small group by an adult at least 4x a week. All other children will be heard read approximately 4x a week during the whole class reading sessions. We use a standardised approach to hearing pupils read. See Appendix

6. Presentation

We expect all pupils to demonstrate excellence in all aspects of their learning. Recorded work should follow the Nelson Handwriting scheme and adhere to the schools agreed presentation policy and non-negotiables

for books. (See Appendix 11 and 15.) Pupils who require additional support with recorded work may be supported using:

- Bespoke lines in books to support correct letter formation
- Adapted equipment to secure the correct pencil/pen hold
- Intervention to support fine motor skill development
- Computer assisted recording
- Access to a scribe

7. Learning Environment

When pupils are at school, learning will take place in their classrooms, outdoor spaces, halls.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Posters of material pupils have previously learned about and can identify (Knowledge Organisers).
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning

(For expectations on classroom learning environments please see Appendix 3 for Years 1-6 and Appendix 4 for Early Years)

8. Differentiation / Adaptive Learning

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL (English as an Additional Language))
- Disadvantaged pupils
- Pupils that are gifted and talented

Strategies used to achieve this:

- Using adaptive teaching and scaffolding effectively (see appendix 21)
- Using support staff effectively to provide extra support
- Working with our SEN coordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make substantial progress
- Using ability groupings for certain subjects where appropriate
- Providing writing frames and word banks and concrete resources
- Using intervention and SMART targets to support pupil progress
- Whole class and individual feedback
- Providing regular opportunities for knowledge recall

- Providing regular opportunities to consolidate previously taught skills
- Identifying pupils with low engagement using Leuven Scale Assessments (See Appendix 20) and subsequently supporting them through intervention of Quality First Teaching

9. Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available on Google Classrooms or sent home as a physical copy.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Pupils are expected to read at home with an adult at least 4x a week – this is monitored by teachers and teaching assistants.

10. Marking and feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

All pupil work will be marked either by the teacher, a learning support assistant, by a peer or self-marked under the guidance of the teacher. Teachers should use the marking codes to ensure they are not writing lengthy comments. Where appropriate (e.g. in a writing review) teachers should plan to allow adequate time to respond before starting a new lesson.

Feedback may be provided in a written or verbal format and may be whole class, group or individual. Teachers will use marking to address misconceptions which may be addressed through future teaching sessions.

(See appendix 5 for the Feedback and Marking Policy. See Appendix 16 for the Whole Class Feedback format. See Appendix 7 for Marking and feedback codes)

10. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment. Formative assessments take place daily through a range of assessment for learning approaches. (See Assessment for Learning Guidance Appendix 17). Summative assessments take place termly. Children will complete summative assessments in Reading, Mathematics and Spelling, Punctuation and Grammar. Writing is assessed by gathering evidence over time against the school adopted Teacher Assessment Frameworks in Year 1,3,4 and 5 (See Assessment Guidelines Document) and against the national Teacher Assessment Frameworks in Year 2 and 6.

Children's progress in times tables, reading and spelling is also tracked using times table rock stars, accelerated reader and class best tests.

In all other curriculum areas pupils will be assessed using a combination of:

- Contributions in class
- Written or practical work
- Evidence in books

- Quizzes
- Presentations
- Participation
- Application of skills in other curriculum areas

We will provide regular targets for pupils which may be individual or whole class and provide termly verbal reports against these at parents' evenings.

11. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders and subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Planning scrutinies
- Book scrutinies
- Pupil interviews
- Data analysis

12. Review

This policy will be reviewed every year by the headteacher and Senior Leadership Team. At every review, the policy will be shared with the full governing board.

13. Links with other policies

This policy links with the following policies and procedures:

- Positive Behaviour Policy (for a quick guide to behaviour see appendix 23)
- Early Years Foundation Stage (EYFS) Policy
- SEN/SEND policy and information report
- Marking and Feedback Policy
- Home-school Agreement
- Assessment for Learning Policy
- Equality information and objectives

Whitley Abbey Primary School
Hand in hand we learn




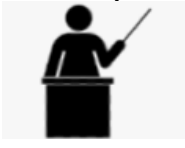



Six principles of effective teaching and learning








- **Passion-** All staff need to demonstrate a passion and enthusiasm for teaching and learning because they are role models for children.
- **Purpose-** There needs to be a clear purpose to the learning (Known as the WALT) and the children need to be able to understand and articulate this at the appropriate level for their age. Activities/tasks must be well matched and planned to enable the children to achieve the purpose or WALT.
- **Participation-** All the children need to participate in the learning. Teachers can facilitate this by skilfully deploying RWInc participation strategies, Teach Like a Champion Strategies and effective questioning.
- **Pace-** The learning must be well paced throughout the lesson and this enables the children to stay focused on the learning.
- **Praise-** Children are encouraged to work consistently hard and praise is given when this is achieved. It should be age appropriate and where possible shared with others including, parents, peers and other adults. Praise should be given for a specific behaviour to encourage all children to do the right things and become good learners.
- **Preparation-** Learning should be carefully planned to meet the needs of all learners. This ensures 'quality first teaching.' Resources are prepared to excite and motivate children. To ensure this is effective and impacts on learning we provide templates to support teachers.

Appendix 2

Whitley Abbey Primary School
Hand in hand we learn
Teach Like a Champion
Whole class behaviour and engagement strategies



Skill	Strategy	Guidance															
Pace 	Time Stamp	Keep it sharp – how long should this take ideally – tell the children and dramatise this time scale. 'you have had 2 minutes you should now be on...' Balance teacher and pupil talk.															
Clear Purpose	LI / Possibilities Pole	There needs to be a clear purpose to the learning (known as the LI) and the children need to be able to understand and articulate this at the appropriate level for their age. Activities/tasks must be well matched and planned to enable the children to achieve the purpose. Teachers should make links to job roles and future possibilities to ensure children see the 'greater' purpose of their learning.															
Means of participation 	Cold Call	Cold call responses from all children to key questions using AFL and data from assessments to focus who you are selecting answers from. Work the clock, use a timer to generate focus and urgency. Use hands up to poll children's responses 'who agrees with x' hands down – then cold call for responses.															
Gaining Attention 	Call Outs	Use rehearsed and known call outs to gain the attention of your class. Expect 100% compliance and repeat until you have the attention of all. Never begin teaching until you are satisfied that you have everyone's attention. <table border="1" data-bbox="991 1142 1530 1494"> <thead> <tr> <th>Call Out</th><th>Response</th><th>Action</th></tr> </thead> <tbody> <tr> <td>'Class'</td><td>'Yes'</td><td>SLANT – all equipment down</td></tr> <tr> <td>'Class, Class'</td><td>'Yes, yes'</td><td>SLANT – all equipment down</td></tr> <tr> <td>'Year 3'</td><td>'Year 3 are listening'</td><td>SLANT – all equipment down</td></tr> <tr> <td>1,2,3... Let's go</td><td></td><td>Children begin to work</td></tr> </tbody> </table>	Call Out	Response	Action	'Class'	'Yes'	SLANT – all equipment down	'Class, Class'	'Yes, yes'	SLANT – all equipment down	'Year 3'	'Year 3 are listening'	SLANT – all equipment down	1,2,3... Let's go		Children begin to work
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'Class'	'Yes'	SLANT – all equipment down															
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'Year 3'	'Year 3 are listening'	SLANT – all equipment down															
1,2,3... Let's go		Children begin to work															
Setting Expectations of Learning Behaviour 	S.L.A.N.T	Explicitly Teach expected learning behaviours – Sit up, Listen, Ask and answer, Nod your head, and Track the speaker															
Setting high expectations for answers 	Stretch your answers	Expect children to answer questions in full sentences spoken in standard English. Ask children to stretch.... their answers by providing further explanation or justification.															
Setting high expectations for all responses	Thinking Aloud	Model 'thinking aloud' to model the thinking process required to complete a task to a high level. e.g. – "It asks me how the author shows what the character is feeling – I know that I am going to be looking for how the author															

		has shown me what the character is thinking or feeling – they might have done this in what the character is doing or saying or how they look. I am going to look for clues.”								
<div>Structuring opportunities to master vocabulary</div> <div></div>	Talk Time/Talk Menu	Reciprocal learning is a powerful strategy to engage all. Children should be paired or group to discuss a subject matter. During any discussion focus must be directed by the teacher to provide structure. Teacher will time stamp the length of a discussion and identify key words or phrases that pupils must attempt to use.								
<div>Allowing time for children to formulate ideas</div> <div></div>	Wait Time	All individuals will have differing processing speeds. Allow all children thinking time before allowing or accepting answers. This approach means no hands should be raised until thinking time is completed.								
<div>Everyone Participates</div> <div></div>	100% Response	All children are to respond after 3 clicks – everyone joins in.								
<div>Maximise the use of learning time/ minimise disruption when moving around school.</div> <div></div>	Tight Transitions	<table><tr><td>1...(give instruction) 2...(give instruction) 3...(give instruction) 1...2...3.....</td><td>Show fingers</td><td></td><td>1 (follow instruction) 2 (follow instruction) 3 (follow instruction)</td></tr><tr><td>Tight transition time! • Days of the week • Counting in 2s • Alphabet • Spelling.....</td><td>Model request</td><td>Follow request</td><td>Clap along, click, march etc.</td></tr></table>	1...(give instruction) 2...(give instruction) 3...(give instruction) 1...2...3.....	Show fingers		1 (follow instruction) 2 (follow instruction) 3 (follow instruction)	Tight transition time! • Days of the week • Counting in 2s • Alphabet • Spelling.....	Model request	Follow request	Clap along, click, march etc.
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Tight transition time! • Days of the week • Counting in 2s • Alphabet • Spelling.....	Model request	Follow request	Clap along, click, march etc.							
<div>Everyone Participates</div> <div></div>	Pop Corn	As you turn the heat up children get the opportunity to pop out of their seat to respond. This is a fast-paced AFL strategy and fast paced method to collect vocabulary.								
Everyone Participates	No opt out	Children are expected to have a go even if they are not sure. Teachers do not accept 'I do not know'. Teachers may scaffold verbally to support a child with providing an answer.								
<div>Productivity</div> <div></div>	Let's Go	Teacher gives clear signals to start work and provided regular time stamps to set expectations. “By now you should have.....”								

Appendix 3

Whitley Abbey Primary School



Y1-6 Learning Environment Checklist

When you change your display boards, please use the following guidelines.
Please take down the behaviour ladders with pegs on. Displays should be on display boards only please.

Literacy Learning Wall (at the front of the classroom backed in yellow and clearly labelled <i>Literacy</i>)	
Current to the unit of work at all times.	
Title/sign indicating the focus for the unit of work,	
RWI blue pocket wall chart for word cards/vocabulary	
Examples of modelled writing completed with the children during lessons (could be on washing lines)	
WAGOLL piece of writing showing expected standard	
Punctuation prompts appropriate to the age of the children	
Generic prompts, e.g. connectives, good vocabulary, sentence openers, key words for spelling etc	
End of year expectations for writing poster	
Handwriting Poster showing correct joins being worked on	
Mathematics Learning Wall (at the front of the classroom backed in blue and clearly labelled <i>Mathematics</i>)	
Current to the unit of work at all times.	
Title/sign indicating the focus for the unit of work.	
Key vocabulary linked to the unit of work and key questions	
Hundred square (clearly visible for children to use independently if they need to).	
Number line appropriate to the level of the children (at the front of the classroom).	
Written methods modelled on square paper and appropriate to the level of the children	
Generic learning prompts e.g. number bonds, times tables	
Science Learning Wall (on sides or back walls of classroom backed in red clearly labelled <i>Science</i>)	
Knowledge Organisers in colour on A3	
Key Questions for Investigations	
Key Vocabulary being used and understood	
History/Geography Learning Wall (on sides or back walls of classroom backed in green clearly labelled <i>History/Geography</i>)	
Knowledge Organisers in colour on A3	
Key Questions to be investigated	
Key Vocabulary being used and understood	
Celebration Boards (on sides or back walls of classroom or in the corridors backed in purple if it's not literacy, mathematics, science or history/geography)	
A clear label stating what the Learning Intention was	
Examples of extended writing	
Boards used around boards	
General Classroom Display (please laminate and use blue tack if not using a board)	
Weekly timetable displayed	
Visual timetable for the day	
Classroom rules agreed on transition day	

A piece of work from a variety of different abilities of children, clearly named with first names only.	
At least one display with children's extended writing on it (handwritten).	
All work on display MUST be marked in line with the school's Marking Policy.	
Alphabet/phonics chart in Y1 – Y2	
Complex Speed Chart in Y1 - Y6	
All drawer units should be clearly labelled	

All displays should have:	
A clear title indicating either the subject or the topic on display.	
A brief explanation of the learning which is taking place in the topic/unit of work e.g. As Historians/Artists/Geographers etc... we are learning to...	
A selection of key questions about the topic/the work on display.	
Key vocabulary linked to the topic.	
Work which is mounted and clearly named with the child's first name only.	
All work on display MUST be marked in line with the school's marking policy.	
All work which goes on display must be of the very highest quality .	
All work must be backed before being put on display (including photographs).	

Please ensure;	
• surfaces are clear of clutter	
• working walls are current	
• handwriting is modelled correctly -Nelson	
• All boards have borders	
• Staples are only used on boards. If posters are put up next to boards, they must be laminated and Bluetack used	
• All children's work should be single backed	
• If you need a 'teachers board' for reminders, it needs to be kept tidy with no confidential items on view please	
• Do not leave empty cups or glasses on surfaces	

Some questions for us to ask ourselves

- *How does the learning on display show the learning journey the children are on?*
- *To what extent are tidy and neat classrooms an indicator of high standards, great learning and pride?*
- *If you saw lots of rubbish on the floor, ripped books and broken school resources as you walked around, what would that indicate?*
- *How do the children use the information on the walls to help them with their learning?*
- *How does the learning environment help autistic children to learn effectively?*
- *To what extent is the learning on the walls celebrating learning?*



EYFS Learning Environment Checklist

Parents notice board	
Comment and feedback book	
Key Dates	
Daily timetable	
Staff photos	
Dinner menu (R)	
PE days (R)	
Learning displays	
To have a board displaying learning of writing and maths	
Clear title on or around board	
Key questions and key words	
All displays to be children's <u>own work</u> and not all the same, to include photos and speech bubbles of what the children say.	
Brief description of the learning that took place and Characteristics of Effective Learning covered	
Every child to have at least one piece of work displayed in the classroom	
Season display board (to be changed each season)	
Clearly shows the LEARNING!	
Wow Windows	
Photographs and meaningful explanations of learning	
Speech Bubbles to demonstrate pupil voice	
Examples of mark making	
Creative achievements	
A snapshot of current attainment and progress towards ELG	

Areas of learning indoors examples of the resources which children should have access to	
Book corner: variety of fiction and non-fiction books, fantasy, multi-cultural books, comics, magazines	

Writing area/Mark Making: variety of mark making materials, staplers, hole punches, rulers, glue, scissors, variety of paper, envelopes, white boards, pens, letters, stencils, magnetic letters, name cards, alphabet lines (Reception RWI sound chart and red words)	
Investigation area: magnifying glasses, mirrors, magnets, tweezers, trays, natural resources such as conkers, stones, seeds etc...	
Small world: multicultural people, transport, a variety of animals including farm, dinosaurs and sea creatures, blocks	
Sand & water play: variety of moulds, pouring equipment, sieves, funnels, spades, scoops, rakes, animals, glitter, nets, letters, numbers	
Home corner: Always have a home corner either indoors or outdoors so all children can act out familiar roles. (See role play) Role Play: To accommodate children's interests ensure they have access to prop boxes or a designated area within the classroom.	
Construction area: a variety of large and small construction equipment, clip boards and paper for planning/drawing models, pencils, paper for name labels and a place to keep models on display so children can carry on with their model or add to it at a later date.	
Maths area: numbers, number lines, weighing scales, objects for sorting and bowls, 2D and 3D shapes, variety of puzzles, equipment for making patterns/pictures, maths games, timers, dice, objects to be counted.	
Creative area: scissors, glue, variety of paper and card, paint, sponges and a variety of brushes and painting equipment, variety of resources to collage with for example: wool, sequins, buttons, wriggle eyes, glitter	
Music area: variety of musical instruments and a CD player with a wide variety of CD's (modern, rock, folk, classical, rhymes etc...), music, stories, song, rhymes, Instruments in outdoor provision and materials for dance etc...	
Malleable/ Fine motor area: play dough, corn flour, foam, porridge oats and variety of tools etc...	

Outdoors children need to have access to these resources on a bigger scale than indoors	
Gross motor resources	
Imaginative play	
Maths	
Creative	
Investigation	
Growing (seasonal)	

Mark making	
Water play	
Construction	
Small world	
Music	

Around the environment	
Visual timetable	
Family groups - self registration names	
Adults names for each family group	
Children's drawers labelled	
Resource drawers labelled with photos	
Areas of the classroom clearly labelled e.g. writing area...	
Behaviour chart – (star)	
Class rules	
Numbers lines in each family area	
Alphabet (RWInc)	
Speed sounds chart (R)	
Colours	
Welcome sign with staff names	
Days of the week in each family area	
Inhalers accessible with medical forms completed	
Daily fridge checks (N)	
Daily outdoor checks	
Classroom work surfaces to be kept clear and clutter free	

Some possible questions for teachers

- *In EYFS how is the environment different to the rest of the school and why is that?*
- *How does the learning on display show the learning journey the children are on?*
- *To what extent are tidy and neat classrooms an indicator of high standards, great learning and pride?*
- *How do the children use the information on the walls to help them with their learning?*
- *How does the learning environment help autistic children to learn effectively?*
- *To what extent is the learning on the walls celebrating learning.*

Whitley Abbey Primary School

Hand in hand we learn



Feedback Policy

Feedback is information given to the learner about their success/areas for further development towards their objectives and accuracy. Feedback can be provided verbally or in written form and could be given by an adult, peer or the learner themselves. All adults are committed to providing high quality feedback that makes a difference.

Feedback Should Be...

Purposeful Powerful Practical

Purposeful

Any feedback given should further the child's learning and be timely; where possible given at the point of learning. It should be given in a meaningful way that is relevant to the child's stage and ability. Feedback should be directly linked to pupil's progress, the development of knowledge and understanding or the development of skills. Feedback can be given individually, to groups or may become a whole class teaching point. Feedback should be given to make a 'real difference' to the outcomes for the pupils.

Feedback can be delivered in a number of ways: annotations, verbal, written. However, the most powerful feedback will be given through means of 'a learning dialogue' that can then be acted upon and applied by the learner, live in a lesson, or series of lessons.

Powerful

All feedback given, should be carefully chosen to motivate and celebrate pupil's success. Feedback should enable pupils to recognise when they have produced a high standard of work and support them in striving to improve their work and having high aspirations of themselves.

Practical

Feedback must be manageable for both staff and pupils. Therefore, some pupil work may not feature 'teacher marking' but will be used to inform future teaching or to deliver small group interventions. The quality of the dialogue will be demonstrated through pupil's ability to edit and improve their work and through progress over time. Pupils will be able to articulate their learning as a result of high-quality pupil teacher dialogue.

Feedback

During lessons pupils may receive:

Feedback at the point of teaching - pupils may receive developmental 'live' marking which may be written, verbal or annotated 'key word' marking. Pupils will work independently however, should an adult need to provide further support they will record any scaffolds/ examples given in **red pen**.

At the end of the lesson:

Pupils work may be self-assessed; peer assessed or submitted to the teacher.

Self-assessment

Pupils will highlight their work to signpost where they have met the intended learning outcome/s.

Peer-assessment

Pupils will mark each other's work for accuracy or comment on the content of a piece of work following criteria set by the teacher.

After the lesson, teachers will either:

Assess the learning against the learning intention (often indicated by a stamp 'you have achieved your learning objective')

Scrutinise the work to collate group or whole class feedback

Individually mark the work.

Spelling errors

Spelling errors of an age/ ability appropriateness will be underlined by the teacher and corrected by the child as part of their review. There is no expectation for every spelling to be corrected to ensure that feedback is manageable; the marking of spelling is highly personal to the child therefore, teachers will select an appropriate number of spellings (usually 3) for the appropriate stage or development of the individual. For all EAL pupils only (newly arrived), spellings will be addressed after the lesson, so that all pupils can respond independently and focus on learning site vocabulary.

Grammar Errors or errors in sentence structure

Any grammatical errors or errors in sentences construction will be underlined with a dashed line. Children will be expected to correct the error as part of their review process.

There is no expectation that all grammatical errors will be corrected however, other errors may become direct teaching points in the following lessons/ whole class feedback.

At Whitley Abbey Primary School, children use...

- Pencils in our Maths books for our work and green pen to correct, assess, reflect and respond to feedback
- Pencils or Blue Handwriting Pens (once children have graduated to a pen license) in our Writing books for our work and green pens to edit, assess, reflect and respond to feedback.

At Whitley Abbey Primary School, adults use:

- **Black** pens to comment on work and give praise
- **Red** pens to provide additional support and scaffolding/ indicating an action to improve work is needed.

Feedback in writing

In addition to the marking conventions above teachers will mark writing with a focus on two main components;

Transcription and Composition - with the greater emphasis being placed on the latter. Teachers should avoid using generic comments such as well-done or great work without giving context to the comment.

i.e. great use of adjectives to create atmosphere

Teachers may choose to pose a question as a challenge for the next piece of work or to edit an existing piece –

e.g. *Can you edit your choice of adjective to show how happy the character was? Can you show how the character is feeling just by describing the way he walks?*

All teachers must always adhere to the feedback policy but may also implement their own personalised systems to reward children - e.g. stars, stamps, stickers.

Whitley Abbey Primary School

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Marking Codes



Circle for punctuation and capital letters

//

Start a new paragraph/new line in poetry

Improve the word (spelling)

— — — — —

Check your grammar, re-phrase

?

What do you mean? What are you trying to say?

^

You've missed a word/words out

Carefully poor the water - pupils have identified success

✓ correct

✓✓ excellent – identifies a particular strength in a piece of work or skill that the pupil should repeat in future pieces

x correction is needed

TA/ Teacher Supported - Pupil's books should indicate the level of support that has been received to complete the work. This may be annotated or stamped.

Remember to use your **green** pen when you edit your work!



Hand in Hand we Learn

<u>Lesson Structures - all Foundation subjects</u> Each taught session should aim to establish what the children already know and can do in order to build upon prior knowledge and maximise the learning.			AFL
Retrieval Practise	Each lesson with the exception of Whole Class Reading/ Writing should begin with a retrieval practise task.	<ul style="list-style-type: none"> • A knowledge retrieval question or question mat • Fast fact recall • A previously taught calculation strategy • A purposeful warm up activity • A big question • Vocabulary retrieval • Labelling a diagram (previously taught) • Revision of a skill (previously taught) • Revision of knowledge from a past topic or previous lesson in sequence. 	<ul style="list-style-type: none"> • Use of skilful questioning to establish learning • Live Marking and continuous feedback • Assessment against success criteria • Guided thinking
The Hook	Each new sequence or step of learning should provide an opportunity for children to be 'hooked'; to capture and maximise their interest and participation. This is also an ideal opportunity for teachers to assess what pupils already know and can do.	<ul style="list-style-type: none"> • Visual start • Audio start • Picture reveal • Artefact • Anagram • Word sort • Open an envelope • Event • Sometimes/ always/ Never • Anchor task 	
Main Teaching	The main teaching point – When planning teachers should begin with the end in mind. By the end of this lesson what do you want children to know/ be able to do or have improved on? Introduction of the intended learning and context given (the why)	<ul style="list-style-type: none"> • Questioning • Exploration • Problem solving • Demonstration • Modelling • Debating • Direct Instruction • Hands on learning/ manipulation of materials 	
Independent/ scaffolded/ guided/ whole class or group work	Pupils	<ul style="list-style-type: none"> • Differentiated activities that support children in achieving the intended learning outcomes. • Opportunities to consolidate or practise. • Opportunities to apply taught skills. 	
Plenary or mini plenary	The plenary gives an opportunity for the teacher to bring the learning together and make formative assessments. Plenaries may happen at any point during the lesson but usually after a period of independent work.	<ul style="list-style-type: none"> • Draw together what has been learned, to highlight the most important rather than the most recent points, to summarise key facts, ideas and vocabulary, and stress what needs to be remembered; • Generalise from examples generated earlier in the lesson; • Quick quiz to assess pupils understating • Self or peer assessment • Go through an exercise, question pupils and rectify any remaining misunderstandings; 	

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Lesson Structures - Subject Specific	
Subject	Detail
Maths	Retrieval Practice Chanting (can be done at any point in the lesson) Anchor Task Main Teaching/ Episodic Learning Independent or guided work Plenary (can take place at any point in the lesson)
English (writing)	Daily Sentence The Hook Main Teaching Independent or guided work (There should be a sustained written outcome at least 3x per week) Plenary (can take place at any point in the lesson)
Reading	See two week reading cycle plan Appendix 9

Teaching of Writing and Reading

Year Group	Writing	Reading
Year 1	Talk for writing	RWI
Year 2	Read to write	RWI/ Whole class reading Pupils will be identified for the appropriate strategy with a target for the vast majority of pupils to be taking part in whole class reading by Spring Term.
Year 3	Read to write	Whole class Reading (Key individuals will access RWI)
Year 4 -6	Read to Write	Whole class reading (Key individuals will access Fresh Start)



Whitley Abbey Primary School
Whole Class Reading Teaching Sequence
Hand in hand we learn

Focused Reading Lesson Structure

Whole class reading as opposed to guided reading lifts the 'ceiling' on those children who cannot as yet access age related texts.

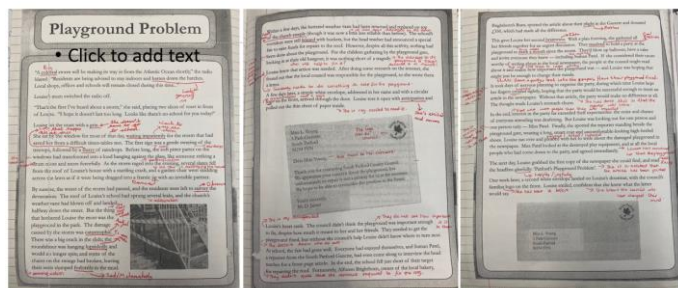
Teaching the whole class instead means that all pupils can read with the teacher more often, moving faster through more or longer texts and benefitting from the teacher's expert explanations, modelling, questions and feedback.

Reading lessons need to give opportunities for reading – children need to practise their own reading fluency.

Week One:

The first week of the two week Focussed Reading cycle will focus solely on building our children's stamina for **reading**, their ability to read longer more complex extracts and modelling and explicitly teaching reading skills. The children will use a range of extracts in this week.

The focus will be on our *children as readers*, giving them the experience of reading longer extracts and on how expression, intonation, and reading to the punctuation can *explicitly aid their own ability to read fluently*.



Day One: LI: To identify words and phrases to explore and discuss.

Day Two: LI: To practise reading with fluency and automaticity

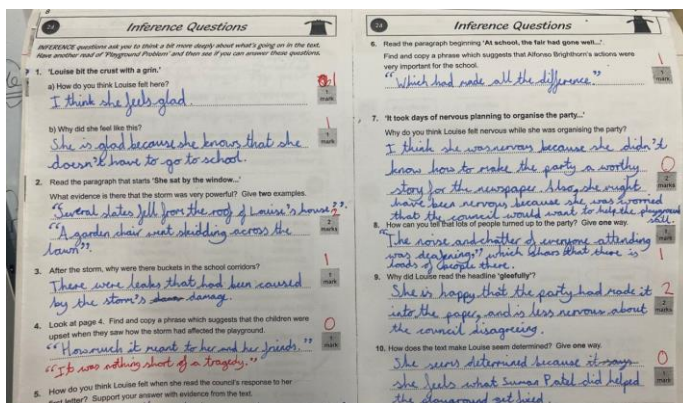
Day Three: LI: To identify and discuss the meaning of words and phrases within the text

Day Four: LI: To read independently and practise reading with automaticity.

Week Two:

The second week of the two week Focussed Reading cycle will focus on answering questions on the text studied in detail in the first week of the cycle.

The focus will be on how to answer questions as a reader, to show comprehension and articulate their understanding of the text.



Day One: LI: To discuss and summarise what we have read to check understanding.

Day Two/Three/ Four: LI: To show my understanding

Emersion in Vocabulary / Inference and deduction / VIPERS questions.

Appendix 10

Content Domains:

Questions in week two of the cycle will be created from the KS1 and KS2 Content Domains delivered through the VIPERS.

During week one of the Focussed Reading Cycle, children will be taught how to infer / understand what they have read and will be given the opportunities to talk about and discuss tricky / unfamiliar vocabulary and extend their knowledge of phrasing.

Reading Content domain reference KS1:

1a draw on knowledge of vocabulary to understand texts

1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

1c identify and explain the sequence of events in texts

1d make inferences from the text

1e predict what might happen based on what has been read so far

Reading Content domain reference KS2:

2a give / explain the meaning of words in context

2b retrieve and record information / identify key details from fiction and non-fiction

2c summarise main ideas from more than one paragraph

2d make inferences from the text / explain and justify inferences with evidence from the text

2e predict what might happen from details stated and implied

2f identify / explain how information / narrative content is related and contributes to meaning as a whole

2g identify / explain how meaning is enhanced through choice of words and phrases

2h make comparisons within the text

Whitley Abbey Primary School

Hand in Hand we Learn

Non-Negotiables for Books

Expectation	Justification
All books labelled in-line with whole school policy – stickers handwritten names in black must be done by the teacher	Communicate high expectations and school identity as a community and cohesive unit
Eradication of graffiti in books and front covers	Communicates high expectations and behaviour (eradication of low-level behaviour)
(As age appropriate and ability appropriate in KS1) Underline date and Learning Intention (LI) with a ruler	Communicate high expectations
Reduction of worksheets (with exception of younger children and those with SEND who need scaffolds)	Allow pupils daily opportunities to record and develop their writing skills and organise ideas on a page.
LI should communicate the learning not the product/outcome. E.g. LI use persuasive language. NOT to write a persuasive letter.	Allows focus for children to know which skills and knowledge they are demonstrating and supports marking so that work is marked in accordance with the learning intention.
A ruler is to be used for drawing all straight lines and crossing out mistakes.	Communicates high expectations and learning behaviours
Spellings of age-related words are corrected by children or staff.	Pupils are not allowed to practise errors and reinforce mistakes
Children should write on lines and if they are not able to, adult modelling should be present or scaffolds in place.	Pupils are not allowed to practise errors and reinforce mistakes
Children should write ascenders and descenders clearly and letters of the correct size and orientation – errors should be modelled by an adult.	Pupils are not allowed to practise errors and reinforce mistakes
In maths books - One digit per square (except for fractions)	Communicates high expectations and learning behaviours
Pupils should make effective use of the space in their books – half folding the page in maths – dividing pages in sketch books	Communicates high expectations and learning behaviours
For graphs, tables and shapes, a ruler must be used	Communicates high expectations and learning behaviours
Number reversals should be corrected	Pupils are not allowed to practise errors and reinforce mistakes
Teacher comments/marking are written in neat handwriting modelling the school agreed handwriting policy (Nelson)	Communicates high expectations and learning behaviours
Pupils are expected to be industrious in lessons. Pupils with SEND needs or behavioural needs have the support they need to produce work to a similar standard of their peers.	Communicates high expectations and learning behaviours

Appendix 12

Whitley Abbey Primary School Daily Sentence Teaching Progression *Hand in Hand we Learn*



Curriculum Year	Alan Peat Sentence Types
Year 1	'And' sentences Simple sentences Exclamation sentences Shirt Sentences Command Sentences Question sentences
Year 2	2A sentences BOYS sentences Exclamation sentences Simile Sentences Short sentences List Sentences
Year 3	Double ly sentences Subordination Adjective, same adjective Simile sentences Ing...ed sentences
Year 4	Emotion word, comma sentences Personification of weather sentences/ This is that sentences Verb person sentences If If Then sentences Metaphor sentences
Year 5	NOUN, who/ which/ where sentences Outside (inside) sentences The more, the more sentence 3ed sentences 2 pair sentences 3 bad dash sentences
Year 6	De : De sentences 3 bad – dash question sentences Some; others sentences Irony sentences The more the more sentences

Sentence Type Progression

Year	Sentence Type	Example	Rule	Link to National Curriculum
Year 1	And sentences	The dog was big and wet. The girl was happy and	Using and extend a simple sentence	<ul style="list-style-type: none"> joining words and joining clauses using 'and'
	Simple sentences or statements	A frog sat on a log. The porridge was hot.	Statements are sentences which tell you something. They end with a full stop.	<ul style="list-style-type: none"> beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
	Exclamation sentence	What big eyes you have! How beautiful the mountains are! What a cute puppy that is!	An exclamation must be introduced by a phrase with 'what' or 'how' and should be followed by a subject + verb + any other elements.	<ul style="list-style-type: none"> beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
	Short	Oh no! Then it happened. He stopped. Everything failed. The door opened. What's wrong?	<ul style="list-style-type: none"> 1-3 word sentences possibly with an exclamation mark or question mark. Begin to discuss exclamations, questions, statements and commands with the children.	<ul style="list-style-type: none"> How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Learn how to use sentences with different forms: statement, question, exclamation, command.
	Command sentence	Eat your dinner. Put your coat on. Close the door quietly.	<ul style="list-style-type: none"> Command sentences give instructions and tell someone to do something. They use imperative or bossy verbs, like 'jog on the spot'.	<ul style="list-style-type: none"> beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
	Question sentence	Why didn't you tell Gemma? How did you get to school? When is lunchtime? Where is your coat?	Questions must end with a question mark. Must be asking something.	<ul style="list-style-type: none"> beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

Year	Sentence Type	Example	Rule	Link to National Curriculum
Year 2	2A Sentences	He was a tall, awkward man with an old, crumpled jacket. It was an overgrown, messy garden with a leafless, lifeless tree. The huge, green tractor ploughed the wet, muddy field.	- A 2A sentence has <u>two adjectives</u> before the first noun and <u>two adjectives</u> before the second noun. This sentence creates a clear picture for the reader.	- Use expanded noun phrases.
	List sentences	It was a dark, long, leafy lane. She had a cold, cruel cackle. It was a cold, wet, miserable Wednesday afternoon. His hair was long, brown and unwashed .	- A list sentence must have 3 or 4 adjectives before the noun. Use <i>and</i> between the final 2 adjectives.	- Commas to separate items in a list. - Expanded noun phrases to describe and specify [for example, the blue butterfly]
	Short	Oh no! Then it happened. He stopped. Everything failed. The door opened. What's wrong?	- 1-3 word sentences possibly with an exclamation mark or question mark. Begin to discuss exclamations, questions, statements and commands with the children.	- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. - Learn how to use sentences with different forms: statement, question, exclamation, command.
	BOYS Sentences	He was a friendly man most of the time, but he could become nasty. He could be really friendly or he could be really miserable. It was a beautiful morning for a walk so he set off quite happily.	- A B.O.Y.S sentence is a two-part sentence. The last part of the sentence <u>always</u> begins with a conjunction.	- Use co-ordinating conjunctions.
	Simile Sentences	The huge, green monster chased after the children like a tornado.	- A simile sentences compares one thing to another using like a or as a	- should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.

Year	Sentence Type	Example	Rule	Link to National Curriculum
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Year 3	Ad, same ad	He was a fast runner, fast because he needed to be. It was a silent town, silent because all the residents had fled.	<ul style="list-style-type: none"> - The sentence has two identical adjectives, one repeated shortly after the other. - Adjective – comma – adjective repeated – because... 	<ul style="list-style-type: none"> - Begin to use commas to separate and mark phrases and clauses. - Use sentences with more than 1 clause.
	Simile Sentences	The huge, green monster chased after the children like a tornado.	<ul style="list-style-type: none"> - A simile sentences compares one thing to another using like a or as a 	<ul style="list-style-type: none"> - - should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.
	__ing, __ed.	Walking in the bush, she stopped at the sight of a crocodile facing her. Running near the beach, he halted as the ground gave way. Jumping quickly through the air, she landed on her feet before sprinting away	<ul style="list-style-type: none"> - The sentence must begin with a subordinate clause which begins with a verb ending in 'ing', followed by the location of the action. - Focus on the use of prepositions in the first part of the sentence (subordinate clause) to explain where the action is happening. 	<ul style="list-style-type: none"> - Terminology for pupils: subordinate clause. - Using conjunctions, adverbs and prepositions to express time and cause.
	Doubly –ly ending	He swam slowly and falteringly . He rode determinedly and swiftly . He laughed loudly and heartily . He tiptoed quietly and carefully .	<ul style="list-style-type: none"> - The sentence must end in two adverbs which add detail to and describe how the verb within the sentence is being carried out. 	<ul style="list-style-type: none"> - Expressing time, place and cause using conjunctions, adverbs or prepositions.
	Subordination	The children went to bed when it got dark. When it got dark, the children went to bed. The children, when it got dark, went to bed	A subordinate clause is introduced by a subordinating conjunction. It is not as important as the main clause and cannot be a sentence on its own. They can be placed before, after or within the main clause to create a complex (also known as multi-clause) sentence.	<ul style="list-style-type: none"> - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
Year	Sentence Type	Example	Rule	Link to National Curriculum

Year 4	Emotion, comma	<p>Desperate, she screamed for help.</p> <p>Terrified, he froze instantly on the spot where he stood.</p> <p>Anxious, they began to realise they were lost.</p> <p>Happily, the astronaut stepped safely from the shuttle.</p>	<ul style="list-style-type: none"> - Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion. - When teaching, provide an A-Z list of emotions the children could use. 	<ul style="list-style-type: none"> - Using fronted adverbials... using commas after fronted adverbials. - Fronted adverbials.
	Verb, person	<p>Running, Sarah almost tripped over her own feet.</p> <p>Tiptoeing, he tried to sneak out across the landing without waking anybody up.</p>	<ul style="list-style-type: none"> - A sentence starts with a verb to give it more importance. The verb is always followed by a comma and then a name or a personal pronoun (he, she, they, it) followed by the rest of the sentence. 	<ul style="list-style-type: none"> - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
	Personification Sentences	<p>The daisies bowed at our feet.</p> <p>The wind kissed her cheek.</p> <p>The tree watched over the village as it slept.</p>	<p>Something that is not human is given human actions or characteristics.</p>	<ul style="list-style-type: none"> - should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.
	If, if, if, then.	<p>If the alarm had gone off, if the bus had been on time, if the road repairs had been finished, then he might have got to school on time.</p> <p>If I hadn't found the watch, if the alarm hadn't gone off, if I hadn't scared those burglars, then I wouldn't be sitting here today.</p> <p><i>He was putty in her hands.</i> (Meaning: he could be easily manipulated by her.)</p>	<ul style="list-style-type: none"> - Summarising a dramatic plot (key plots) at beginning or the end of a story in groups of 3. The emphasis should be on using the comma after each clause. - Each clause always begins with an if or a then and each clause ends with a comma (,) or a full stop (.) 	<ul style="list-style-type: none"> - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
	Metaphor sentence	<p><i>You are the light of my life.</i> (Meaning: you give me hope and happiness.)</p> <p>The lake was sheet of glass – indicating the lake was completely still.</p>	<p>A metaphor is a comparison which is not literally true. It suggests what something is like by comparing it with something else with similar characteristics. It is like a simile, but instead of using 'like' or 'as' it compares by suggesting that something is something else.</p>	<ul style="list-style-type: none"> - should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.

Year	Sentence Type	Example	Rule	Link to National Curriculum
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Year 5	3 __ed	Frightened, terrified, exhausted, they ran from the creature. Amused, amazed, excited, he left the circus reluctantly. Confused, troubled, worried, she didn't know what had happened.	- Starts with three adjectives that end in __ed and describe emotions. The __ed words MUST be followed by commas.	- using expanded noun phrases to convey complicated information concisely. - using commas to clarify meaning or avoid ambiguity in writing.
	Noun, which/who/where	Cakes, which taste fantastic, are not so good for your health. Snakes, which scare me, are not always poisonous. Tom, who was a little shorter than the others, still made it into the football team.	- Use commas to embed a clause within a sentence, add information that links with the sentence topic and start the clause with <u>which</u> , <u>who</u> or <u>where</u> .	- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. -
	2 pairs sentences	Exhausted and worried, cold and hungry, they didn't know how much further they had to go. Injured and terrified, numb and fearful, he couldn't believe that this was happening to him. Quickly and quietly, silently and carefully he tiptoed out of the house.	- Begins with two pairs of related adjectives. Each pair is: o Followed by a comma o Separated by <i>and</i>	- Indicating degrees of possibility using adverbs.
	3 bad – (dash) question?	Cold, dark, airlessness – which would kill the spaceman first? Greed, jealousy, hatred – which of these is most evil?	- 3 negative followed by a dash and then a question which relates to the three adjectives.	- Brackets, dashes or commas to indicate parenthesis.
	O. (I.)	She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.) I was delighted (but I felt scared that something was about to go wrong). Bravely I looked behind me (but I was deeply worried).	- The first sentence tells the reader a character's outward action and the second reveals their true feelings. - If the sentence within the brackets is complete , the full stop goes inside the bracket. If it is not complete , the full stop goes outside .	- Brackets , dashes or commas to indicate parenthesis.

	Sentence Type	Example	Rule	Link to National Curriculum
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Year 6	De:De Sentence	The vampire is a dreadful creature: It kills by sucking all the blood from its victims. Snails are slow: They take hours to cross the shortest of distances. I was exhausted: I hadn't slept for more than two days.	<ul style="list-style-type: none"> - Two independent clauses (they make sense on their own) are separated by a colon (:) <ul style="list-style-type: none"> o The first clause is descriptive o The second adds further detail 	<ul style="list-style-type: none"> - Use of the semi-colon, colon and dash to mark the boundary between independent clauses.
	Some; others	Some people like football; others hate it. Some days are full of enjoyment; others are long and boring. Some dogs were running around happily; others looked tired.	<ul style="list-style-type: none"> - Some; others sentences begin with the word <i>some</i> and have a semi-colon to replace the word <i>but</i>. - There is <u>no</u> capital letter after the semi-colon. 	<ul style="list-style-type: none"> - Use of the semi-colon, colon and dash to mark the boundary between independent clauses.
	The more, the more	The more it rained, the more depressed he became. The more the crowd cheered, the more he looked forward to the race. The more upset she was, the more she cried.	<ul style="list-style-type: none"> - This sentence type is particularly useful when developing a character trait in a story. The first more should be followed by an emotive word and the second more should be followed by a related action. 	<ul style="list-style-type: none"> - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.
	'Irony' sentences	Our 'luxury' hotel turned out to be a farm building. With dawn breaking, the 'beautiful view' which the brochure described, revealed itself to be a scrap-yard and a rubbish tip. The 'trip of our dreams' was, in fact, our worst nightmare.	<ul style="list-style-type: none"> - An irony sentence deliberately overstates how good or bad something is and this is placed in 'inverted commas'. The overstated word is then shown to be false through the remainder of the sentence which reveals the truth. 	<ul style="list-style-type: none"> - The difference between structures typical of informal speech and structures appropriate for formal speech and writing. -

Appendix 13

Whitley Abbey Primary School Everyone DOES – D.O.E.S *Hand in hand we learn*



Our Pledge

At Whitley Abbey we aim to provide a broad and balanced education. To achieve this aim, we recognise the importance of opportunities beyond the classroom. We plan a range of seminal experiences to support teaching in the classroom and to ensure that children have memorable events to inspire and motivate them. We Follow a Bespoke Everyone DOES ideology. 'Everyone DOES' outlines a series of experiences that all children will get to take part in that help to enrich our curriculum.

Everyone **D.O.E.S**

Do / **D**iscover

Outing/ **O**bserve and Wonder

Experience / **E**xpedition

See / **S**avour



Class		Subject				Duration	
Possibilities					Significant people/ Cultural diversity		
	Planned retrieval practice	Intended knowledge by the end of the session – Success Criteria	Hook	Main – Learning Intention	Independent	Plenary/ Mini Plenaries	Planned Questions
Week 1							
Week 2							
Week 3							
Week 4							
Week 5							
Week 6							
Week 7							

Whitley Abbey Primary School

Hand in Hand we Learn

Lesson Sequence Plan Writing



Class		Genre/Book				Date	
	Daily sentence and taught skills	Intended knowledge by the end of the session – Success Criteria	Hook	Main – Learning Intention	Independent	Plenary/ Mini Plenaries	Planned Questions
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Whitley Abbey Primary School

Hand in Hand we Learn

Lesson Sequence Plan Mathematics



Class		Focus				Date	
	Fluency retrieval practice	Intended knowledge by the end of the session – Success Criteria	Anchor task	Main – Learning Intention	Independent	Plenary/ Mini Plenaries Chanting	Planned Questions
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							



Whitley Abbey Primary School

Hand in Hand we Learn

Lesson Sequence Plan Reading

Class		Focus Text/ Genre			Date	
Day 1	Initial read focus	Read the text with appropriate pace and fluency. Ask children questions about how you have varied your tone and pace and do they understand why. Discuss intonation placed on certain words. WABOLL/ WAGOLL Can the children improve any section you have read? Discussion over punctuation.	Big Question	Pose a big question about the text for children to think about as you read.	Key Word/phrases Focus	Identify one or two key phrases and ask children to think about why the author used them. What was the effect on the reader etc.
Day 2	Planned reading order	Who will read each part of the text (pre decide)– ensure LA children have rehearsal time. Should a reader lack pace or fluency - model reading with appropriate pace and fluency. Ask to re-read following your model. All other children to support with reading unknown words.	Re read and vocabulary check	Children to begin to highlight words and phrases that they are unsure of the meaning of. These will begin to form a discussion at the end of the session. Discussion only no annotation! Are there any ambiguous phrases? Are there any phrases that could be explored in depth. e.g., The hail stones sounded like golf balls hitting a tin roof – help the children to identify that golf balls are white and round like hail. Hitting a tin roof is very loud indicating how big they are		
Day 3	Planned Reading Order	Who will read each part of the text – ensure LA children have rehearsal time. Model reading with appropriate pace and fluency should a reader lack pace. Ask to re-read following your model. All other children to support with reading unknown words.	Vocabulary Teaching Strategies	Begin to examine and annotate unfamiliar words – Can children recall the meanings of words that were discussed yesterday and their meanings - look at synonyms. Can we obtain the meaning from the context of the sentence of any of the words we do not know?		
Day 4	Reading – Fluency focus. Teaching points	Re-read independently in preparation to summarise the text.	Discussion questions/ summary	Summarise what has been read. What are the main themes of the text? What language is tricky? Are there still any words or phrases that the children are unsure of?		
Week 2						
Day 1	Content Domain Focus	Summarise the text as a class summarise what has been read. What are the key themes	Planned questions	See comprehension support - PowerPoint		
Day 2	Content Domain Focus		Planned questions			
Day 3	Content Domain Focus		Planned questions			
Day 4	Content Domain Focus		Planned questions			

Whitley Abbey Primary School
Hand in Hand we Learn
Presentation Policy



To be read in conjunction with: Teaching and Learning Policy and Feedback Policy

Aims

- To support our C.O.R.E learning values with particular focus on Excellence and Commitment.
- To establish high expectations and pride in everything we do.
- To create a clear and consistent set of guidelines for the presentation of pupils' learning.

Objectives

- To motivate each individual to present their work in the best possible way. (Commitment)
- To enable pupils to recognise work that is presented to a high standard. (Excellence)
- To ensure each child knows the standard of presentation that is expected of them.

Expectations for Teaching Staff

- Remember – you are the most important role model for presentation and high expectations! Use the resources available to you, e.g., on the whiteboard – lines and grids to model good practice
- All handwriting which is on display for the pupils – on the interactive whiteboard, books, flip charts, display – should be legible, consistently formed, neat and follow the school handwriting policy
- All pupils' work must be marked using the agreed marking policy.
- When sticking work/labels/headings in books ensure they are straight and cut to size.
- Make sure that pupils clear work surfaces and the floor before leaving the room to reduce waste of resources.
- All book name labels must be written by the teacher or teaching assistant in blue handwriting pen. (Appendix A)

Expectations for pupils use of pencils and pens

School allocated pencils only should be used: in all Maths books and in draft work if appropriate, when underlining or drawing margins, when crossing out an error, when drawing and illustrating or adding diagrams. By all children for all written work unless they have acquired their pen license from the Headteacher.

School allocated handwriting pens will be used by those children awarded a handwriting license. A handwriting license is awarded to children who show consistently neat, joined handwriting with letters of the correct size and orientation (in accordance with the Nelson Handwriting Scheme). Children awarded a pen license should use a pen for all written work with the exception of mathematics.

Expectations for Handwriting

The Nelson scheme is the agreed scheme for teaching handwriting. Teachers are expected to model this for children

Expectations for Layout (All subjects except mathematics):

The date is written in words at the top on the left

- The learning objective (LI) is written on the next line
- The date and LI must be underlined using a ruler
- At the start of a new piece of work, miss a line under the last piece of work, rule off and start on a new line. Do not leave a blank page.
- Miss a line under the title and start at the margin.
- Paragraph indentation should be used as soon as the pupils are confident to do so.
- If you make a mistake, draw one neat line through the mistake and start again – do not over-write.

Layout in Mathematics

- The previous piece of work should be ruled off with the date written in figures on the line below.
- The date and the learning objective (L.I) should be underlined.
- All figures must be written neatly and clearly with one figure to each square
- Each calculation and subsequent answer must be clearly numbered but also distinguishable from workings out/notes.

Classroom Organisation and Resources

- Pupils should have easy access to the appropriate equipment: rulers, pens, pencils, colouring pencils
- Each room has individual whiteboards available for all the pupils.
- Pupils and staff should check the floor and other surfaces before leaving the room e.g., at break time, for spare equipment

Outcomes of Presentation Policy

- Pupils of all abilities are able to present their work to the highest possible standard increasing their confidence and self-esteem.
- There is consistency across the school in terms of the standard of presentation expected.
- Progression in presenting work between each class is evident and understood by all pupils and adults.

Monitoring of Presentation Policy

- The Head Teacher will monitor via the awarding of Head Teacher's stickers for exemplary work.
- Regular work scrutiny by staff, including subject co-ordinators will ensure the policy is being adhered to.
- This ensures that the policy leads to good practice in facilitating effective feedback, learning and teaching.

Curriculum Books Appendix A

	Mathematics	All other subjects
Reception Class	Plain Book	25mm Ruling
Year 1	20mm Squared book	15mm Ruling
Year 2	10mm Squared book	15mm Ruling
Year 3	10mm Squared book	8mm Ruling
Year 4-6	7mm Squared book	8mm Ruling

Colour	Subject
	Science
	Home Learning
	Music and MFL
	English and Whole Class Reading
	Mathematics
	DT
	RE and PSHE
	History and Geography
	Phonics

Where a book is being used for two subjects the subject listed first on the front cover should be presented at the front of the book and the subjects listed second should be presented from the back of the book.

Breath and Balance

It is our aim to ensure we provide a broad and balanced curriculum. The following grid suggests the session allocated to each subject per week. This should be used as a guide and adapted to meet the needs of individual cohorts.

Suggested Timetabling of Subjects expectation per week					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading x4	Reading x4	Reading x4	Reading x4	Reading x4	Reading x4
English x5	English x5	English x5	English x5	English x5	English x5
Mathematics x5	Mathematics x5	Mathematics x5	Mathematics x5	Mathematics x5	Mathematics x5
Science x2	Science x2	Science x2	Science x2	Science x2	Science x2
Geog or History x2	Geog or History x2	Geog or History x2	Geog or History x2	Geog or History x2	Geog or History x2
RE or PSHE x1	RE or PSHE x1	RE or PSHE x1	RE or PSHE x1	RE or PSHE x1	RE or PSHE x1
Art Or DT x2	Art Or DT x2	Art Or DT x2	Art Or DT x2	Art Or DT x2	Art Or DT x2
Music or Computing x1	Music or Computing x1	Music or Computing x1	Music or Computing x1	Music or Computing x1	Music or Computing x1
PE X2	PE X2	PE X2	PE X2	PE X2	PE X2
French x1 (KS2)	French x1 (KS2)	French x1 (KS2)	French x1 (KS2)	French x1 (KS2)	French x1 (KS2)
Phonics (KS1)	Phonics (KS1)	Phonics (KS1)	Phonics (KS1)	Phonics (KS1)	Phonics (KS1)



Class:	Date:	Teacher:
Learning to Praise to Share		Needs Further Support
Presentation	Basic Skills Errors	
Misconceptions and Next Lesson Notes		

Whitley Abbey Primary School
Hand in Hand we Learn
Assessment for Learning



'Assessment for learning is the process of identifying what the learner has or has not achieved in order to plan the next steps in the teaching or learning. It involves using assessment in the classroom to raise pupils' achievement and is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim'

Key Features of effective assessment for learning	How does this manifest itself in the classroom? Key Indicators
Learning Intentions and Success Criteria	
<ul style="list-style-type: none"> Is the teacher clear about 'The Learning intention? And the Success Criteria? Does the teacher identify LIs across a series of lessons? Does the teacher share with pupils the relationship between the specific lesson objectives, the wider learning objectives / curricular targets and the tasks/ activities they are set? Is the LI shared with the pupils in a way they can understand? E.g. <i>Today's LI is... and As Readers....</i> Is the Success Criteria that lie beneath the Learning Intention shared or developed with the pupils? 	<ul style="list-style-type: none"> Clearly written on plans. Clearly accessible to pupils. Activities match LI and allow it to be met and exceeded Pupils understand what they are learning and ideally why Curricular targets are discussed and displayed. Weekly / unit outcomes of English/Mathematics planning are displayed. E.g. <i>Today we are learning to ... / The LI is...</i> A 'process' or 'working wall' is used to clarify the planning and learning process or journey Pupils can rephrase and explain the LI or SC Language of Success Criteria is familiar. Success Criteria are regularly used by pupils to self or peer assess themselves against Success Criteria are written up in books, on sheets, on the 'working wall' – a visible prompt. Pupils' discussions are about LIs and SC with peers and teacher. A WAGOL is used to model the LI or SC for the children to see and understand fully.
Modelling, showing how . . .	
<ul style="list-style-type: none"> Does the teacher show/ explain what 'good' work will be like – a modelled example is displayed- WAGOLL Are pupils clear about the expected standards and what they will need to do in order to reach them? 	<ul style="list-style-type: none"> Teacher regularly models expectations through IWB/ Flip charts, etc. Teacher regularly shares and discusses examples of other pupils' work. Pupils articulate and demonstrate in their books what they need to do to improve – specifically. Success criteria / levels are available and used e.g. displayed in classroom. Pupils' work is used and annotated by the teacher to exemplify different standards. Teachers handwriting and presentation clearly models the expected standards- Nelson Handwriting

	<ul style="list-style-type: none"> Examples of high-quality modelling are on display using 'working walls' or 'washing lines' for the children to see what is expected.
Questioning (Higher order Thinking Skills)	
<ul style="list-style-type: none"> Questioning is used effectively to identify misconceptions and reshape explanations. Children act on feedback swiftly. Questioning is used effectively to elicit understanding and deepen learning. Questioning is used effectively to determine accurate starting points, through retrieval practice, and demand more of children's responses. 	<ul style="list-style-type: none"> Teacher uses a range of lower and higher order questions to probe understanding and when it is discovered they reshape explanations Questions provided promote deeper thinking, reasoning and understanding. Teacher uses a variety of techniques, including questioning, which ensure maximum participation in the learning. Pupils ask questions frequently of teacher and of each other. Teacher asked differentiated questions to specific pupils in order to challenge or deepen understanding. Teachers asks questions which provoke children to think back on previous learning throughout lesson. The children are clear about what the key question is for the lesson.
Feedback (Active Marking)	
<ul style="list-style-type: none"> Does the feedback (both oral and written from appropriate adults and peers) to the pupils, focus on LI or SC? Does the feedback make pupils aware of the achievements they have made in relation to LIs and SC? Does the feedback provide an improvement prompt or 'closing the gap' prompt? Do the pupils understand / use the feedback to improve their work? Are the pupils given time to respond to feedback? Is there evidence that pupils act upon the feedback to improve their work? 	<ul style="list-style-type: none"> Written and oral feedback is understood by pupils and can be explained orally by them. Pupils' rates of progress and improvement through their verbal responses and written learning are clear and rapid. The LIs or SC in subsequent lessons demonstrate that learning is moving on. Pupils are motivated, on task and clear about their learning. Pupils are able to 'help themselves' and are moving towards greater independence in their learning. Visual prompts are used to support independent learning strategies.
Peer/Self-assessment	
<ul style="list-style-type: none"> Are pupils involved in other ways in the assessment process, e.g. peer/ self-assessment; negotiating, recording, monitoring their own progress through personal targets? 	<ul style="list-style-type: none"> Pupils are given opportunities to discuss their learning Pupils are regularly observed discussing Success Criteria and their learning with peers. Pupils are able to support each other and identify next steps. Pupils actively and regularly engage in personal target setting and understand why they do it.
Plenary	
<ul style="list-style-type: none"> Do teachers and pupils reflect on the extent to which LIs have been achieved, e.g. in the plenary, self/ peer assessment? 	<ul style="list-style-type: none"> Self-assessment is a regular, frequent and familiar strategy used in the classroom. Language of LI's is revisited frequently during the lesson. e.g Today in English we are learning to... so we can... Plenary probes learning through quality questioning and pupil responses – it does not just repeat and explain the activity. Next learning steps are discussed and/ or recorded.

Responding to Assessment	
<ul style="list-style-type: none"> Do teachers use what they find out from assessment to: inform their interventions in the midst of pupils' learning; adjust their planning? 	<ul style="list-style-type: none"> Teachers intervene at timely intervals throughout lessons to ensure pupils remain focused. Teachers' planning shows clear differentiation and alterations following effective AFL Teachers' teaching shows clear change of direction when and where necessary to meet the needs of the children. Pupils are always clearly challenged by what they are learning. Pupils are engaged, motivated and interested because their needs are being met due to effective teaching

Retrieval Practice

Practicing remembering is at the core of what effective learning is about. The more we know the more we can know. The more we know the more we understand. The more we retrieve knowledge from our memories in different ways- the stronger these memories become and the more fluently we can recall them.

- Good techniques involve all students checking their knowledge, not just a few and not just one at a time as you might do with questioning.
- It should be possible for all children to find out what they got right and what they got wrong, what they know well and where they have gaps.
- Research advocates that retrieving information at least two, if not three times will optimise performance. *The Rule of Three!*
- Children will explore their memory to check what they know and understand. This means removing cue-cards, prompts, scaffolds and cheat sheets; it means closing the books and making students think for themselves.

Whitley Abbey Primary School
Hand in Hand we Learn
Quality of Teaching Assessment Rubric



	4 Higher	3	2	1 Lower
Quality planning	Subject content is introduced progressively. The match between LIs, activities and the learning journey promotes accelerated progress for the majority of learners.	The match between LIs, activities and the learning journey secures strong progress for all learners.	The match between LIs, activities and the learning journey secures strong progress for the majority of learners.	The match between LIs, activities and the learning journey secures some progress for all learners.
Structuring learning experiences	Lessons are planned effectively with the use of time and resources coordinated well. Deep knowledge and understanding of subjects are demonstrated in the construction of the learning experience.	Effective planning is used to help children learn well. In lessons, teachers develop, consolidate, and deepen children's' knowledge, understanding and skills.	Effective planning is used to help children learn well. In lessons, teachers develop, consolidate, and deepen children's' knowledge, understanding and skills.	Planning is constructed to develop children's understanding and enable them to develop a range of skills. It may be content driven.
Hook and experience	Children are highly engaged and motivated about learning through the effective use of pedagogical approaches.	Children are motivated and engaged in learning though well selected pedagogical approaches.	Children are motivated and engaged in learning though well selected pedagogical approaches.	Children are engaged in learning though selected pedagogical strategies.
Questioning (Higher order thinking)	Questioning is used effectively to identify misconceptions. Children act on these swiftly. Questioning is used effectively to elicit understanding and deepen learning. Questioning is used effectively to determine accurate starting points and demand more of children's responses.	Teachers use questioning skilfully to probe children's' responses and they reshape tasks and explanations so that children better understand new concepts. Teachers identify children's common misconceptions and address these.	Teachers use questioning skilfully to probe children's' responses and they reshape tasks and explanations so that children better understand new concepts. Teachers tackle misconceptions and build on children's' strengths	Teachers listen to, observe and ask appropriate questions which develop and improve learning.
Pitch and progress	Accurately pitched learning ensures that all children make good, and some make accelerated progress.	Well-pitched learning ensures that almost all children make good progress, and some make accelerated progress.	Well-pitched learning ensures that almost all children make good progress.	The pitch of learning ensures that all children make some progress.
Feedback	Feedback to children during the lesson swiftly and effectively moves learning on for all groups.	Feedback to children during the lesson moves learning on.	Almost all children use feedback given during the lesson well and know what they need to do to improve.	Some children use feedback given during the lesson well and know what they need to do to improve.
Classroom environment	The school environment is conducive to learning. All children can access resources. Displays reflect current learning. They include tools for learning and celebration of children's learning.	The learning environment is motivating and supportive. Resources are well selected, and children use them appropriately.	The learning environment is motivating and supportive. Resources are well selected, and children use them appropriately.	The learning environment is supportive. Resources are well selected, and children use them appropriately.

Whitley Abbey Primary School

Hand in hand we learn

SEMH and Learning Engagement

At Whitley Abbey we recognise the health and wellbeing of children and young people contributes to their ability to benefit from good quality teaching and to achieve their full academic potential. (Public Health England 2014)

A report on our children's health by the chief medical officer of England highlighted that: "promoting physical and mental health in schools creates a virtuous circle reinforcing children's attainment and achievement that in turn improves their wellbeing, enabling children to thrive and achieve their full potential."

At Whitley Abbey we use Leuven scale assessments termly (or more frequently if needed) to identify pupils who may benefit from additional support in this area.

The Leuven Scale is **a five-point scale that allows childcare practitioners and teachers to measure children's 'emotional well-being' and 'involvement'** – two vital components of learning, development and progress in children.

Any child who is identified as needing additional support is then discussed at an inclusion meeting where additional support is identified. We use Boxall profiles to track and identify targets for these individuals and to measure the progress and effectiveness of our interventions – interventions are reviewed on a 6 week cycle.

Whitley Abbey Primary School

Hand in hand we learn

Leuven Scale Quality First Teaching Actions

Educators must observe pupils as a group or individually for a period of approximately two minutes then give a score for wellbeing and/or involvement. It is thought that unless pupils are operating at 4 or 5, learning will be limited. However, it is natural for levels of well-being and involvement to fluctuate throughout the day and it is therefore unrealistic to expect children will be pupils to operate at levels 4 or 5 at all times.

Should pupils score 3 or less on their Leuven Scale Assessment there are actions that class teachers should take to increase engagement of pupils.

	<i>Actions to be taken</i>	<i>✓</i>	<i>Example/ Date</i>
<i>Connectedness</i>	<i>Rearrange the classroom/ seating in appealing corners or areas.</i>		
<i>Diversity</i>	<i>Ensure lesson starters are written to 'Hook' the learners.</i>		
<i>Intellectual challenge and richness</i>	<i>Vary the pace and format of lessons.</i>		
<i>Student participation in school life</i>	<i>Engage child in a role or responsibility – note taker – reporter – table monitor</i>		
<i>Interaction</i>	<i>Introduce new and unconventional materials and activities.</i>		
<i>Connectedness</i>	<i>Identify children's interests and offer activities that meet these.</i>		
<i>Interaction</i>	<i>Targeted questioning at individuals or groups.</i>		
<i>Teacher-student relationships</i>	<i>Improve the quality of the relations amongst children and between children and teacher(s).</i>		
<i>Disciplinary climate</i>	<i>Increase rewards and opportunities for praise/ establish clear expectations and boundaries.</i>		
<i>Student participation in school life</i>	<i>Behaviour and motivation chart.</i>		
<i>Connectedness</i>	<i>Learning is purposeful and relevant – discussions are held as to the relevance of the work and real life opportunities are explored.</i>		
<i>Connectedness</i>	<i>Modelling of prosocial values</i>		

Whitley Abbey Primary School

Hand in hand we learn

Leuven Scale Individual/ Group Actions and interventions

Safety, Belonging, Self Esteem

Maslow (1943, 1954) stated that people are motivated to achieve certain needs and that some needs take precedence over others.

Our most basic need is for physical survival, and this will be the first thing that motivates our behaviour. Once that level is fulfilled the next level up is what motivates us, and so on.

1. **Physiological needs** - these are biological requirements for human survival, e.g. air, food, drink, shelter, clothing, warmth, sleep.

If these needs are not satisfied the human body cannot function optimally. Maslow considered physiological needs the most important as all the other needs become secondary until these needs are met.

2. **Safety needs** - once an individual's physiological needs are satisfied, the needs for security and safety become salient. People want to experience order, predictability and control in their lives. These needs can be fulfilled by the family and society (e.g. police, schools, business and medical care).

For example, emotional security, financial security (e.g. employment, social welfare), law and order, freedom from fear, social stability, property, health and wellbeing (e.g. safety against accidents and injury).

3. **Love and belongingness needs** - after physiological and safety needs have been fulfilled, the third level of human needs is social and involves feelings of belongingness. Belongingness, refers to a human emotional need for interpersonal relationships, affiliating, connectedness, and being part of a group.

4. **Esteem needs** are the fourth level in Maslow's hierarchy and include self-worth, accomplishment and respect. Maslow classified esteem needs into two categories: (i) esteem for oneself (dignity, achievement, mastery, independence) and (ii) the desire for reputation or respect from others (e.g., status, prestige).

Maslow indicated that the need for respect or reputation is most important for children and adolescents and precedes real self-esteem or dignity.

Interventions should focus on supporting meeting need at level 2,3 and 4 in order that children can then fully participate in the classroom environment.

Safety Needs	Love and Belongingness	Esteem
Counselling	Forest School	Counselling
Early Help	Role and responsibility	Forest school
School nursing	Circle of friends	Role and responsibility
1:1 support pastoral	Structured lunch and play	CAMHS
MASH	MASH	Individualised Praise
Sensory Breaks	Clubs	Academic Intervention
Breakout spaces	PAL	Tutoring
Meet and Greet	Pastoral coaching	Reading Group
Coaching		

Whitley Abbey Primary School
Leuven scale scores –
Assessing pupil's participation, well-being and learning
behaviours.

Hand in hand we learn

Class _____

Teacher _____

Score	Leuven Scale Description	Autumn	Spring	Summer
Extremely Low The child shows hardly any activity Score 1	No concentration, staring, daydreaming. An absent, passive attitude. No goal-orientated activity, aimless actions, not producing anything. No signs of exploration or interest. Not taking anything in, no mental activity.			
Low The child shows some degree of activity which is often interrupted Score 2	Limited concentration, looks away during activity, fiddles, dreams. Is easily distracted. Action only leads to limited results.			
Moderate The child is busy the whole time, but without real concentration Score 3	Routine actions, attention is superficial. Is not absorbed in the activity, activities are short lived; limited motivation, no real dedication, does not feel challenged. The child does not gain deep-level experiences. Does not use his/her/their capabilities to full extent.			
High There are clear signs of involvement but these are not always present to their full extent Score 4	The child is engaged in the activity without interruption. Most of the time there is real concentration however there may be brief moments where attention is more superficial. The child is challenges and there is a level of self-motivation. There is a good level of participation in all sessions.			
Extremely High There is continuous engagement in activity or learning. The child is absorbed in the learning almost always. Score 5	The child is absolutely focused demonstrating concentration without interruption. They are highly motivated by their learning and participate in all activities. The child sustains focus and is not distracted even by strong stimuli. They are alert have pay attention to detail			

(Appendix 3ii)

Whitley Abbey Primary School
Leuven scale scores –
Assessing pupil's participation and learning behaviours and well-being. (EYFS)
Hand in hand we learn

Class _____ **Teacher** _____

Score	Leuven Scale Description	Autumn	Spring	Summer
Extremely Low Score 1	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others			
Low Score 2	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.			
Moderate Score 3	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs of indicating sadness or pleasure, comfort or discomfort.			
High Score 4	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.			
Extremely High Score 5	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expressed self-confidence and self-assurance			

Whitley Abbey Primary School
SEMH/Well-being Individual Plan
Hand in hand we learn

Before undertaking any intervention for SEMH we assess children to gather baseline data. This data is to support the school in identifying specific areas of strength and areas where most support is needed. A further assessment is then completed at the end of any SEMH intervention to support staff and leaders in evaluating the provision.

<https://behaviour.semh.co.uk/>



Reception Year 1 and 2 Classroom Management Strategies – Read Write Inc

Behaviour

Participation Management signals Practise these signals until children respond quickly:

- Team Stop
- My Turn Your Turn (MTYT)
- Turn to Your Partner (TTYP)
- Magnet eyes
- Handwriting
- 1,2,3 to move between the carpet and tables. Participation
- Ensure all children participate in MTYT.
- Sit all children within your 'V to see'.
- Direct much of your teaching to Spotlight children.
- Use TTYP for every question.
- Do not sit with one partnership, move around the group.
- Do not take responses from children with hands up or thumbs.

The Talk Routine

1. Ask a question and use TTYP signal.
2. Listen to partners.
3. Use the Team Stop Signal.
4. Select children to feed back

Appendix 21

Whitley Abbey Primary School Adaptive Teaching Strategies

In short then, whereas traditional differentiation focuses on individual students or small groups of students, adaptive teaching focuses on the whole class.

It is, in effect, the difference between teaching up to 30 different lessons at once, matching the pace and pitch to each individual student and providing different tasks and resources to different students, and teaching the same lesson to all 30 students, and doing so by “teaching to the top” while providing scaffolds to those who need additional initial support in order to access the same ambitious curriculum and meet our high expectations.

Crucially, additional support offered in the guise of scaffolding should be reduced over time so that all students can become increasingly independent.

Effective Adaptive Teaching

- Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.
- Balancing input of new content so that pupils master important concepts.
- Making effective use of teaching assistants.

Commonly used strategies at Whitley Abbey

• Model and demonstrate	
• Break into smaller steps	Pre-teach
• Walk through	Front loading vocab
• Describe in Mutiple ways	Video footage
• Use concrete apparatus	Activate prior knowledge
• Photographic aids	Checklists
• Time to talk	Thinking aloud
• Additional time	Help sheet/ resources
• Practise	

Adaptive teaching strategies to motivate and improve behaviour

STRETCH YOUR ANSWER — EXPECT THE ANSWER TO BE IN A FULL SENTENCE IN STANDARD ENGLISH		CALL OUTS	
'TIME TO TALK' - TALK MENU		RETRIEVAL PRACTISE	
TIGHT TRANSITIONS		100% RESPONSE	WAIT TIME
POPCORN	COLD CALL	S.L.A.N.T	The rule of 3
No Opt Out	Micro-scripts	Deliberate <u>Botherness</u>	
Positivity Framing		Pick up your tab	Strategic Ignore
Meet and Greet/ Happy Farewell		Fantastic Walking	Micro Routines

Adaptive Teaching

Adaptive teaching strategies are used to support children through the zone of proximal development.

The zone of proximal development (ZPD) refers to the difference between what a learner can do without help and what he or she can achieve with guidance and encouragement from a skilled partner.

Thus, the term “proximal” refers to those skills that the learner is “close” to mastering. ZPD is the zone where instruction is the most beneficial, as it is when the task is just beyond the individual’s capabilities.

Development





Pupil/Group _____ Date _____

Lesson Objective _____

Barriers to Learning	Adaptions Required	Resources Needed	Adult Support Required

Adaptive Teaching

Adaptive teaching is about setting the same ambitious goals for all pupils but providing different levels of support. This should be targeted depending on the starting point and when they are struggling.

Avoid 'must do, could do and should do'.

Examples of Scaffolding Strategies

- model/demonstrate.
- break down into smaller steps.
- Walk throughs.
- Describe things in different ways.

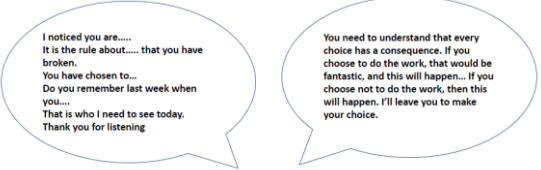
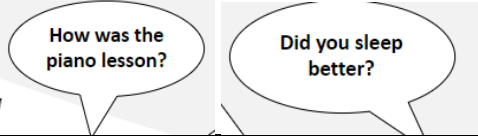
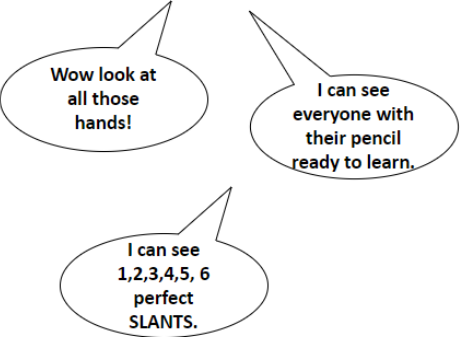
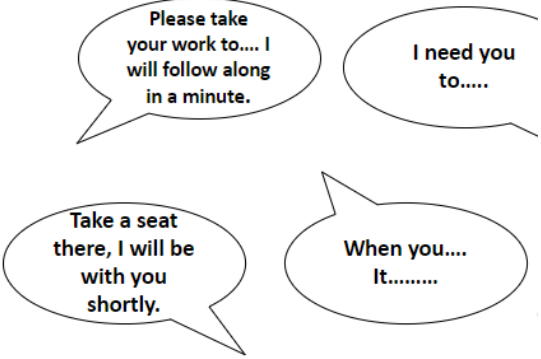
- Use correct apparatus.
- Use visual aids.
- Time to talk/discuss.
- Additional time
- Time to practice.
- Larger/clearer resources
- Pre-teaching
- Front loading vocabulary
- Video footage of teacher explanation to see again.
- Activate prior knowledge.
- providing checklists
- Thinking out aloud

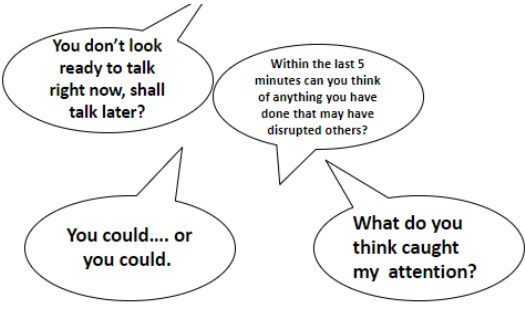



Uniform approach to hearing individual readers

1. **Tricky words:** Individual reading sessions should start by adult asking child to read most recent tricky words from their reading diary
2. **Contextualise:** 2. Child should then be encouraged to share what they have read so far
3. **Modelling:** Adult to read part of text first to model and set tone for reading
4. **Child reads:** Child to then read part of text – adult to praise and pause before supporting
5. **RWI terminology:** Special friends, Fred talk, read the word
6. **My turn, your turn:** Adult may need to re-model a phrase/sentence before child re-reads with same fluency and accuracy
7. **Stop and start:** Adult to stop and start child to clarify they understand as they read
8. **Reading diary:** Adult to comment on reading in reading diary (be specific) and add to tricky words if necessary

Quick Guide – Strategies to support behaviour for learning


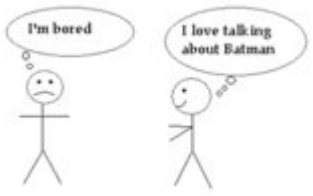
At Whitley Abbey learning is a priority. To ensure children have access to an appropriate environment for learning we deploy a number of strategies to promote positive learning behaviours.

Strategy Name	Approach
Rule of 3	Limit instruction and rules to groups of three. Be relentless in these three things. <ol style="list-style-type: none"> 1) Sit smartly 2) Listen and respond 3) Work hard and do your best
Micro-scripts 	The longer each negotiation around behaviour takes for the few the less time you can give to the many. Get in, deliver the message, anchor your message to past positive behaviour, get out!
Deliberate Botherdness (unconditional positive regard) 	<ol style="list-style-type: none"> 1. Try to remember something that they have done- and ask about it. 2. Show genuine interest (without being weird). 3. Comment on a positive or successful event in front of other learners or teachers.
Positivity framing 	<ol style="list-style-type: none"> 1. Place great emphasis on those doing the right thing with clear and consistent praise. 2. Narrate the positive behaviours you see. 3. Comment on the over and above.
Pick up your own tab 	<ol style="list-style-type: none"> 1. Respond with deliberate calm. 2. Correct poor behaviour in private. 3. Focus on immediacy of sanction/ Praise not weight of sanction/ Praise. (ADHD)

<p>Strategic Ignore</p> 	<ol style="list-style-type: none"> 1. Refuse to chase secondary behaviours (no matter how triggering). 2. Try to remove any audience. 3. Minimise your language and give choices if safe and appropriate.
<p>Meet and greet and Fond Farewell</p> 	<ol style="list-style-type: none"> 1. Be on time and ready to focus on the learners. 2. Practise using positive comments on a daily basis (with sincerity and honesty!) 3. Greet every pupil (regardless of their response) as if you are delighted to see them. (do not chase secondary behaviours)
<p>Fantastic walking</p> 	<ol style="list-style-type: none"> 1. Expect movement around the school to be done in courteous manner (not disturbing others). 2. Walking with a good posture always to the left. 3. Use manners and greet others around the school e.g. hold doors open.
<p>Micro routines</p> 	<ol style="list-style-type: none"> 1. Be clear on your expectations – is this a talking activity, one to be worked in silence, one where children can call out, one where they must raise their hands? 2. Micro routines in place – how should the children line up, tidy up, leave the classroom etc. 3. Be relentlessly consistent.

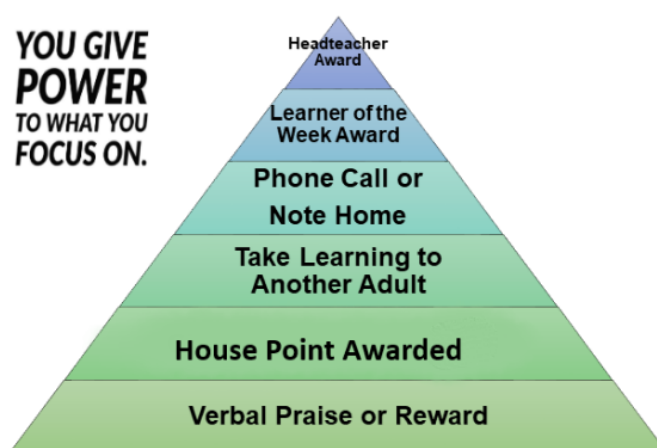
Personalised approaches

Some children with specific social communication or reciprocal language difficulties may require a more bespoke approach. In this case teachers may create personalised social stories or comic strips to develop understanding.

Social Story	Comic Strip Conversations
 <p>Sometimes, I get mad.</p> <p>When I am mad, sometimes I want to hit or kick another person.</p> <p>But hitting and kicking someone might hurt the other person.</p> <p>Or it could make them sad. It could hurt their feelings.</p> <p>So instead of hitting and kicking, I will sit down and take deep breaths. I will practice ways to calm down.</p> <p>After I calm down, we will talk about why I was mad. We will use our nice words.</p>	
<p>Social stories can be used to support children in understanding situations and changing behaviours. A social story needs a title, introduction, body and conclusion. It should use gentle and supportive language. It should answer six questions: where, when, who, what, how and why? It should be made up of descriptive sentences and may also have coaching sentences.</p>	<p>A comic strip conversation uses simple drawings to visually outline a conversation between two or more people who may be reporting the past, describing the present or planning for the future. These drawings serve to illustrate ongoing communication and to provide additional support to individuals who struggle to understand the quick exchange of information that occurs in social situations.</p>
https://www.andnextcomesl.com/p/printable-social-stories.html	https://calmandconnected.com.au/comic-strip-conversations/

Praise is key

Praise is a huge motivator. At Whitley abbey we reward pupils for doing the right thing. Pupils may be rewarded in a variety of ways as shown below.



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