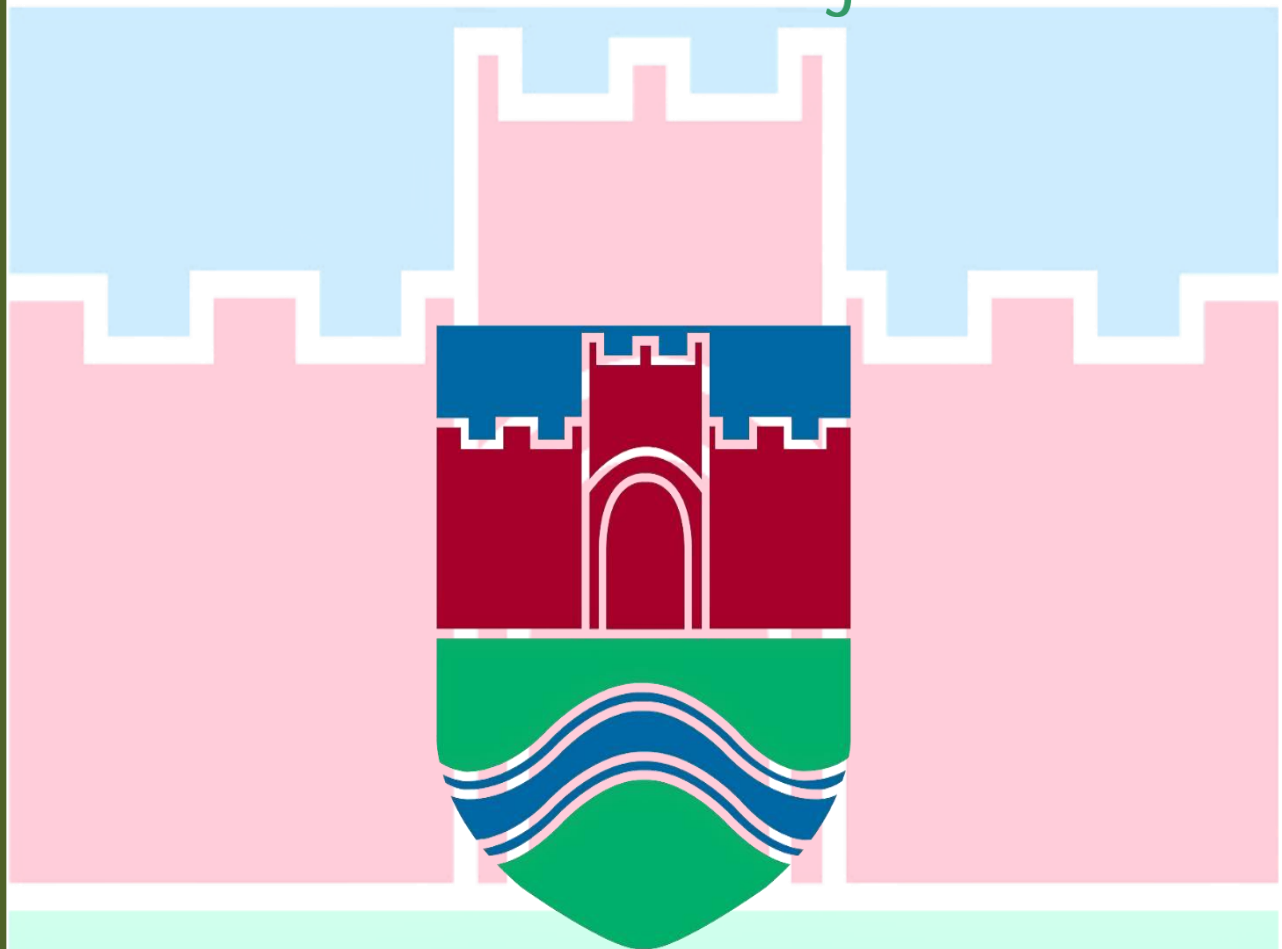


Norton Road Primary School



Teaching and Learning Policy And Assessment Policy

Start date: September 2026

Review Date: September 2027

Policy Aims

This policy aims to ensure that:

- All pupils experience a progressive, broad and balanced curriculum and that all staff are supported in leading this.
- Every learning environment is a safe, organised, well-resourced and engaging place to learn.
- All pupils are able to consistently set learning objectives to be aware of the knowledge and skills they are mastering and use success criteria to know how to be successful.
- Every lesson is structured, paced and resourced in ways that allow all pupils (inc. vulnerable pupils) to make good progress and be engaged, challenged learners.
- Consistent formative assessment is used by all adults in the classroom to celebrate pupils' achievements and ensure they know what they need to do to further improve.
- All pupils are reflective learners who are able to both accurately self-assess their own work and peer-assess that of their peers.
- Through effective lesson planning, teaching and diagnostic feedback, high expectations of individuals' work, behaviour and commitment to learning are maintained.
- Progress towards and against national standards for individuals, groups and cohorts is measured consistently across the school and that timely interventions are put in place for any pupil falling behind and to close any previously created gaps in learning.
- Middle- and senior-leaders, including the Governing Body, can use assessment information to support judgements about the overall effectiveness of the school.
- Parents and carers receive accurate information about their child's progress, including how their child is doing in relation to the standards expected and what their child needs to do to further improve.

Teaching & Learning

Curriculum

Please consult our Curriculum Policy to learn the intent of our curriculum, how we implement it and the ongoing impact on outcomes for pupils, including their personal development.

Supporting Metacognition and Self-Regulated Learning

At Norton Road Primary we value the importance of enabling children to be active participants in their own learning and prioritise teaching them the skills they need to be life-long learners. In planning lessons, class teachers need to plan explicitly to intentionally support children to develop their metacognitive skills defined as:

Metacognition and self-regulation approaches help pupils think about their own learning more explicitly by teaching them specific strategies for planning, monitoring and evaluating their learning and enabling children to select the most suitable strategy for a given learning task.

Self-regulated learning can be broken into three essential components:

- **Cognition – the mental process involved in knowing, understanding, and learning;**
- **Metacognition – often defined as ‘learning to learn’; and**
- **Motivation – willingness to engage our metacognitive and cognitive skills.**

To enable children to develop these skills, class teachers:

- Share the learning objective, relate it to prior learning and make links with children's experience and the world around them
- Teach children the skills required to plan, monitor and evaluate their learning
- Model own thinking
- Set appropriate levels of challenge by adapting learning
- Provide children with appropriate support/scaffold and give time to reflect on learning
- Promote and develop **metacognitive talk** in the classroom
- Teach children how to organise and manage their learning independently

Learning Environment and Resources

Teachers are responsible for maintaining a safe and stimulating learning environment where children feel comfortable and inspired to learn. **Working Walls** and accessible resources are used to support independent learning and promote metacognition. (Working Walls for **English, Maths and Science. Displays** are also used in classrooms and communal areas to celebrate children's learning and to inspire others. **The Learning Environment Checklist** (see **Appendix 1**) is followed by all adults working in each classroom and is used by the Senior Management Team during informal and formal monitoring activities.

We have invested and continue to invest in the **learning resources** that we know are key to supporting pupils with their learning.

Working Walls

Working Walls are used to show our learning journey (English, Maths and Science). A Science display should be in every classroom to either support the current learning in lessons. The purpose of a working wall is to support children in their learning and in the development of their metacognitive skills. **Working Walls** are meant to support pupils' learning therefore must be updated regularly and relate to the **current learning in that subject. Children must be made aware of the working walls by teachers referring to them during lessons and be able to make use of them daily to support their learning.**

EYFS to have a **Learning Journey Working Wall** which covers their Topic/ Unit and includes pieces of children's work and photos taken by children using one of the EYFS cameras available to them in class during lessons.)

Displays

The approach to **classroom displays** is stipulated in **the Learning Environment Checklist** (Appendix 1- Wish Tree, Growth Mindset and British Values displays in classes). We also use **corridor displays** to showcase pupils' past term's work and the school's curriculum, and the responsibility for maintaining these displays is shared between Subject Leaders and year leaders.

Lesson Planning

Teachers work collaboratively in their year groups to plan for all subjects in line with the **unit planning**. PPA time for teachers in a year group is scheduled for the same time to enable teachers to discuss their assessment of children from the previous week's learning to inform their planning and to work collaboratively on any subject plans as necessary. To reduce workload, teachers are not required to write detailed lesson plans and can instead focus on preparing to teach lessons that are resourced and tailored to their pupils' needs, (SEND, EAL, Visual Impairment, etc). Where a teacher takes responsibility for planning a specific subject for their year group, this must be informed first by a collaborative discussion and they must share any slides and resources with their partner teacher **in a timely manner**. This enables the partner teacher to review the planning, consider the needs of their specific class **and adjust the planning accordingly**. To this end, all planning is saved in weekly folders on the staff shared drive. It is essential that planning is stored in this way to also enable any planning scrutiny to take place and for future sharing of these resources.

Learning Objectives and Success Criteria

Each time pupils record their work, in their exercise books, the learning objective is written, unless it is featured on the provided scaffold sheets. (EYFS, KS1 in Autumn term- might be provided on a pre-printed sticker), teachers must use their professional judgement alongside the long / short date (Maths). Success criteria must be shared and displayed to support pupils' learning and increase their chances of meeting the set out objectives in lessons (in pupil friendly talk).

Learning Objectives

In English and Maths lessons, the learning objective will describe the skill that is being taught, revisited or assessed (and will not include the context or be task - based). For example:

Skill Being Taught or Revisited	Skill Being Assessed
To answer fact retrieval comprehension questions about Private Peaceful. ✗ To retrieve comprehension questions. ✓	To assess our ability to solve various Year 4 arithmetic calculations. ✗ To solve arithmetic calculations. ✓

In Science and the Foundation subjects, each lesson will have two learning objectives: one will detail the **knowledge** that pupils will be taught during the lesson and the other will detail the **skill** that pupils will be developing using that knowledge learned. New knowledge and skills work hand in hand and cannot be taught in isolation.

As in English and Maths, the context of the skills-based activity is not included in the second learning objective.



For example:

Science	History	Art
To understand what the five animal kingdoms are + To sort animals into their kingdoms. ✕ To know the features of the five animal kingdoms + To sort things into groups. ✓	To find out about Tutankhamun + To create a storyboard about Howard Carter's work. ✕ To know how Tutankhamun was discovered + To create a storyboard. ✓	To learn about George Seurat and pointillism + To paint a picture of a rural landscape using pointillism. ✕ To know who Georges Seurat was and the features of pointillism + To paint using a particular technique. ✓

Success Criteria

In our school, success criteria are written as commands. They are the process to be followed or 'ingredients' needed to successfully achieve the learning objective. They do not describe the stages of the lesson. The success criteria we use are **not specific** to the context of the lesson, but rather could be reused in any other context where the same independent activity or skill is being rehearsed. **In KS1- maximum 3 SC to be set.** For example:

Science – an example of process success criteria	Religious Education – an example of 'ingredients' success criteria
Learning Objectives To know how to identify a living thing using a classification key + To create a classification key. Success Criteria Use animal features to divide them into two groups Write the question that would divide them Continue dividing the items and noting the questions Create a key to explain which item each letter represents	Learning Objectives To know how Hindus pray at home Success Criteria Include details about when and where and how Hindus complete their prayers List facts/actions about how Hindus pray Include what special texts Hindus use to pray from

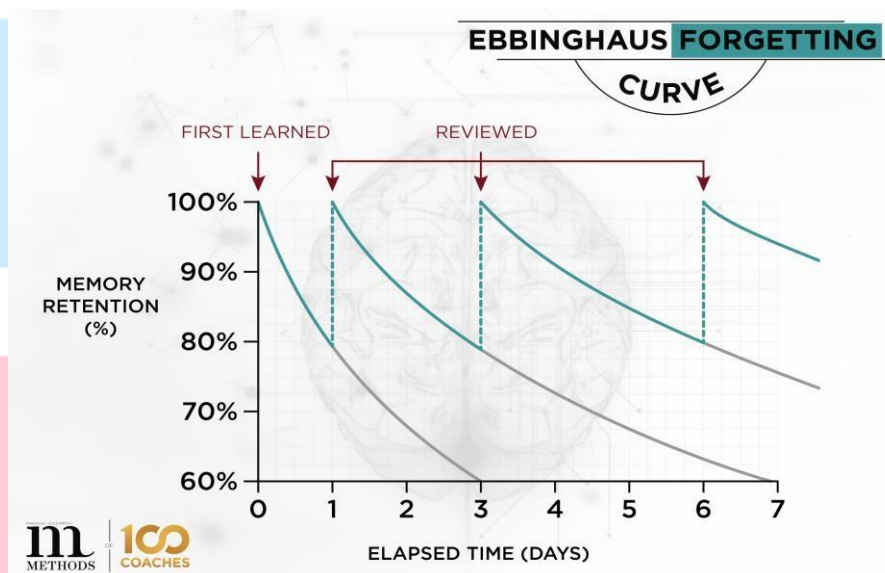
Lesson structure & content

All lessons include **teaching techniques and strategies** that are supportive of the objectives and the learning needs of the children; **a week's learning** will typically include **whole class teaching and modelling of skills, individual, paired and group work, and both written and practical learning experiences**. These are based on the Metacognition 7 Step Model of delivery.

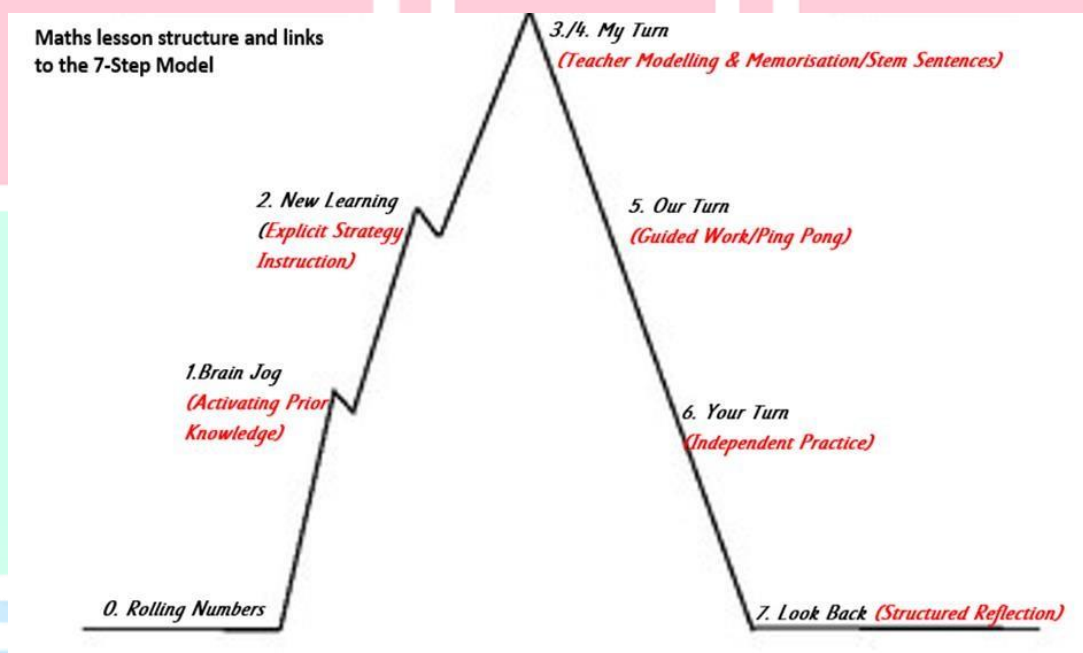
There is no set structure that a lesson must follow but the following will feature in most lessons:

- **Retrieval Practice** (For maths and science - Flashback 4, Other subject- 3 or 4 questions from previously taught lessons- 1 from previous term, 1 from previous unit, 1 from previous lesson. (*See The Forgetting Curve below)
- A clear explanation of the **Learning Objective** and how it links to prior/future learning
- Sharing of **Success Criteria** ○ **Explicit Strategy Instruction** ○ **New Vocabulary**
- Opportunities for children to engage in **High quality talk** about their learning and understanding
- **Independent/paired/group practice** to enable children to make progress towards the learning objective
- Continuous use of **Formative assessment**
- **Plenary/ies** to enable children to reflect on their learning, identify next steps and to link to future learning.

The Forgetting Curve



The Metacognition 7-Step model of Delivery



New Vocabulary

New Vocabulary refers to the **key technical vocabulary** that the teacher intends for all pupils to understand and use throughout the lesson, their work and future learning – the new Vocabulary words are taken from the medium-term planning and introduced (and revisited) by teachers and pupils to ensure these are committed to pupils' long-term memory. They are to be displayed on the white board, Working Wall and/ or slides accompanying the teaching input. **Use of Lolly Sticks, Talk Partners, Stem Sentences** will be used in classes to drive high quality talk in all lessons.

Meeting children's needs

At Norton Road Primary we have high expectations **for all children, irrespective of their prior attainment, learning abilities and or any other circumstances which could be deemed as a barrier to learning.** When planning to meet children's needs, teachers use **Adaptive Teaching strategies** and their ongoing assessment of children to consider the scaffolding and support children may need to enable them to know and remember more.

Adaptive Teaching (Scaffolding)

Scaffolding is an essential tool at Norton Road Primary School and is understood to mean the resources and support put in place to enable every child to learn and remember more. Over time, children are enabled to be more independent in an area of learning by the reduction and eventual removal of the scaffold (and or adult support). Some examples of scaffolding are as follows:

- **1:1 or small group work with a supportive adult such as guided group writing**
- **Speaking and writing frames**
- **Manipulatives**
- **Additional practice in form of a short term/immediate intervention input by either a teacher or teaching assistant**
- **Peer support**
- **Substitution tables**

(Adaptive Teaching Summary-Appendix 2)

SEND

Teachers are responsible for planning pupils' learning and for ensuring that TAs, cover supervisors and HLTAs are used effectively to provide the necessary support for pupils with SEND, acting on advice given by the Deputy Head teacher for Inclusion and any specialist services (as set out in EHCP plans).

We use three core strategies for supporting pupils with SEND:

- **Set tasks with clear goals- segmented into manageable amount of expectation for their personal abilities, outputs and timescales**
- **Use pupils' names before asking a question or giving an instruction**
- **Accept pupils' spoken utterances and rephrase to give back in a grammatically correct and expanded form**

For more information about SEND provision, see the [SEND Policy](#)

Pupil Premium

Teachers are aware of who in their class is eligible for the **Pupil Premium** and maintain concise **Provision Maps (1 page A4)** of individual (targeted) and universal provision for eligible children.

In addition to the **interventions** in place for any pupils requiring them, we afford targeted pupils eligible for the Pupil Premium with **one-to-one conferencing where a teacher (in English and maths) or member of support staff (maths) reviews a child's work with them to celebrate, check, correct and challenge them.** (E.g. reading to an adult)

A member of the SLT (Headteacher) oversees the Pupil Premium, conducting conferences with class teachers on a half-termly basis to ensure interventions are having a positive impact on children's learning and attainment.

Home Learning

(Home Learning activities are to be tracked and recorded in Teachers' Mark Books.)

Weekly Home Learning Task to be:

- **Reading** at home (Home RWI books, school Library books)
- Weekly **Spellings** (Y1-Y6, following RWI Spelling Scheme)
- Weekly **Arithmetics** Practice (Y2-Y6, can include TT Rockstars challenges set by teachers online)

- Learning Log Tasks - A selection of 9 possible activities provided and set out as a list, at the start of the **Foundation Topic/ Unit** in the Learning Log, varying in time required, for pupils to select from on a weekly basis.

Dojos (linked to House points to be used to reward completion of each of the Home Learning Tasks by teachers.

Monitoring

Subject Leaders / Book Scrutiny

On a termly basis, the SLT with relevant Subject Leaders complete a book scrutiny for each teacher to:

1. To check standards and progression of skills from KS1 to KS2.
2. Analyse pupils' work and determine the effectiveness of the curriculum provision and teaching strategies used to deliver learning opportunities
3. Check to what extent teachers and support staff's feedback and marking is promoting good progress.

Learning Walks

On a termly basis, for English, Phonics, Maths and Science and for the Foundation Subjects, the Subject Leaders will complete a **Learning Walk** where they observe teaching and learning, gather pupil voice and study the learning environment (e.g. scaffolding resources) to accurately assess provision for their subject and generate actions that will result in continuous improvement. **Informal drop-ins will also be frequently conducted by SLT and used to support staff professional development and will inform discussions to review school's provision.** (See Appendix 3 for the Learning Walk Record and Feedback Form.)

Data Analysis

English, Maths, the Subject Leaders analyse summative data to inform their understanding of the quality of education for their subject, using this to inform actions (e.g. narrowing the gap in achievement between groups).

Parent and Carer Evenings

Although the majority of our parents and carers will liaise with the child's teacher frequently about their child's progress, attainment and behaviour at school, two parent and carer evenings and a celebration evening in the Summer term where pupils work is shared with families. These are held for teachers to share clear information about how each child is progressing in relation to national standards. For children with SEN, SEN Support Records are reviewed half-termly (or when necessary) at a meeting with the child's parent or carer, teacher, the Deputy Head teacher for Inclusion and, where appropriate, the child.

Annual Reports

End of year reports include attendance data, core subjects' achievement data and a teacher's comment on a child's behaviour and achievements and effort.

Assessment

Formative Assessment

Formative Assessment takes place daily in all classrooms through discussions, questioning, peer and self-assessment, and consistent marking which addresses misconceptions and identifies next steps, along with observations in the Early Years. This then feeds into the planning of learning opportunities that will enable children to progress in their learning.

Questioning

We use a range of questions and a variety of questioning strategies when teaching to ensure active participation from every pupil (Pupil Premium pupils to be asked targeted questions), to develop and extend pupils' thinking and to allow teachers to establish what further challenge or support each pupil needs. Before posing a question, adults state what questioning strategy they want the class to use.

Feedback and Marking

We believe the best feedback children can receive is given in the moment (i.e. in the lesson), face- to-face and verbally. As such, use of adults' time is planned for carefully. Whilst pupils are carrying out independent or paired/group work, adults work with specific groups of children in response to their ongoing formative assessment as well as circulating the room to provide verbal feedback and to identify and address any common misconceptions with the whole class. Please see the **Marking Code for Teachers (Appendix 4)** for further detail.

When giving verbal feedback, the adult uses the code VF ☐ and one or two words detailing the feedback given. The adult may then use their black pen to model or scaffold the work set or set a more challenging question to extend a child's thinking. When giving verbal feedback in a lesson, the box is immediately ticked. If marking after a lesson the VF code can be used as a reminder to speak to the child in the next lesson – **the box will be subsequently ticked when this dialogue has taken place.**

The **English, Maths, Science and Foundation Subjects Work Scrutiny Form (Appendix 5)** provides a comprehensive summary of what feedback and marking is expected with the understanding that educational research continues to recognise the value of this formative assessment in supporting pupil progress.

Self-assessment

Pupils regularly self-assess against the learning objective and success criteria during lessons by showing **1/2/3** on their fingers so that teachers may quickly reshape tasks or rephrase explanations to support pupil progress.

- 1 **I fully understand what I'm doing.**
- 2 **I understand some parts of what I'm doing.**
- 3 **I think I need a little more help to understand.**

At the end of each lesson, pupils in Years 1 – 6 also use a 1, 2 or 3 to indicate how successful they believe they have been in achieving the learning objective. Children write their 1, 2 or 3 next to the learning objective **using a green pen, in the margin.** Teachers then either tick the number if he or she agrees with the assessment or put a dot next to it if they believe the pupil has assessed his or her ability inaccurately. Where pupils accurately self-assess themselves as a 3, teachers ensure that a dialogue takes place with the pupil to address their misconceptions or develop a pupil's confidence and positive attitude towards his or her learning. Evidence of further work (e.g. completing a task with scaffolding from the teacher or revisiting a learning objective) demonstrates how the pupil has been supported to meet the learning objective.

Written Self-Assessment

To support pupils in becoming more reflective learners, we use a variety of self-assessment questions, **using Meta-Cognitive Talk.** The children answer one of these questions in English and maths every week. Some examples of the questions are shown below but teachers have the freedom to create their own:

Pupils in KS2 may also use Stem Sentences (can be displayed by the teacher on IWB or Working Wall) to self-assess their learning. Our teachers ensure they model this process to pupils so that their comments are related to the success criteria of the lesson (rather than merely being a repetition of the learning objective). This can be recorded in pupils' exercise books but sometimes can be provided in verbal form only.

For example:

I was successful today because I used lots of adjectives from the Working Wall like 'towering' and 'grand' to make my story interesting for the reader. **Peer-assessment**

Pupils in KS2, may peer-assess one another's work. This requires clear modelling to children to ensure it is purposeful and supportive of learning. Children's comments need to be related to the success criteria and can be supported by sentence starters and writing frames.

For example:

Your work is good because you have remembered to move digits once to the right to divide by ten. To improve further you need to [make sure you don't forget the decimal point to show correct place value. Thank you for letting me mark your work.

(*) This can be recorded in pupils' exercise books but sometimes can be provided in verbal form only.)

Marking – Maths specific

Note: We use WRM Booklets and Maths Jotters to record maths learning. These two work in unison. Flashback 4 and Starter activities are to be recorded in maths jotters- teachers to use their own **professional judgement** whether an activity needs to be recorded. A print-out of the Flashback 4 PP slide or starter activity can be used if a visual graphic (e.g. a graph or clock faces) is used. In some instances, if additional work is necessary (because learners have demonstrated the need for further practice) teachers might use materials from different sources to put in maths jotters. These must be trimmed and fit on the page (not to be folded in half and glued in a scrapbook fashion). Date and LO are to be used if the whole activity is around a specific objective- i.e. a lesson is being followed up by a different material, solely using jotters. Only date needed for Flashback 4 and Starter activities, if recorded in jotters.

All teacher marking is to be done in a black pen. Maths **jotters** to be marked for accuracy and effort. If a major mathematical concept is clearly being misunderstood by a learner, teachers are expected to model how to use the concept/ calculation correctly in the jotter. This can be in addition to VF or followed up by VF to the whole class at the next session if needed. The rest of the work to be marked using ✓ or x. Use of self-marking and peer marking (in green pens) is encouraged for tasks where right or wrong answers are generated. Stickers for effort are ok to use. DO NOT PARAPHRASE THE LO AS A FORM OF MARKING.

WRM Booklets must have the short date recorded on the white line under the objective for every lesson. Teachers are encouraged to use live marking during the independent part of the lesson as this is very useful for spotting misconceptions early. LSA can be asked to support with this process if appropriate. Stickers and Dojos are ok to use to reward effort and engagement. VF is suitable for certain aspects of maths activities in booklets and can be supported by teachers' modelling of how to correct any errors next to the work in booklets. Please record 'VF' in the blank space where a margin would be, if you have used VF. Use of self-marking and peer marking (in green pens) is suitable if the teacher goes through the answers with the learners **and models how to correct errors as part of the process.**

*1/2/3 should be indicated by learners at the bottom of the page if self-assessment was used.

Subject	Year Group EYFS- Assessment Portfolios to track					
	ELG					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mathematics	End of unit and Termly WR Education Maths and Science					
Science	Assessments in Years 1-5					
	Maths Mock SATs completed termly in Year 2 and half termly in Year 6					
Word Reading (Phonics)	Half-termly Assessments		Phonics	RWI		
Reading Comprehension	Mock SATs completed termly in Year 2 and half-termly in Year 6					
	Years 1, 3, 4 & 5 complete an annual reading assessment					
	Years 2-6 complete a termly Suffolk Reading Test.					
	Half-termly online Bug Club Assessment (Y1-Y6)					
Writing (Composition)	Termly comparative judgement using the Teacher Assessment Frameworks (Years 2 and 6) and the WRM Teacher Assessment Frameworks (Years 1, 3, 4 & 5; Internally moderated)					
Writing (Grammar, Punctuation and Spelling)	Mock SATs completed termly in Year 2 and half-termly in Year 6					
	Years 1, 3, 4 & 5 complete an annual assessment					

Deep Marking – English

Teachers use the 'pink and green' strategy when marking pupils' extended writing (drafts) in pupils' English books, **once in every learning journey (2 / 3 weeks)**. This is to be during the drafting and editing stage to aid with their independent work.

Teachers highlight 1 or 2 words or passages in pink to acknowledge where instructions/ success criteria are evident in their work, **related to the taught skills**.

Internal Assessments

Pupils in Years 2-6 complete a **weekly arithmetic test** and pupils in Years 16 complete a weekly **spelling test** and these scores are recorded in the teacher's Mark Book. The other summative assessments, completed half termly, termly or annually, are detailed in the table below:

Foundation Subjects	Across Foundation subjects we assess pupils as working below, at or above age -related expectations in line with the following statements: Using End of Unit RAG sheets- • Pupils working below age related expectations will generally require the support of an adult or of tailored learning resources to achieve the learning objectives • Pupils working at age-related expectations is generally able to work independently and accurately to achieve the learning objectives • Pupils working above age-related expectations excels in their exceptional work that fully achieves the learning objectives
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We use pupils' attainment and a gap analysis of their responses in these assessments, in addition to pupil voice, book scrutiny and lesson observations, to monitor the performance of individuals, groups and cohorts and identify gaps in pupils' learning and next steps for planning and teaching

Teachers Mark Book

- **Pupils Individual needs breakdown sheet from Target Tracker** ● **‘Dojo Champion’ and ‘Star of the Week’ Certificates**- updated weekly (i.e. Has the child received one?)
- **Homework**- updated weekly (i.e. Is the weekly homework being completed?)
- **Reading Book Band**- updated as needed/ when moved up, detailing reading age info/ is the pupil at/above/ or below their chronological age/ and their peers. Does the colour-banded book denote a child’s reading at age-related expectations?
- **Pupils’ Reading Record**- updated weekly (i.e. Is the child bringing it to school? Is a parent/ carer hearing them read?)
- **Years R-2, Phonics**- updated in line with RWI 6 weekly summative assessments being administered (i.e. Does the child’s phonic group denote a child decoding at age-related expectations?)
- **Years 2-6- Weekly Arithmetic Test Scores**, updated weekly, and including information re- whether the child’s test scores are improving or same or decreasing. Use arrows for this.
- **Years 1-6 Weekly Spelling Test Scores**- updated weekly, and including a mean average to determine if a child is attaining above, at or below their peers (i.e. Is the child’s test score improving or same or decreasing. Use arrows for this.
- **Years 1-6 Summative Test Scores**- WRM, WRS, NFER, etc., updated and in line with summative assessments being administered (e. Mock SATs)
- **Years 1-6 Writing Assessment**- updated termly (i.e. Compared to the EYFS exemplification materials, STA exemplification materials for Years 2 and 6, and the WRM exemplification materials for Years 1, 3, 4 and 5, is the child’s current writing showing they are on track to be working at end of-year expectations?
- Record of any **Interventions / Booster classes provided** (inc. group interventions) and attendance at these.

Appendices: **Appendix 1- The Learning Environment Checklist**

All classrooms must be presented in a tidy and organised way. Teachers must use their professional judgement to use resources and furniture to maximise the space and use of what we have available at Norton Road Primary so that it is adapted to their whole class as well as individual pupils' needs. Visual aids should be carefully selected to support any current learning and be age appropriate, rather than purely decorative. Teachers are advised to use less but high quality **general learning/visual aids** (this does not apply to lesson scaffold sheets), to clearly provide support and scaffold pupils' learning.

All classes:

Every class will have a clearly titled and consistently updated Working Walls for: **English, Maths Science**, with the exception of EYFS classes, which will have a Theme based Working Wall called **Our Learning Journey**. **Sassoon Infant font** to be used for any printed titles, vocabulary, captions, etc.

In addition to this, each classroom must have the following displays:

- Wish Tree
- Growth Mindset
- British Values

In addition to that, every class should have:

- Norton Road Motto Banner (*Enabling Our Children To Achieve*)
- Safeguarding Poster
- Online Safety Poster
- Stimulating and clearly defined Reading Corner with a selection of age appropriate reading books
- Current 'Talk partners' pairing displayed
- Norton Road House allocation on House Shields* (*coming soon*)
- Date on display
- Visual Timetable (including pictures and words) displayed
- Class Provision Map print out, visible for teaching staff
- In KS1 only - permanently displayed RWI Complex Speed Sound Chart and a Selection of RWI Red Words appropriate to class, age, topic etc (no more than 20 at any time)
- 'New Vocabulary' section on WB (words introduced during lessons, appropriate and linked to new learning)
- Stationery available and accessible to pupils
- Concrete Maths Resource/ Manipulatives, accessible to pupils in Maths lessons

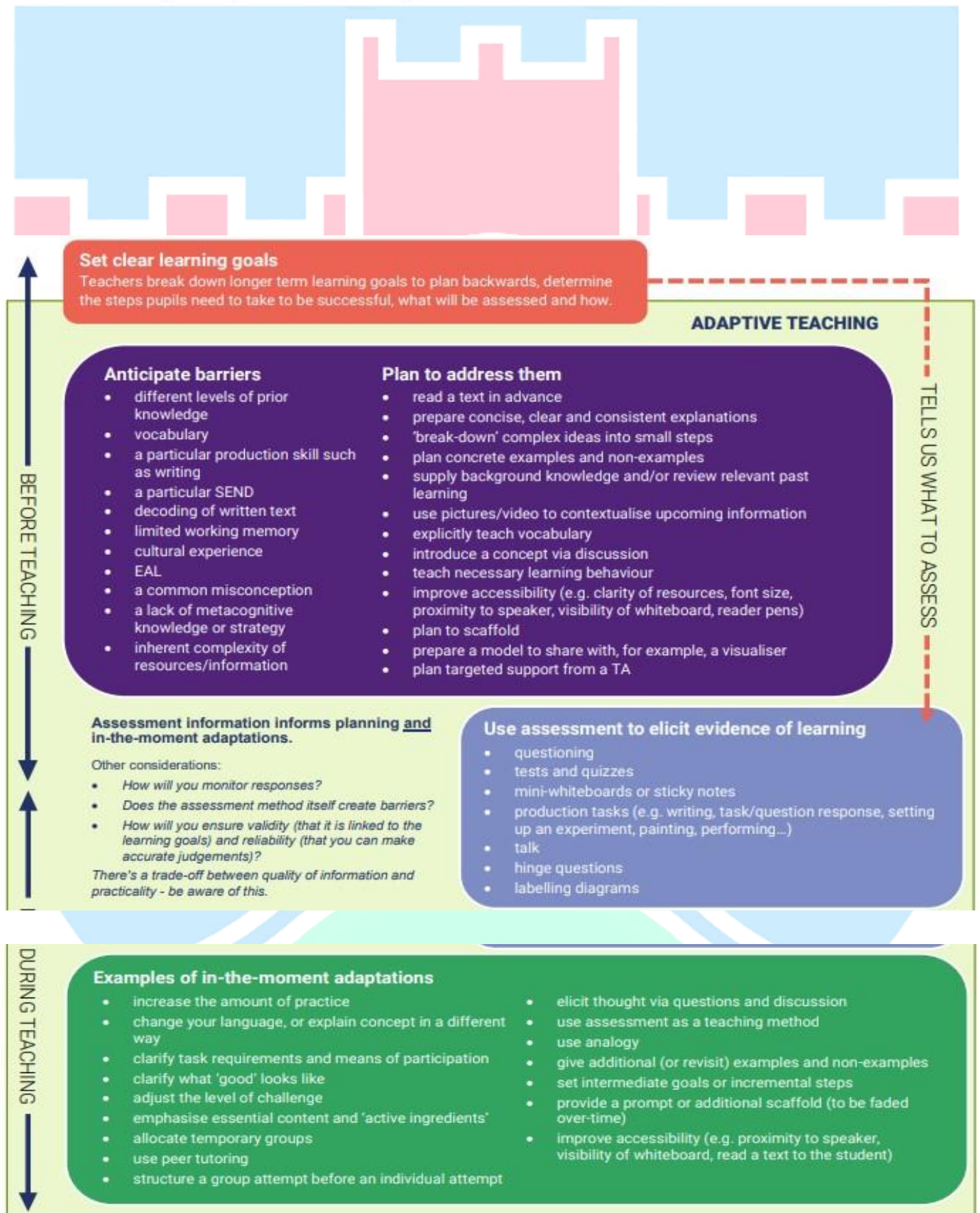
- English and Maths Dictionaries (age appropriate) accessible for frequent use
- Pupils' exercise books storage area where pupils are able to locate these easily
- Word mats/ Word banks, age appropriate and linked to current learning (mainly KS1 and SEND pupils in KS2)
- SEND pupil specific resources (e.g. writing slopes, pencil grips, easy use scissors, timers, number lines, etc), accessible to pupils for use
- Lockdown Procedure Folder



🌍 Pupils are likely to learn at **DIFFERENT RATES** and to require **DIFFERENT LEVELS AND TYPES OF SUPPORT** from teachers to succeed.

🌍 Seeking to understand **PUPILS' DIFFERENCES**, including their different levels of **PRIOR KNOWLEDGE** and **POTENTIAL**

Understanding Adaptive Teaching



Our Definition of Adaptive Teaching

Adaptive teaching includes considerations and adjustments made in planning and teaching to:

Set clear learning goals

- Teachers break down longer term learning goals to plan backwards and determine the sequencing of knowledge and the steps pupils need to take to be successful.

Identify, anticipate and plan to address potential barriers

- Teachers develop a clear understanding, based in age, phase and subject, of:
 - what meeting the learning goal looks like, how pupils can demonstrate this as well as what specific misconceptions might occur and how these look in practice
 - how learning happens, from cognitive science
 - pupil's differences including differences in prior knowledge, accessibility and SEND.

Plan and use assessment that achieves desired purpose

- Teachers select appropriate assessment tools that will elicit the highest leverage information from pupils that will reveal misconception and extent of pupil understanding for groups and individuals as appropriate.

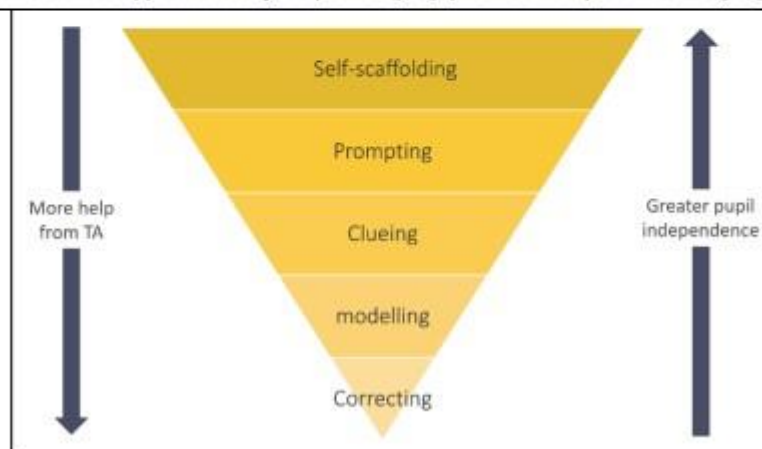
Adapt teaching to respond to pupil learning

- Teachers are flexible in next learning steps and have the tools to respond quickly to reduce errors and misunderstanding from influencing further understanding and knowledge, including where targeted support may be required and the effective deployment of LSAs.

Working With Learning Support Assistants: recommendations for deployment

- Not used as a teaching resource for lower attaining pupils
- Add value to teachers but not replace them
- Make sure they are fully prepared for their role in the classroom (**Teacher to LSA Communication Form**)
- Use LSAs to help pupils develop independent learning skills and manage own learning

Suggested tool	Example
Rotating roles	Teacher works with one group, LSA works with another and other groups work independently or collaboratively. This then rotates each day so pupils receive equal support.
Visibility	Make LSA's visible by asking them to demonstrate using equipment, writing on the whiteboard during the 'we' part of a lesson.
Teacher-triage	LSA's moves around the classroom, identifying pupils who need further support and flags this to the teacher.
Flexible group support	Similar to rotating roles. These groups should change regularly based on end of lesson assessment.
Interventions	Sometimes LSAs can be used for interventions for pupils who require more support. They must be trained in the area of support that they are providing e.g. phonics or a speech and language intervention.



Appendix 3- Learning Walk Record and Feedback Form

Date:		Learning Walk Focus: Learning Environment RWI Silent Signals Behaviour for Learning Adaptive Teaching SEND Provision Teacher/Staff/ Pupils relationships NC Coverage Marking & Feedback	
Class:		7-Step Model Delivery Questioning RWI Talk Partners Pitch/Challenge /Pace Teacher Behaviours Uniform check _____	
Lesson:		WWW 1. 2. 3.	EBI •
Staff:			
Additional notes/ comments			
			Date to revisit EBI points:

Appendix 4- Marking Code for Teachers

VF in the margin → Verbal Feedback was given during the lesson by an adult

VF □ in the margin → Verbal Feedback should be sought by the pupil from the teacher at the appropriate time in the next lesson (e.g. at the start of the lesson, when the teacher asked pupils to checked work from previous session)

Sp in the margin and a word underlined in the text on the same line → A spelling error has been noticed and should be corrected by the pupil using a green pen, after checking using a Dictionary or Peer Support/Adult Support

P in the margin and a letter/ space between/after a word/ words underlined

→ Punctuation error or missing punctuation mark has been noticed and needs to corrected using a green pen (independently or after seeking help from peers/adult if needed)

¶ → A New paragraph needed. Pupils make an edit in their next draft to take this into account.

✓ next to an answer → Acknowledgement of a correct answer in all types of pupil books

X next to an answer → An error noted. Teacher to either provide VF on how this is to be corrected or a correct calculation to be modelled by the teacher next to the error, to address misconception in black pen. Pupil responds by recalculating, following the re-explained strategy, in a green pen.

Additional Notes:

*Acknowledgement and/ or encouragement and praise-type of comments are to be used at teachers' own discretion.

**Deep marking expectations are clearly explained on p18.

*** Self-assessment and peer-assessment will be used as valid forms of assessment for activities that are deemed suitable for this by teachers. How to use these is clearly explained on p18, inc. examples.

Appendix 5- English, Maths, Science and Foundation Subjects Work Scrutiny Form

WORK SCRUTINY MONITORING FORM	
Focus of scrutiny:	
Teacher: Year group / subject:	
Scrutiny carried out by: Role:	
Date:	

ACTIONS FROM PREVIOUS WORK SCRUTINY (IF APPLICABLE)

AREA	MEETS EXPECTATIONS IF ...	MEETS EXPECTATIONS ☐	REQUIRES DEVELOPMENT ☐	EVIDENCE AND NOTES

SUMMARY OF GOOD PRACTICE TO SHARE WITH TEACHER(S)

ACTIONS FOR DEVELOPMENT (TEACHER, SUBJECT OR SCHOOL)