Redcastle Family School: Teaching & Learning Policy (Including Assessment & Monitoring)

Formally adopted by the Governing Body of:	Redcastle Family School
On:	
Signed by Chair of Governors:	*Mrs M Eade*
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2. MISSION STATEMENT & VISION

Our Mission Statement at Redcastle Family School provides one simple vision for all:

> "To give every child the skills and self-belief to succeed"

The curriculum and the way that this is delivered is the perfect vehicle to facilitate a deep rooted self belief that is established through positive learning experiences and a knowledge rich curriculum. We believe there are four core strands to achieve this vision:

Aim High and Respond to Challenge	Celebrate and Develop Independence
Love learning and Understand Life	Take Care of Ourself, Others & The World

These strands are key components in developing self-belief and unlocking the potential of every learner. We have identified specific learning behaviours that we believe are essential in achieving this vision, more details on these can be found within the Redcastle Family School Behaviour Policy.

3. PRINCIPLES OF PRACTICE

Redcastle Family School recognises that there is not one singular approach to delivering outstanding learning but rather it requires teachers to use a range of strategies and tools to implement effective learning, dependant on the content and curriculum, which is the focus for teaching. Therefore, we expect all teachers to use the following principles of practice to ensure that planned learning is engaging, challenging and meets the needs of every learner.

RFS: Principles of Practice

- ▶ High Expectation (Outcomes)
- ▶ Modelling Subject Knowledge
- ▶ Maintaining Challenge (Challenge 4 All)
- ▶ Assessment for Learning
- ▶ Whole Class Engagement (Collaborative Learning)
- ▶ Developing Independence/ Application (Context)
- ▶ Self Reflection/ Review (Metacognition)

4. TEACHING EXPECTATIONS

Appendix 1. Outlines the teaching expectations we use as a school to meet these principles of practice. These directly relate to the teacher standards and have been agreed collaboratively with all teaching staff.

Learning Objectives
- ▶ Skill & Knowledge based objectives: solve problems, infer a characters motives, add numbers create suspense etc.
- ▶ Based around learning NOT what they are doing.
- ▶ Visible to learners at all times (books or board)
- ▶ Key vocabulary discussed and clarified at the beginning of each session.

At the start of each session review the learning objective by:
- Checking their understanding of key vocabulary using talk partners.
- Asking / explaining an example of what the skill means in practice.

At the end/ appropriate time of each session:
- Use the steps for success to review with talk partners how successful they have been at achieving the L.O
- Use the steps for success to identify next steps for the children.

Steps to Success
- ▶ Steps to achieve the skill of the learning objective.
- ▶ Matched to ARE but not differentiated outcomes.
- ▶ Can be produced with the children as the learning takes place to create a checklist for self review.

> **L.O: identify features of a newspaper report**
> ▶ Steps for success:
> ▶ I understand what the features of a newspaper report are.
> ▶ I can find these features in a text independently.
> ▶ I can say why each feature is important.

The three key ways in which steps for success can be used are outlined below. These ensure the learner is engaged with the language used for self-reflection at the beginning or during learning to help scaffold this process at the end.

1. **Sharing steps for success at the beginning of the lesson.** Making sure children are shown and discuss the language and actions of the steps to achieve the learning objective.

2. **Sharing steps as they are modelled during the learning**. At relevant points where a teacher is modelling, demonstrating or explaining they also write a step for success so that they reference the step which children will need to complete in order to be successful.

3. **Creating steps for success collaboratively.** An approach when self-assessment is more developed within a group of learners or within a sequence when there is already prior learning that has taken place. Learners work collaboratively to create their own steps for a given objective.

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It is the expectation steps for success are visible throughout learning. Monitoring will focus on asking learners to share examples of steps for success they are using.

Please note that steps for success do not need to be created for each lesson because the learning could be running over a series of lessons and the same steps could be referred to throughout this.

Key Vocabulary

▶ Vocabulary on display specific to learning objective or achieving outcomes.

▶ Linked to specific lesson or wider context of theme.

▶ Activities to explore meaning and make links between language (Main Tasks or SFT)

Each Class must have a specific area for thematic vocab within their working walls, which will develop as a unit of work continues. More specific can be made visual on display or flipchart paper as required.

5. CHALLENGE 4 ALL TEACHING

As outlined in our principles of practice Redcastle Family School believes challenge for all is essential in outstanding learning. Put simply we expect teaching to ensure :

> All of the children are challenged, all of the time.

This does not mean racing through activities that are always getting harder but rather ensuring knowledge is learnt to a standard where it can be applied and reasoned in a range of contexts using the principles of the SOLO taxonomy. We recognise that the pace and style of learning for learners to reach age related expectations will vary and so teaching must plan and adapt for this.

> Using systems for assessment for learning teachers must reshape and implement grouped approaches to teaching ensuring it stretches and supports learners appropriately.

Examples of this in application:

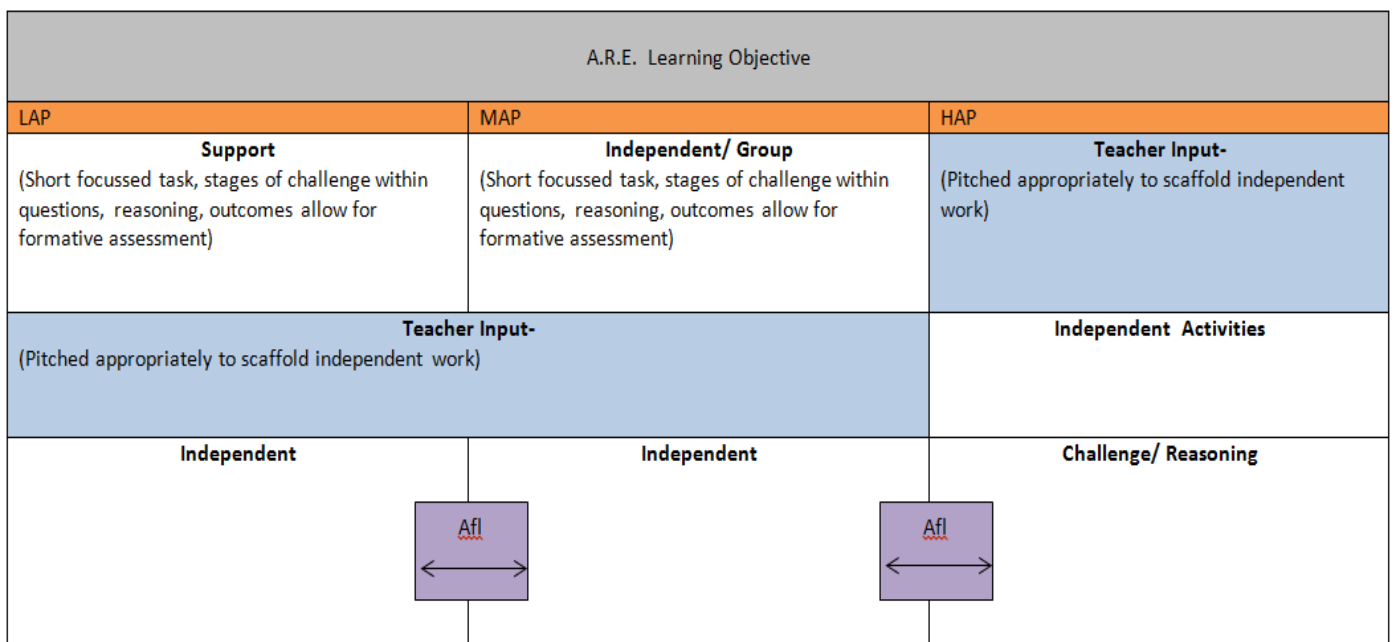| A.R.E. Learning Objective		
LAP	MAP	HAP
Support (Short focussed task, stages of challenge within questions, reasoning, outcomes allow for formative assessment)	**Independent/ Group** (Short focussed task, stages of challenge within questions, reasoning, outcomes allow for formative assessment)	**Teacher Input-** (Pitched appropriately to scaffold independent work)
Teacher Input- (Pitched appropriately to scaffold independent work)		**Independent Activities**
Independent	Independent	Challenge/ Reasoning
	Afl	Afl

Figure 1. An example where prior AFL has been used to identify which groups require independent or group reinforcement before teaching input can take place while other more able are delivered are more appropriate input then left to apply this independently.
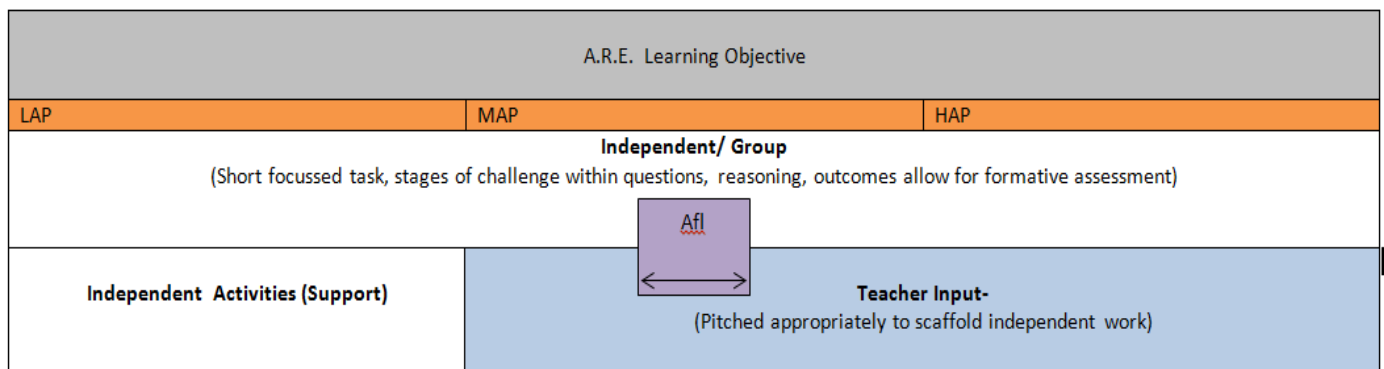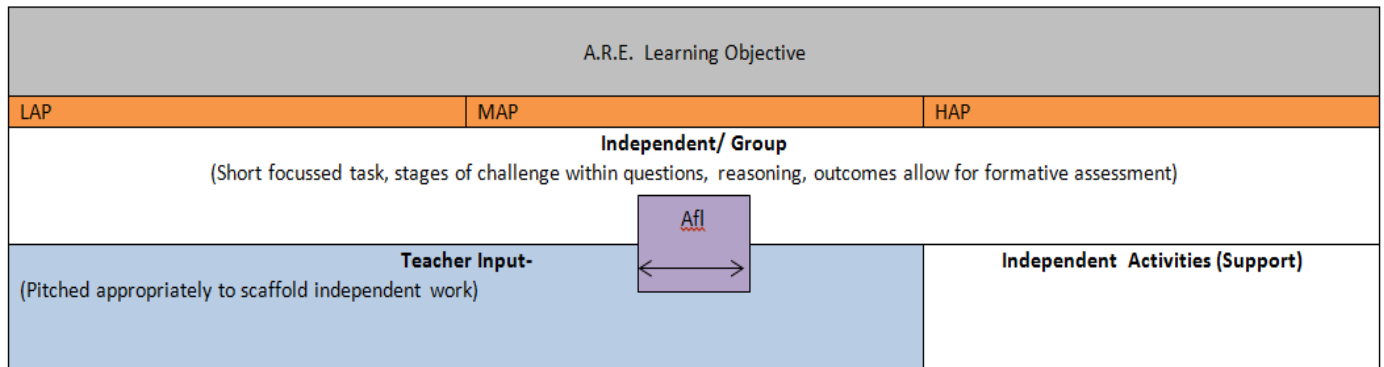

Figure 2. An example of a lesson sequences where an AFL task is used to assess and reshape who needs further support and those learners that can begin appropriate independent activities.

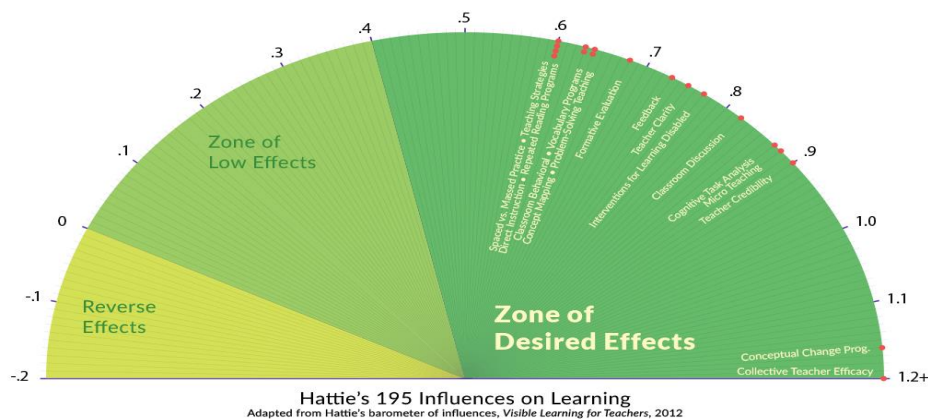Things to consider when using the challenge 4 all model:

▶ When planning consider the questions: Who will this or won't challenge? How can they be challenged rather than how will I challenge them?

▶ Start simple: What lessons can I choose to let those who understand move onto an independent task OR… When can I use mixed ability groups to complete a group task while I support those who require extra intervention?

▶ Use self-reflection or a hinge question to shape who does what next.

▶ The job is to maintain challenge… therefore those that go first may make mistakes but those mistakes become your teaching points. Grappling with a task is good.

▶ Short focussed tasks, peer questioning and collaborative learning (CLIPS) allow you to watch and decide where you go next.

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6. COOPERATIVE LEARNING (CLIPS)

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What is Cooperative Learning?

- ▶ Cooperative Learning is an approach to teaching.
- ▶ Knowledge and skills are modelled by the teacher and then learners are able to practise these skills in a series of structured activities.
- ▶ These structured activities are called CLIPS. CLIPS means Cooperative Learning Interactive Pattern.
- ▶ Each CLIP is designed to encourage certain elements of listening, speaking, questioning and response.
- ▶ The teacher will use the CLIP they feel best supports the learning of the groups of learners in their class. Cooperative learning is very interactive with pupils moving around the class, speaking to each other and answering questions.

Why do we use Cooperative Learning at Redcastle Family School?

- ▶ Cooperative Learning is a way of ensuring that children develop communication skills and an acknowledgement that peers working together is an effective way of building skills vital for work and thought in the future.
- ▶ It helps to build confidence before independent work is undertaken.
- ▶ Cooperative Learning also encourages deeper and critical thinking skills as the follow up questions we usually ask are how? and why?
- ▶ Cooperative learning provides aspects of Cognitive Task Analysis

Hattie's 195 Influences on Learning
Adapted from Hattie's barometer of influences, Visible Learning for Teachers, 2012

- ▶ Cognitive Task Analysis (CTA) is a type of analysis aimed at understanding tasks that require a lot of cognitive activity from the user, such as decision-making, problem-solving, memory, attention, and judgment. This is attending to how the students are thinking.

- ▶ Learners listen to a verbal recount of the thinking and decision making that is taking place while watching the skill/ activity take place.

In **Appendix 2** is an explanation of all of the cooperative challenge tasks we use to support our Challenge 4 All model of teaching. They include:

▶ Diamond Nine ▶ Opinion Lines/ Corners ▶ Odd One Out ▶ Venn Diagrams ▶ Catch 1 Partner
▶ Meet In The Middle ▶ Sage & Squire ▶ Click, Click, Clunk ▶ Snowball

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7. FEEDBACK, DIFFERENTIATION & INTERVENTION

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FEEDBACK

VF codes (**See Appendix 7.**) being used and then activities after that code to show improvement on the original outcome. This might relate to the learning objective or to standards of presentation. This should be done in the next teaching activity.

Teaching staff will ensure activities that need improvement are not left with little feedback and no improvement. **At the end of each session, teachers should assess the books and make a decision as to how to improve this in the next lesson.** This may involve a 10-20 minute activity before the next lesson or become the focus of the whole lesson. (See figure 3 below)

Where presentation is an issue through lack of effort, children should be expected to make this up in their own time. It is expected that this format is evidenced within all curriculum areas. This will be checked by Phase Leaders as part of the monitoring timetable.

DIFFERENTIATION

Redcastle Family School believes that **differentiation is when adaptations to teaching and learning are made in order to help children reach age related expectations**. The principles for how this is applied are as follows:

- As set out nationally, the expectation that all children are working at age related expectations is a key goal for RFS.
- Differentiation is then considering the activities and steps required to challenge each group of learners to enable this to happen.
- Differentiation must not categorise children into a specific ability group or single activity, this will prevent them from reaching age related expectations.
- To conclude differentiation is the way teachers adapt learning & time for each individual to achieve the same goal.

The outcomes children produce will be evidence used to monitor that teaching has created differentiated learning in order for children to reach age related expectations.

Before	Identify	Differentiate	Review Outcomes	Intervention
AFL of Outcomes & Summative/ Self-assessment.	Learners with specific needs which result in Working Below ARE	Identify specific skills which are key aspects of ARE Provide targeted Input and reinforce through over learning.	Formative & Summative Review Self-assessment against given criteria.	Complete Interventions to reach ARE/ Reduce gaps in NNC. Maintain/ accelerate progress of All ability groups including more able. Set Targets for Using & Apply within other aspects of the curriculum.
	Learners which require extended teaching in order to reach ARE	Differentiate concepts to ensure learning is accessible and makes progress towards ARE Embed new learning through Solo Taxonomy		
	Learners with capacity to reach ARE through access to curriculum.			
	Learners whose Knowledge & Skills are at ARE or above before teaching.	Extend learning to meet appropriate challenge		

Figure 3. Flow chart to inform planning on how to ensure differentiation identifies how intervention time should be used to support children in reaching ARE.

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Intervention Time

To support the additional time differentiation may require in order for learners to reach ARE our timetable has been developed to allow for feedback and intervention to happen rapidly.

Assessment of learning from previous outcomes/ learnings. This Afl informs groupings for:		
Teacher led activity:	Independent-	TA Interventions
Verbal feedback- addresses misconceptions/ extension of key concepts. Learners complete actions/ tasks to consolidate feedback.	Learners respond to focussed marking, complete tasks/ activities to reinforce/ extend learning accordingly.	Complete identified SEN tasks, Support 1-2-1 marking/ feedback. Support independent activities.

8. TIMETABLE

Session 1 8.40 – 9.00	Session 2 9.00 – 9.50	Assembly 9.50 -10.10	Session 3 10.10- 10.30	Break	Session 4 10.45 – 11.45	Session 5 11.45 – 12.12.25	Lunch	Session 6	Session 7
EMA	Maths Skills or RWI (KS1)	AFL activities, Wave 2 Intervention	Intervention, Maths or writing Challenge Maths (KS1)		English or Maths	Reading		Foundation Subjects/ Cross Curricular Writing	

EMA (Early Morning Activities)

Used for:

▶ Directed Improvement Reflection Time (DIRT)
▶ Pre-teach activities & Intervention
▶ Common Exception Word Learning
▶ Handwriting.
▶ PHSE Learning Behaviour focus/ Growth Mind-set

Morning Sessions

Used for either Maths or Extended Writing

▶ The intention of separating the time allocated for teaching into two parts around the assembly time is to ensure that teachers/ support staff use assessment for learning to reshape groups and maintain challenge and progress accordingly.

► It also provides additional time to create challenges and opportunities for open ended investigation.

► The assembly time itself can be used in a number of ways to ensure wave 2 & 3 interventions can take place or provide over learning for those which require it at any specific point.

Model 1- Using Assembly time to implement AfL and reshape groups.

Session 1		
A.R.E. Learning Objective		
LAP	MAP	HAP
Support (Short focussed task, stages of challenge within questions, reasoning, outcomes allow for formative assessment)	**Independent/ Group** (Short focussed task, stages of challenge within questions, reasoning, outcomes allow for formative assessment)	**Teacher Input-** (Pitched appropriately to scaffold independent work)
Teacher Input- (Pitched appropriately to scaffold independent work)		**Independent Activities**
Independent	**Independent**	**Challenge/ Reasoning**
	Afl	Afl
Assembly Time		
Teacher: monitors outcomes and reshapes groups. Identifies those which require teacher intervention **LSA:** Completes Wave 3 interventions/ Supports learners which require additional reinforcement of A.R.E learning intention.		
Session 3		
Teacher Input	**LSA Support**	**Independent Extension**

Model 2- Using assembly to ensure learners reach A.R.E/ Provide Challenge activities

Session 1		
A.R.E. Learning Objective		
LAP	MAP	HAP
Independent/ Group (Short focussed task, stages of challenge within questions, reasoning, outcomes allow for formative assessment)		
Teacher Input- (Pitched appropriately to scaffold independent work)	Afl	ependent Activities (Support)
Assembly Time		
Afl Independent: Continuation of learning to ensure A.R.E objective is achieved. **LSA/ Teacher:** Targeted intervention using afl from session 1 **LSA/ Teacher:** Organise/ challenge activity.		
Session 3		
Challenge/ Reasoning Activity		

PM Interventions

Teachers/ TA's can utilise their afternoon to address specific issues in small groups or 1-2-1 as AFL requires although timetabled groups of intervention are less appropriate as this could cause a narrowing of a child's curriculum.

9. CURRICULUM INTENT

Redcastle Family School considers it vital that our learners are exposed to knowledge and learning through clearly planned purposes and contexts. We therefore use a thematic approach to deliver our curriculum where possible and identify when it is more appropriate to use discrete teaching of subjects. **Please see the curriculum policy section 1 for detailed guidance on this approach.**

10. ASSESSMENT SCHEDULE

This document outlines the different forms of monitoring which will be conducted during the academic year in order to ensure consistency in expectations, achievement and outcomes throughout Redcastle Family School. All monitoring will be based upon either agreed school expectations or Trust wide targets thus ensuring a consistent and transparent approach to celebrating and supporting practice across the school.

The main areas of monitoring are:

- Pupil Progress Summary (Scrutiny of Summative & Formative Data)
- Monitoring Children Outcomes (Books, Pupil voice etc)
- Learning Walks
- Spot checks
- Lesson Observations (Including Self Observation)
- Intervention Analysis
- Curriculum Review

Pupil progress will be each half term, the different meetings/ Actions that will take place are summarised below:

Autumn 1st Half Term	Autumn 2nd Half Term
Assessment: - Target Setting - Intervention Plan Review - Wave 1 Intervention - Core Subject Outcome Moderation (PL) Monitoring: - Learning Walks - Teacher Observations - PL Schedule	Assessment: - Assessment Week - Pupil Progress: Wave 1/2/3 Annual Plan - Intervention Actions - Foundation Subject TA Monitoring: - Curriculum Review: Learning Walks, Outcome & Pupil Perception Surveys.
Spring 1st Half Term	Spring 2nd Half Term
Assessment: - Intervention Plan Review - Wave 1-3 Intervention - Moderation Monitoring: - Learning Walks - Teacher Observations - PL Schedule	Assessment: - Assessment Week - Wave 1-3 Intervention - Foundation Subject TA Monitoring: - Specific Action Follow up. - PL Schedule
Summer 1st Half Term	Summer 2nd Half Term
Assessment: - Intervention Plan Review - Wave 1-3 Intervention - Moderation Monitoring: - Learning Walks - Curriculum Review: Learning Walks, Outcome & Pupil Perception Surveys.	Assessment: - Assessment Week - Wave 1-3 Intervention - Foundation Subject TA Monitoring: - Teacher Observations - PL Schedule

Target Setting (Autumn 1)

The first meeting in Autumn 1 will be to share and create the achievement (Academic & social/ Emotional) targets in each cohort for that year. Staff will outline any issues to ensure the school will consider these factors in its use of resources to achieve these aims.

Triangulation & Monitoring

Senior & Core Curriculum Leaders will then complete monitoring to triangulate the data. This will include book monitoring, pupil perception surveys, Formal lesson observations.

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Summative Assessment Week

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Each cohort completes Summative assessment data which is collated for analysis. TA's to complete data entry and Gap analysis.

Pupil Progress Autumn 2

The meeting will involve the Class Teacher, the Assessment Lead, Intervention Lead and where required a Senior Leader. Before each meeting the Assessment Lead will analyse the data which will be submitted then collect and monitor some of the outcomes of some pupils to discuss within the meeting. This is to help evaluate how the outcomes are supporting the judgements formed and also to help consider appropriate interventions or next steps for new learning.

From this analysis, children will be identified for Pupil Progress based on:

1. Children who are working below ARE
2. Children who can be accelerated to be above ARE.
3. Children who have fallen behind their starting point (EYFS/KS1 results)
4. Children whose Formative Assessment is significantly different to their Summative Assessment

As part of this analysis, the Assessment Lead & Intervention Lead will identify focus children for the different Wave intervention Groups:

Wave 1 Intervention: Teacher focused actions and intervention plan

Wave 2 Intervention Lead Specific plan.

Wave 3 SEND Individualised Learning Plan

Pupil Progress Review Meetings

These meetings will focus on monitoring the implementation of the action plan for each class and make adjustments according to progress and revised summative data/ monitoring. Additional children may also then be targeted for Wave 1 or 2 Intervention accordingly.

11. MONITORING SCHEDULE

The core subjects will be monitored every term (please see the curriculum policy for our approach to foundation subject monitoring). The school will use the RFS outcomes and marking & feedback expectations to provide feedback to each class teacher. Outcomes will be monitored by SLT. Any additional actions for either a class or a particular year group will be communicated using the Schools Moving Forward document and then this will be evaluated at an agreed time or at the next round of monitoring.

Learning Walks

Learning walks will be conducted by members of SLT or curriculum teams where appropriate. The focus will be identified on the school monitoring log. Each learning walk will be completed over a two week cycle. A senior leader may stay no longer than fifteen minutes within the classroom. In this time they may observe teaching is impacting upon learning, talk to learners or informally monitor outcomes or aspects of the environment. Feedback will be given within 24 hours using the structure of WWW, EBI and a question

to think about. As with all monitoring, there will also be the opportunity to have a more in-depth informal discussion if a staff members desires.

Spot Checks

Throughout the year different focuses will require whole school actions to be undertaken. To ensure these are completed consistently the school we use spot checks to monitor actions as instructed. While there will be a record of these checks, there is no formal feedback given at this stage.

Lesson Observations

Formal lesson observations will generally take place in each term, equating to three a year. The observations will be recorded using the schools Teaching & Learning expectations (**See Appendix 1**) and involve a feedback discussion after the observation, with relevant steps for development agreed as part of this discussion. If an area is observed to need further support to reach school expectations this will also be identified and appropriate steps taken.

During the half term where no formal observation of yourself is happening, you will be required to complete a self or peer observation as part of our Teaching & Learning Community. Alternatively, you may decide the focus of this observation will be linked to the development points of your previous formal observation. You will be expected to complete an evaluation from this and discuss this before your next formal observation.

Intervention Analysis

As part of analysing formative and summative assessment data at the end of each half term, the impact of each intervention will also be evaluated. Each intervention will be analysed by the Assessment Co-ordinator/ Intervention Lead who will also request any records or work completed for each intervention. Where interventions have not shown effective achievement and there is insufficient evidence of the intervention being completed then a review meeting will be called to establish further priorities and actions.

Curriculum Review

At different times of the year different curriculum teams will request to look at evidence for their relevant subject. Notice will be given to ensure staff have appropriate time to collate any evidence which is requested. Depending on the nature of the monitoring review then feedback may be communicated in different ways.

12. OUTCOME & ENVIRONMENT

Redcastle Family School is committed to ensuring that we reinforce high expectations both through our learning environments and also the outcomes we expect children to produce. Essentially our environment must both celebrate and reinforce the level of care and pride our children are expected to strive towards.

Classroom Environments

Monitoring of environments will be completed by SLT using the agreed RFS expectations. **(Appendix 3)** While classrooms are a working area they must be maintained to ensure they are safe and allow efficient delivery of lessons. In order to ensure children take responsibility for their space all classes should have

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monitors jobs to aid in maintaining appropriate levels of tidiness. It is expected that all resources are clearly accessible and labelled so that children can access resources they may require independently.

Generally the expectation is that classroom spaces are used to support the development of teaching and learning and spaces outside the classroom are used to present and develop outcomes for all curriculum subjects.

Appendix 4 identifies a list of what is expected to be visible at all times in every classroom to ensure consistency across the school.

Teaching Outcomes.

The learning Outcomes must consistently meet the RFS standards outlined in **Appendix 3.** All children must be regularly instructed to maintain the presentation pledge **(Appendix 5.)** which must be visible in each book. SLT will use these to monitor these standards as out agreed timetable and at complete spot checks at different points of the year. **Appendix 6** identifies the books, which each class must use to record their work.

Appendix 1 Teaching & Learning Expectations

Expectations of Teaching & Learning

Focus	Areas which require development	Redcastle Expectation	Excelling in practice
Subject Knowledge	Teacher's subject knowledge is developed but not always used to extend learning for all groups.	Subject knowledge is developed and applied to ensure all groups of learners are able to extend their understanding in relation to the intended outcome.	Subject knowledge ensures all opportunities for learners to make cross curricular references and link concepts within contexts.
	While explanations ensure some groups of learners are able to access new learning/ challenges, the pitch does not always extend or support all ability groups to make the same progress.	Explanations are pitched/ staggered/ adjusted correctly to ensure varying ability groups are able to access appropriately challenged new learning.	An increasing range of approaches and sources are used to deliver explanation which matches the need of each pupil.
	Tasks provide challenge and progression for some groups of learners but do not always extend or support every ability group to make progress.	Tasks are challenging and create stages of progression around the intended learning helping to: enthuse and motivate. Activities are designed to highlight misconceptions and these are identified and addressed appropriately	Tasks provide opportunities for all learners to develop skills and also opportunities to use and apply reasoning through scaffolding/collaborative or independent learning.
Teaching	Teacher modelling provides opportunities for some groups of learners to access new learning/ challenges but this is not always pitched correctly to extend/ support learners appropriately.	Teacher uses effective visual modelling to highlight skills, methods or the application of knowledge to ensure nearly all learners are able to access new challenges successfully.	Teacher creates opportunities for a range of sources, including pupils, to provide modelling which enables learners to access knowledge and skills as they require it throughout a session.
	While misconceptions are addressed these are often only identified reactively and are not accounted for within the planning of sessions.	Prior planning identifies misconceptions and then creates opportunities for learners to experience, and resolves them in order that they can complete new learning independently. All misconceptions are addressed as identified through the use of Afl.	Lessons provide opportunities where pupils can support each other with addressing misconceptions in order to improve their own reasoning.
	Sequences of lessons allow some groups of learners to have access to the necessary intervention and activities to make good progress although not all groups are given the appropriate support to address specific gaps or challenge in order to make good progress.	Sequences of lessons ensure all groups are provided with the necessary intervention and activities to access new learning and make good progress from their initial starting points.	Sequences of lessons cater for those which require interventions to address specific gaps linked to new learning and allow most groups to make rapid progress from their initial starting points.
	Moving away from… - Lessons and takes relying on verbal explanation rather than visual modelling. - Tasks that do not provide big enough jumps in progression or opportunities to move into the pit. - Activities which do not progress, which do don't build upon skills, which do not link or apply concepts. -Where subject knowledge is not applied or explained enough to allow children to gain a deep understanding of why they are doing tasks.	**Strategies to facilitate this:** - Peer observations/ feedback -Peer planning & support - Video analysis personal and peer - Coaching from staff where this is an area of strength. - Team teaching/ planning - Specific CPD - Pedagogy focus (4/8/ week focus)	- Collaborative planning -Model examples/ scripts/ videos - prove me right or wrong reasoning - Annotated examples. -Checking/ corrections- feedback for example mistakes. - Identifying linear stages of progression across objectives & challenge taxonomy.

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Questioning			
	Questioning does not always provide opportunities to check understanding or target instances where responses have not shown learners understand skills and knowledge relating to the intended outcome.	Questioning techniques are used to consolidate understanding, create opportunities for reasoning and address misconceptions or understand key learning points to ensure most groups of learners can access new learning.	Teaching has developed learners own abilities at ARE expectations to create questions which they can use to help understand and access new learning.
	Response strategies do not create an engagement with the learning from all groups of learners or allow the teacher to use Afl to assess and adjust teaching accordingly.	Response strategies are applied to ensure all groups of are expected to engage with the learning which creates an opportunity for the teacher to assess, adjust learning or address misconceptions for most groups of learners.	Response strategies are used at predetermined times to support Afl and the reshaping of groups ensuring all learners make rapid progress through suitable challenge or intervention.
	Limited use of questioning to promote opportunities for higher order thinking or questioning is not always pitched appropriately.	Opportunities are provided to use questioning to develop higher order thinking appropriately for most groups of learners.	Teaching over time has enabled learners to understand what type of questions develop higher order thinking and can use this to create their own questions within sessions appropriately.
	Moving away from… - Continual use of closed questions and no open questioning. - Questions ask to reaffirm teaching. Do you understand? Instead use "What do you understand from what has just been learnt? - Responses limited to those who want to share. - Where responding/ thinking to a question is optional for the learner. - Responses not being challenged to be improved -Children not involved in generating questions - Children not listening/ using each other responses.	**Strategies to facilitate this:** - Open questioning (Short Focussed Tasks) - Hinge Questions - Afl questioning (Traffic lights, faces Thumbs up & down) - Targeted questioning (Hands down & pounce) - Bounce questioning (In pairs/ small groups/ classes, building on each other's responses) - Planned questions presented visually - Pause and pounce - 4 comments to 1 question	- Responses where all show answer - Snow balling - Skills sessions to teach asking/ responding to questions. - Lollipops- Random questioning/ engagement - Children generate questions to facilitate discussions - categorising responses (Posit it notes/ choices/ Venn diagrams) - Questioning dice - Question & Exit notes/ passes - Visual questions/ choice of challenge.
Assessment for Learning	Assessment for learning adapts learning for some groups of learners although there are groups of learners who cannot access appropriate challenge or support as this has not been identified during the session.	Assessment ensures adaptations within the session maintains challenge and ensures activities create good progress against pupils needs; enthuse & motivate: changes to tasks are timely and appropriate.	Systems for Afl allow learners to make correct choices to ensure they are consistently challenged or supported with new learning without always needing direct instruction from the teacher.
	Feedback is appropriate for some groups of learners although it is not always applied in a way which ensures learners understand how to improve or applied within future learning.	Detailed oral/written feedback is provided at appropriate times for appropriate groups so learners know how well they have done and how to improve.	Learners have developed advanced self-assessment skills which allows them to suggest next steps to their own or others work at ARE and that the teacher scaffolds these as a learning dialogue.
	There is not always a clear criteria or it is not applied at the appropriate time which limits learners ability to create appropriate next steps against it.	Learners are guided to assess their work themselves against clear criteria and to set targets to improve. This is usually timely or relevant	Learners are able to use their own understanding to create their own criteria and set goals for themselves on how to improve/ challenging their own level of learning.
	Moving away from… - Lessons created without using data/ formative or summative assessment to inform focus and pitch. - afl checks not used to adjust or adapt teaching actions - tasks completed that are pitched incorrectly	**Strategies to facilitate this:** - Hinge questioning/ Learning check questioning - Traffic lighting understanding- adjust groups according - Choice of challenge - Responding to next steps/ DIRT marking built into teaching sequences	- Discussion time to reflect on learning -Using data tracking system to reflect on progress and inform teaching/ gaps - objective/ outcome led planning (Planning backwards) - Short focussed tasks which create response strategies for checking understanding.

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	-Learners unsure how to change a task when the challenge is not correct. - Learners unable to articulate their achievements and next steps.	- Guided groups focussing on verbal feedback misconceptions of prior learning. - Fluid planning	- Use of cameras/ visual reference. - Using all adults to gather afl and adjust teaching accordingly.
Challenge	While intervention and tasks identifies appropriate pitch for some groups of learners they are still some which require further support/ challenge for significant periods of time within a session.	There are appropriate starting points for both teacher intervention and tasks to ensure that nearly all groups of learners have challenged learning which is pitched correctly (ZPD).	Teaching over time has developed secure self-assessment skills, which allows learner s to identify which level of challenge is appropriate and choose this accordingly.
	Teaching over time indicates that only some groups of learners have opportunity to grapple with challenges and that while some groups of learners have developed independent learning skills at ARE there are groups who require further development.	Within lessons there are opportunities for all groups of learners to grapple or explore new learning using either teacher support, group learning or independent application to challenge appropriately.	Teaching over time has provided regular opportunities for tackling challenges facilitating most learners to have independent learner skills appropriate to ARE which now allows successful access to extended open tasks.
	While tasks create initial challenges these are not developed or extended for those making more progress within a session.	During teaching activities and tasks the teacher ensures learners are consistently challenged by providing different challenges within the same task to maintain engagement as required.	Some groups of learners are able to independently create different challenges within a task using their prior knowledge/ experience of this.
	While some activities and questioning provide opportunity for learners to develop and progress the SOLO taxonomy this is not built into the experiences for all groups of learners yet.	Within teaching sequences activities and questioning are designed to move learners through the relevant SOLO taxonomy stages of challenge (Unistructural, Multistructural, Relational & Extended Abstract)	Teaching sequences take into account prior assessment of learner's current stage in relation to the SOLO taxonomy and provide activities and questioning which will ensure most learners make progress within the context of the subject studied.
	There is limited use of dialogue or activities which promotes language for learning or thinking moves which means that some learners find it difficult to access challenge appropriately.	Teaching promotes the use of language for learning and thinking moves and most learners are successful in using these features to explore and review new learning.	The use of language for learning and thinking moves is fully embedded into practice and tis evident through the learner's independent application of it.
	Moving away from… - Activities not informed by "day to day" formative assessment. - Closed ceiling activities with no opportunity to progress past initial starting points. - No choice of challenge and exploration of when mistakes are made. - Challenge not being maintained within sessions - Limited contextual work - Plenaries which do not refer to steps for success or create reflection on learning/ next steps	**Strategies to facilitate this:** - Using afl checks/ mini plenaries to assess and adjust tasks and groupings - Planned higher order questioning (BLOOMS etc) - Activities with stages of progression which are "open" for children to move through - Contextual learning- Using and applying through creative curriculum. - Snow balling- improving responses/ 1st idea etc - Resources which require manipulating/ enquiry	- Role reversal: Children as teachers/ child led planning & investigation - Mastery learning: All begin high challenge then support those which require as they need to reach the outcome. - High expectation: believe they can achieve- promote this message - Sessions to develop Growth mindset -Sessions to develop how to respond to mistakes practically and emotionally - Use of ICT to extend/ support & generate independence
Learning & Progress	Teaching over time indicates some learners are making good progress although there are groups which are not possibly due to those which require further support not being targeted accordingly.	Teaching over time indicates all learners are making good progress and those which require further support are being targeted accordingly.	Teaching over time indicates all learners are making progress with those which require further support / support or challenge are being targeted accordingly. Some groups make rapid and sustained progress.
	Next steps are not always improved upon and this relates in both observed and written outcomes.	Next steps are improved upon and this relates in both observed and written outcomes.	

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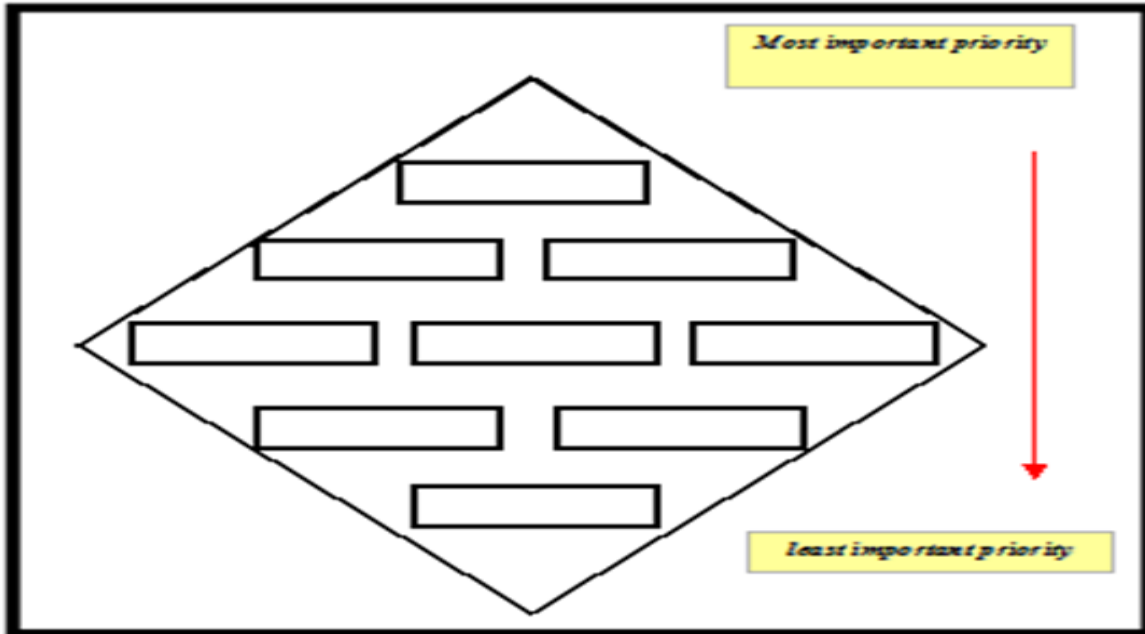"To give every child the skills and self-belief to succeed."

Inclusion	Inclusion strategies ensure some groups of learners are supported with specific needs although this is not fully established for all pupils.	A range of strategies, resources and where appropriate, behaviour systems, are used to support learners with varying or specific needs. To ensure they can access the learning.	Expert knowledge of the needs within the class ensures a range of strategies and resources can be used as required, adjusting to the needs of each learner as challenges present themselves.

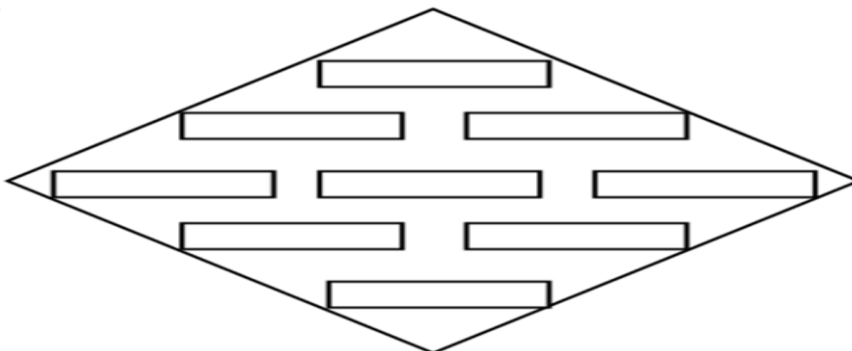**APPENDIX 2- RFS Collaborative & Challenging Learning Tasks**

Diamond Nine

A ranking exercise that asks learners to place a given criteria into a ranking format and to justify and validate their choices through reasoning and debate.

- Criteria can be set by the teacher beforehand e.g. put the different foods in order of healthiness OR can be decided on by the learners.
- This can provide the 'cognitive challenge' element as learners go through the choose. It can be interesting to see what they come up with and to discuss how different criteria affect outcome.

Factors Affecting the Movement of an Object

gradient
surface area
density
roughness of surface
temperature

roughness of object
lubricant
mass
time

Opinion Lines/ Corners

Learners presented with a statement – have to decide whether they agree or disagree and how much by physically placing themselves, a statement or object along a line or in a particular corner. Once the decision has been made learners have to justify their position to others. Having listened to the views of others either as a whole group or in twos and threes, learners are allowed to move to a different point on the line or corner to reflect any change of opinion.
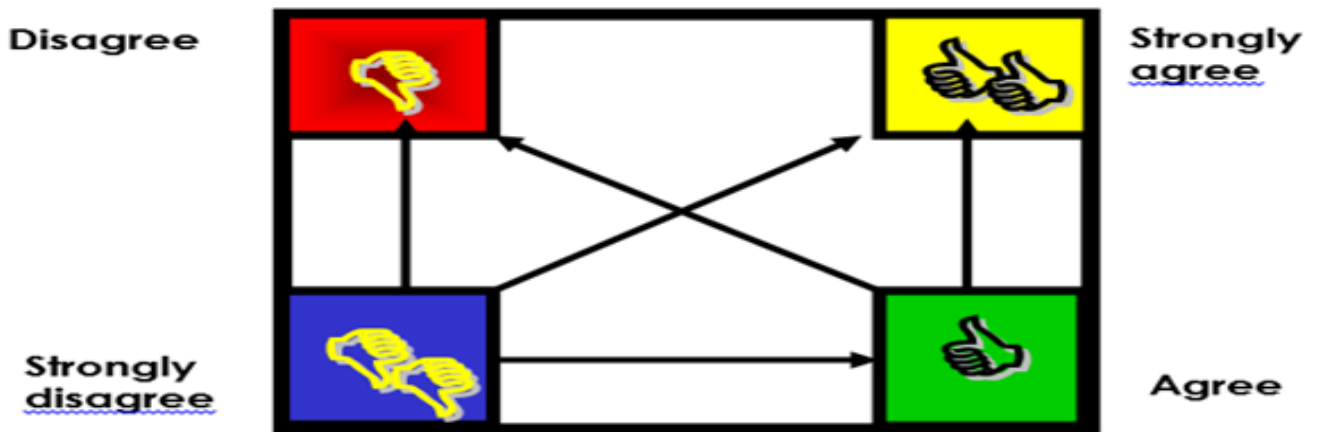
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When LINES might be useful…

When wanting to look at things on a 'sliding scale i.e where the 'IS/IS NOT' is not clear cut.

When wanting to introduce the skill of 'grading' or 'calibrating', sorting and classifying.

CONCEPT lines introduce discussion about PROPERTIES of concepts.

When CORNERS might be useful…

When wanting to introduce groupings.

When wanting to accentuate differences.

When wanting to use explaining, reasoning and persuading skills to deal with differences.

Examples of Opinion Line/Corner statements

The big bad wolf wasn't really bad – he was framed.

School should be fun.

Eggs are good for you.

It is OK to use recreational drugs… *as long as it is not harming anyone else.*

People who damage their own health should pay for their own treatment . . .
. . .*if they have the means to do so.*

You can tell what a person is like by looking at their face.

You can tell what a person is like, by looking at their clothes.

It would be good to be someone else for a day.
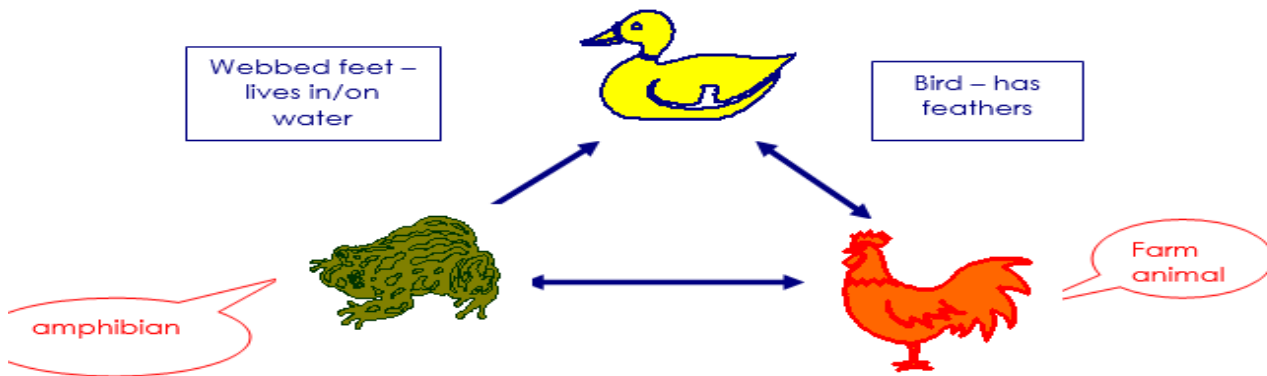
Courageous   **Not courageous**

1 Standing up to a bully alone when you know that he is stronger than you and has hurt other people badly.

2 Being addicted to the scariest roller-coaster rides.

4 Being extremely shy and not being able to get over it.

3 Not diving into a river to save someone from drowning. You are a very poor swimmer.

5 Coping well with a serious illness

Odd One Out

Odd one out is a strategy that supports classification. Learners start to develop an understanding of connections between items rather than just 'knowing' the properties of items. It encourages an understanding of the properties and defining attributes of things.

It can be used for an individual, paired, group or whole class work.

- It can be a powerful and useful tool to use from EYFS to KS2.

- Also a very useful tool for P4C

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Webbed feet – lives in/on water

Bird – has feathers

amphibian

Farm animal

MATHS
ODD ONE OUT

A	CIRCLE	K	AREA	U	TRIANGLE
B	MULTIPLY	L	PARALELLOGRAM	V	DIVIDE
C	OBTUSE ANGLE	M	60	W	RECTANGLE
D	360	N	RIGHT ANGLE	X	DIAMETER
E	ADD	O	3	Y	ACUTE ANGLE
F	180	P	SQUARE	Z	4
G	DIVIDE	Q	LINE	AA	VENN DIAGRAM
H	SPHERE	R	EQUILATERAL	BB	REFLEX ANGLE
I	QUADRILATERAL	S	CIRCUMFERENCE	CC	CUBE
J	90	T	PYRAMID	DD	ROOT

1. Choose an odd one out from the following sets :

SET 1	A	L	P	W
SET 2	F	J	M	O
SET 3	B	G	X	CC
SET 4	I	L	U	AA
SET 5	C	N	Y	BB
SET 6	A	K	S	X

Venn Diagrams

Venn diagrams help to develop a deeper understanding of the PROPERTIES of concepts.
When used in other subject areas e.g. literacy/English it can be a creative way to discuss things like characters in a story.

Venn diagram stages of development:
Create diagram 'developmentally', starting with one hoop, creating 'cognitive conflict' with two etc..
Create a diagram in a subject area not usually associated with it, e.g. literacy..
Discuss/use items that might fall outside all of the hoops and why this would occur.
Debrief the activity, during and/or afterwards – "what do we need to do ?", "what kind of thinking were we doing ?", "why did you put that there ?", "could we change the criteria and do this again differently ? What might happen ?"

Catch 1 Partner

Usually this activity is used as a starter to remind children, where by the teacher models something or refers back to something taught before. However, like all the CLIPS, they can be used at any time and/or in any situation.

▶ Each child has a question on a card.
▶ They approach a partner and say "Excuse me, can I ask you a question please?" The other child answers them.
▶ They repeat and then swap cards (optional).

Meet In The Middle

▶ Children work in groups of four.
▶ A question or task is posed to the class. (Class discussion to clarify understanding but not to generate ideas)
▶ Children use the MINTM sheet to generate independently ideas for 2 minutes(Support LAPS at this stage). Jottings and notes to be recorded.
▶ Whole class timer: each child has 30 seconds to talk to their group about the ideas for the question.
▶ Children then have 5 minutes to come up with a shared idea in the middle of the sheet.
▶ Each group then presents this to the rest of the class.

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▶ Middle sections or whole sheets can be used to compile ideas for working walls etc.

Sage & Squire

Learners listen to a verbal recount of the thinking and decision making that is taking place while watching the skill/ activity take place.

- ▶ Learners are grouped into mixed ability pair's (+A with -=A, +=A with –A) for given task.
- ▶ Explain the task the children are completing (Modelling is not required UNLESS children need to understand how to do the task)
- ▶ The children are given an activity where there is space to show their working out. One pen/ pencil between the pair only.
- ▶ The HAP of the pair is the SAGE first. The LAP is the SQIURE.
- ▶ The SQUIRE picks up the pencil first. The SAGE tells the SQUIRE how to work out the answer, explaining what they must do, write and why. The SQUIRE asks any questions if they do not understand as they go along.
- ▶ The pair then swap roles for the next one. The HAP as the SQUIRE can support on the first question giving prompts as required however the goal is that they give the opportunity for tasks to be completed inde3pednetly.
- ▶ At the end if they have made a mistake the SQUIRE can explain what they would change.
- ▶ Swap and repeat.

Click Lick Clunk (Reading Around)

Generally specific to reading texts; New/ Challenging pieces of text or Instructions. Questions/ Problem solving activities

- ▶ Learners are grouped into mixed ability groups (+A with -=A, +=A with –A) for given task.
- ▶ Given text is shared with each group as required. (Start with one text as a class can have more than one as long as there are other groups also using it).
- ▶ Model to whole class first:
- ▶ Give them a section to read. Each group reads it independently.
- ▶ Then they take it in turn to read a sentence at a time aloud to the others.
- ▶ After each sentence is said they go around the group and they each say either Click (I understand) Clunk I don't understand.
- ▶ If one or more person doesn't understand the others who said click explain to them and then they carry on in the same way.
- ▶ If they all understand, one person has to explain with the others saying they agree or disagree.
- ▶ If they are all a clunk they write down what they are unsure on as a question on the paper in the middle of the table.
- ▶ This then generates the class discussion at the end of the activity.

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Snowball

- Learners can be grouped in any way. Pose a question and give thinking time. On piece of paper children respond independently.

- Learners than catch a partner. They share each of their own responses and agree on a new response which is shared between them. They write this down and throw away their original ones.

- The process repeats, (as much as you require) they catch another pair and share their responses and then agree on a responses as a four etc.

Appendix 3 Outcomes & Environment Expectations Expectations of Outcomes & Environment

Focus	Areas which require development	Redcastle Expectation	Excelling in practice
Application	The application of marking, verbal feedback and self-evaluation/ peer assessment are not always selected appropriately or not built into teaching routines, creating less impact or overload on teacher time	The application of marking, verbal feedback and self evaluation/ peer assessment is selected appropriately and built into teaching routines to ensure impact is effective and teacher time is used efficiently.	Fully embedded systems for the application of marking ensure impact and teacher time is used effectively and adjusted through formative assessment as and when is required.
Marking & Feedback	There are some inconsistencies in the use of the school marking policy.	Marking consistently follows school policy.	Marking of both teacher and pupils follows school policy.
	Marking develops progress in some groups of learners.	Marking ensures that the majority of learners are enabled to progress in their development of knowledge and skills from task to task.	Marking ensures nearly all learners are enabled to progress in their development of knowledge and skills from task to task.
	Marking assists in engaging children in evaluating their outcomes although this may not always ensure next steps are identified.	A range of approaches to marking ensure that children are actively engaged in their evaluation of lessons and outcomes resulting in clear next steps which are acted upon.	Systems are in place which allows learners to regularly choose the most effective form of evaluation and feedback to support their own development.
	Feedback creates development points although these may predominantly focus upon an area relating to curricular objectives, learning behaviours or expectations relating to outcome rather than a range.	Feedback encompasses development points which develop curricular objectives, learning behaviours and expectations in relation to outcome.	Feedback leads learners to identify a range of development points for themselves which develop curricular objectives, learning behaviours and expectations in relation to outcomes.
	A learning dialogue which uses clear criteria to inform next steps, has been established for some groups of learners although approaches may not have been adjusted to meet the needs of some groups of learners.	A learning dialogue has been established with the majority of learners, sustained through effective approaches which challenges them to reflect upon their outcomes and uses clear criteria to inform their next steps	The learning dialogue established provides opportunity to identify how progress and development can be used within wider contexts and promote future aspirations or interests a particular child may have.
Content & Outcomes	The majority of work meets the expectations of learner's current level of development although there may be specific groups where this falls regularly below this expectation. .	The level and amount of meets and sometimes exceeds expectations for children's current level of development for the majority of learners.	The level and amount of work frequently exceeds expectations for children's current level of development.
	Sequences of work may show progression but this is not always consistent.	For most ability group there is a distinct sequence of progression with some examples of groups of learners identifying next steps and completing these within session activities.	For nearly all learners there is a distinct sequence of progression with examples of groups of learners identifying next steps and completing these within session activities.
	The majority of work demonstrates tasks that show understanding of their knowledge or application of skills although often there are groups of learners where there is not enough evidence to assess this fully.	Work demonstrates evidence of their knowledge and understanding in a range of contexts/ subjects although this may be limited for specific groups of ability.	Learners work demonstrates evidence of their knowledge and understanding in a large range of contexts/ subjects
	For some groups of learners the level of challenge is appropriate showing a range of tasks completed successfully or requiring intervention before learners are successful however there is evidence that this does not occur for some ability groups.	The level of challenge is appropriate ensuring that there is evidence of work which has required intervention in order for learners to progress forward.	The level of challenge is appropriate ensuring that there is evidence of work which has required intervention in order for learners to progress forward, even for the most able.

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	Some work is below acceptable levels for current level of development with inconsistency for rules of presentation from some groups of and this becomes apparent in more open tasks.	The presentation for the majority of learners is consistently of an expected or better standard in relation to their current level of development	Presentation for nearly all learners (including those with specific needs) is of an excellent ability and above current level of development in expectations.
Self & Peer Evaluation	Work demonstrates that some groups of learners have developed self-evaluation skills at their level of development although there are groups that fall below this level of expectation.	Work demonstrates that the majority of learners have developed self-evaluation skills at and sometimes above their current level of development.	Work demonstrates that nearly all learners have developed self-evaluations skills at and frequently above their current level of development.
	Some learners are able to use their knowledge and skills to assess their learning with increasing accuracy against criteria and with support identify next steps by using their knowledge of prior learning although there are still groups of learners who need to develop their engagement to do this accurately.	They generally are able to use their knowledge and skills to assess their learning accurately against criteria and with support identify next steps by using their knowledge of prior learning.	They are able to use their knowledge and skills to assess their learning accurately against criteria and identify next steps by using their knowledge of prior learning.
	Evidence demonstrates some attempts to develop a range of strategies and approaches to successfully complete peer evaluation, although next steps are often repetitive or generic areas rather than specific to context.	Evidence demonstrates most learners are consistently expected to increase the range of strategies and approaches they use in order to successfully complete peer evaluation, offering suitable next steps in relation to the context of learning.	Evidence demonstrates learners ability to use a range of strategies and approaches to accurately complete peer evaluation with children from every ability group able to offer suitable next steps in relation to the context of learning.
Environment	Some documentation is displayed although there may be elements missing or which require updating. The environment can not reflect the expectations required in terms of presentation for sustained periods of time.	All relevant documentation is displayed/ present and accessible including health and safety, safeguarding and Trust Policy. Generally the environment reflects the expectations required of the learner in terms of presentation.	The presentation of the environment reflects the learners respect and value as a space for learning and they play an active role in maintaining this.
	While working walls do have some features that promote current learning of core subjects this is limited and can lead to learners completing activities where they would make greater progress with such resources in place.	Working walls are used to promote current learning of core subjects & learning including, WAGOLL, modelled examples, key features, children/ group work, key vocabulary , Success criteria and any other visual support that allows learners to relate to the teaching sequence which Is taking place.	The development of working walls is built into teaching sequences and this further promotes collaboration between learners. There are well established systems for recording learning and this is used autonomously by the learners to support their work as required.
	While some resources are available and used frequently there are resources which would support learning which are not accessible or the learners have been not trained to use them correctly.	Both general and resources for current learning are available for learners and they are or have been trained to use them as they feel is required to support their completion of tasks.	There are well established systems for choosing and using resources which ensure little time is lost in their selection or application.
	The visual resources do not fully match trust policy or are not established to support the teacher in promote learning behaviours/ powers effectively.	There are clear visual systems for behaviour in line with trust policy. There are displays which promote learning behaviours specific to the need of the class at the time as well general promotion of learning powers.	Visual resources that promote learning behaviours are designed to involve learners in their application, creating a deeper engagement and understanding for all involved.
Pupil Voice	While some groups of learners can articulate current learning to an expected standard there are groups of learners where the explanation is limited or they cannot reference its use in wider contexts.	Most groups of learners are able to articulate their current learning to a level expected at ARE, including suitable explanations as to how they can use this in wider contexts.	Nearly all learners can articulate current learning and understand its purpose in wider contexts. Their use of vocabulary may often exceed ARE.
	Some learners articulate the importance of learning although this is not always reflected in the choice they or effort they apply.	They demonstrate enthusiasm and a sense of importance to the value of learning both now and in future life.	Learners take great pride in their attitude towards learning and understand why these skills will be of value within the rest of their lives.

Appendix 4 – Checklist of Classroom Visual Display Items

- School Vision
- School Rules
- Traffic light System
- Voice Levels
- Learning Behaviour Focus
- Norfolk STEPS Scripts
- Presentation Pledge
- House Point Tally
- Working Walls: Maths, English, Topic
- Concepts Map
- Vocabulary List/ Concept Mapping.
- Reading skills
- Examples of Learning Objectives & Steps for success
- Examples of WAGOLS

Appendix 5 – Checklist of Classroom Recording for Books.

<u>Key stage one books</u>

Maths – Blue squared
Curriculum Writing – Purple lined
English Skills – Red lined
Science – Green lined
Handwriting – (can vary depending on order) small green
RWI – small purple lined
Homework – (can vary depending on order) large blue
Art – Large plain purple

<u>Reception Books</u>

Numeracy – large pink plain
Literacy – large pink plain
Homework – large pink plain

<u>Key Stage 2 Books</u>

Maths – Blue squared
Curriculum Writing – Purple lined
English Skills – Red lined
Science – Green lined (Front to back)
Foundation – Green lined (back to front)
Art – Blue sketch pads
Handwriting – Green (with four handwriting lines)
Homework – Orange lined (can vary depending on order)

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Appendix 6 – Presentation Pledges

KS2 Maths Presentation Pledge

- I will use a sharp pencil for completing my work.

- I will respond to my teacher's feedback, politely, in green pen and correct my work as directed.

- I will either stick my learning objective in neatly or I will use a ruler to create a margin and then set out each piece of work with a date and learning objective like this…
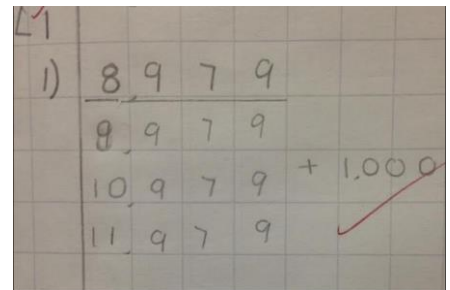
11. 9.20
Miss a line
LO:
Miss a line

- I will use my best joined handwriting for all learning objectives and explanations.

- Where possible, I will use one square for each digit.

- I will put the number of the question in the margin.

- I will use a ruler for all lines.

- If I make a mistake, I will draw one neat line through it. Then write my correction neatly beside it using a green pen. 5 + 4 = ~~10~~ 9

- I will use the correct mathematical symbols, including curly x for algebra.

- I will present my work with care and pride!

$$y + x = y$$
$$[x = 0]$$

☺

Signed: **Date:**

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KS2 Presentation Pledge

- I will write with a black handwriting pen for school work and   if possible for homework.

- I will either stick my learning objective in neatly or I will use a ruler to create a margin and then set out each piece of work with a date and learning objective like this...
November 11th 2020
Miss a line
LO:
Miss a line

- I will use pencil for drawings and pencil crayon for colouring   in.

- If I make a mistake, I will draw one neat line through the   error, then write my correction neatly beside it.
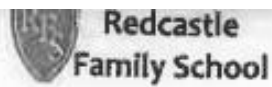
    ~~*erroneous*~~   *erroneous*

- I will use a green handwriting pen to self-correct spellings, writing words out carefully once correctly.
separate

- I will use green pen to respond positively to marking comments written by the teacher in purple pen.

- I will add a note in the margin in green pen to show when I have used a grammar feature. *hyphen   colon   passive voice*

- I will ensure all my handwriting in my English and Topic work is neat, joined and beautifully presented.

☺

Signed: **Date:**

Appendix .7

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RFS: Feedback Marking Codes

Written... School Marking Policy

Verbal Feedback (Focus)   (VF:)   Tenses

Verbal Feedback (Question)   (?)   Question?

Verbal/ Instruction Close marking/ modelling   (1-2-1)

Self Reflection (Question/ WAGOLL)   (SR)   WAGOLL

Intervention Group/ Activity   (IG)

With support   (WS)

Independent   (I)

Next steps   (NS)