Teaching, Learning and Assessment Policy
(2018 - 2019)

Updated 24th September 2018

Table of Contents

1.0 Our Vision

*At Kilburn Grange School we put **all of our children at the heart of everything we do** whilst providing a first class education so that the pupils can learn, enjoy and succeed. Our school is a place that inspires and engages children's minds and hearts. Our school believes in a democracy and the laws of the country, where every individual has a voice that is heard and respected. Let's stop hate and collaborate!*

To realise our vision we have a set of values which the pupils, parents, staff and governors follow. We have one school rule which spells out our school values: W.E. C.A.R.E. The values underpin all that we do and our behaviour system is based upon pupils demonstrating the school values in their learning and behaviour. The school values help to develop a pupil's character and learning habits and enable them to grow into well-rounded individuals and successful learners. They are deeply embedded within all areas of school life, including our curriculum and behaviour for learning.

Our School Values

Wonder
- We are curious about our learning and use our imagination.
- We are not afraid to try new things.
- We think carefully and generate ideas.
- We scrutinise and we find ways to solve problems.

Enjoy
- We love learning and we are always learning.
- We find interest in our learning.
- We take pride in our learning.
- We celebrate our successes and are proud of our achievements.

Collaborate
- We include everyone in our learning and work as a team to support and learn from each other.
- We understand others and respect each other's differences, ideas and cultures.
- We communicate well with others (we listen to each other carefully and we speak kindly).
- We respect everyone's rights and treat everyone fairly.

Aspire
- We believe in ourselves and our confident in our abilities.
- We plan to do something amazing and try our best to pursue it.
- We try not to get distracted.
- We are always striving to improve.

Reflect
- We think before we act.
- We review our learning and seek feedback.
- We learn from our feedback and mistakes. What can I do better or differently next time?
- We love working on our next steps.

Endeavour
- We concentrate and practise so we can get better and grow our brain.
- We work hard and try our best.
- We show courage and are not afraid to take risks or make mistakes.
- We are resilient and embrace challenges. We never give up.

Care about others: use caring words, always tell the truth, share and take turns, help everyone, kind to everyone, respect everyone and their differences, smile at everyone, are friendly to everyone, care about other people's feelings, listen to everyone, care about other people's learning.

Caring hearts...
I will be caring,
Today and every day,
With all my actions
And everything I say.

Care about themselves: stay safe, look after own body, look after own belongings, always try hard, care about own learning.

Care about our school and community: tidy up, put rubbish in the bin, take care of our books, learning equipment and environment, take care of mini beasts and animals.

Don't care about others: use bad words, shout, lie, snatch, won't share, throw things, interrupt others, call others mean names, are mean to others, make fun or tease others, hurt others, push others, fight with others, spit at others, hurt other people's feelings, bully others, won't play with everyone, don't listen to others, break or destroy other people's learning, steal things from others, don't care about other people's learning.

Uncaring hearts...

Don't care about themselves: show dangerous behaviour, don't look after own body, don't look after own belongings, pretend they can't do something, don't try hard, don't care about their learning.

Don't care about our school and community: make mess and don't tidy up, put rubbish on the floor, break or destroy books, learning equipment and environment, hurt mini beasts and animals.

2.0   Introduction

The aim of this policy is to ensure that all teachers have a shared understanding of the expectations for teaching, learning and assessment at Kilburn Grange School. It will provide a shared language for all staff to talk about and develop their own best practice in classrooms. It also conveys high expectations and provides consistency in our approaches, ideas, techniques and support in lessons across the whole school. At Kilburn Grange School, we expect every lesson to be an engaging, challenging, and above all, an enjoyable experience for both teacher and pupils. An expectation of exceptional progress for all pupils will be at the heart of every lesson. We expect every teacher to ensure that the pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement. We define quality first teaching as meeting the needs of all learners by carefully planning appropriate activities and support for them to thrive.

To underpin the policy the school is committed to the continuing professional development of all staff. We commit to giving all staff access to opportunities that will secure the very best learning for our pupils.

By adopting a whole school approach to teaching and learning across Kilburn Grange School, we aim to:
- understand and provide quality first teaching;
- provide consistency of teaching and learning;
- enable teachers to teach as effectively as possible;
- enable children to learn as efficiently as possible;
- give children the skills, knowledge and understanding necessary to become effective lifelong learners and make a positive contribution as responsible and valuable members of society;
- provide an inclusive education for all children;
- learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared.

3.0   Key principles of inclusive quality first teaching and learning

Principles

Teaching and learning is underpinned by the following principles.
Teaching should be:
- Well planned - with a clear structure to lessons and secure subject and pedagogical knowledge
- Interactive - involving the pupils in their learning
- Motivating - creating enthusiasm for the subject in the pupils
- Differentiated - to meet the needs of all pupils
- Informed - by what pupils know, understand and can do
- Evidence-based, using the best evidence available about effective techniques for learning
- Clearly embedded Assessment for Learning (where teachers adapt teaching and learning according to pupils' understanding) and effective marking
- Engaging and enjoyable
- Encouraging excellent levels of behaviour to support learning.

Teachers recognise that:
- Learners need to develop a positive image of themselves as effective learners

- Learners make great progress in an environment rich in language
- There is a need to raise achievement by using prior attainment data to set challenging targets to allow pupils to make outstanding progress (This will ensure all pupils make the very best progress in order to meet the age related expectations for this year group)
- Where ongoing underachievement exists in either teaching groups or vulnerable groups that the appropriate interventions are planned to raise achievement and make outstanding progress
- Learning is more effective in a safe and secure learning environment and when teachers form positive relationships with the children in their class and other members of the school community
- The foundation to developing a growth mind-set (can do attitude) is that teachers are optimistic and have high expectation of success for all learners
- Where appropriate opportunities exist for spiritual, moral, social and cultural (SMSC) elements should be explored and shared
- Teachers continue to develop and learn throughout their careers.

Planning

Planning for teaching should include:
- Clear learning objective and steps to success in every lesson
- Steps to success should outline what the pupils need to do in their learning to meet the learning objective rather than a list of things to do
- Clear explanation and modelling of what the pupils should carry out
- Appropriate subject-related vocabulary (i.e. star words/wow words/vocabulary ninja)
- Activities differentiated for all groups of pupils including pupils with SEN
- Assessment opportunities for identified groups of pupils
- Appropriate questioning techniques to develop learning
- Resources to support and reinforce learning
- Effective use of additional adults
- Home learning that reinforces and extends what has been learnt in the lesson.

Planning for learning should include:
- Clear teaching activities with opportunities for pupils to be actively involved
- Opportunities for collaborative working in pairs or groups and independently
- Making links between lessons on a similar subject and across subjects
- Opportunities for pupils to ask questions and contribute to whole class discussion
- Opportunities to explore, investigate, research and problem-solve.
- Carefully planned challenges for all pupils.

Lesson Planning

Each year group has a yearly overview plan which is based on the National Curriculum learning objectives. They are carefully aligned to each half-termly/termly topic which teachers use to create medium term plans. Medium term plans carefully outline the key objectives and learning for each half-term and topic. There is a separate medium term planning for each unit in mathematics and writing. It is at the teacher's discretion to choose how they use the medium term plan to plan for each day and week. However, if the teacher is struggling with the teaching, learning and progress, a support plan might stipulate a specific planning format and schedule. EYFS teachers must use their medium term planning, daily 'in the moment' annotated planning and observations to plan for learning areas and extend and build upon pupils' learning. This planning should be displayed in the

classroom for all adults to see. All yearly overviews, medium term planning and daily/weekly flipcharts should be saved on the school shared drive each week. Flipcharts are created to support teaching/learning and should be child friendly: simple, clear, child language, a balance of pictures and words and not overly stimulating. Ensure that learning is in bite sized chunks for each page of the flipchart.

The Role of the Teaching Assistant

All teachers are expected to have a thoroughly considered plan for every lesson, clearly identifying TA support role and target children and children with SEN. There is an optional Teacher Assistant planning for Key Stage 1 and 2 teachers to complete daily/weekly to ensure effective use of TA. EYFS teachers should be planning for this in their daily/weekly learning areas planning.

Lesson structure and time allocation

All of the following elements is what we consider to be outstanding practise. Lessons should include:

- A clear lesson structure with a beginning, middle and end where appropriate, e.g. the four-part lesson including a Do Now task and a plenary (see Appendix 1 for more detailed information)
- Pupils are actively engaged during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are not sitting passively
- Every moment (including transitions) is an opportunity for learning and children settle seamlessly to the tasks asked of them
- Appropriate amount of time and number of lessons to cover the curriculum
- A seating plan
- Opportunities are provided to reflect on previous learning and feedback from the teacher
- There are carefully planned challenges for every pupil

Interactive lessons

Teachers should use a variety of skills and techniques to ensure genuine interaction between teacher and pupil:

- Effective questioning using different modes of questions to elicit different types of information
- Planned opportunities for discussion in pairs and groups (i.e. partner talk)
- Pupils use thinking thumbs (no hands up) to show to the teacher that they would like to share their thoughts, but teachers use cold calling to select pupils to respond to questions
- Effective use of plenary sessions (including mini-plenaries) to allow pupils to explain their thinking and review their learning
- A variety of activities that stimulate and develop students' thinking skills, such as thinking maps and curiosity or philosophical discussions which will encourage debates and students to discuss and share ideas.

Motivating pupils

Teachers should use a variety of strategies to motivate and encourage enthusiasm for the subject including:

- A variety of learning activities
- Learning is taught in meaningful contexts

- The following should be used in unison whenever possible in order to cater for individual learning styles -
  - Kinaesthetic: learning by doing practical activities and tasks
  - Social: learning in groups or with others
  - Visual: using pictures, images, diagrams, colours, and mind maps
  - Auditory: through sound, music, rhythms and rhymes
- A variety of resources and artefacts.

Differentiation

Teachers should employ a variety of strategies for differentiation; these should include differentiating by:
- Task - using a variety of tasks matched to pupils' abilities with some choice and a range of outcomes or steps to success
- Grouping - mixed ability pairs or groups to encourage collaborative learning
- Resource - using ICT, a variety of media or other resources such as books, mats etc.
- Pace - time is used flexibly in order to meet all pupils' needs
- Outcome - pupils are working towards the same objective but a variety of results is expected and acceptable
- Support - using other teachers, LSAs and other pupils (peer modelling) effectively
- Dialogue - targeted questioning using cold calling (choosing pupils at random rather than when they have their thinking thumb up) to select pupils to answer questions and verbal feedback throughout lesson
- Assessment - ongoing assessment throughout the lesson and readjusting the lesson as appropriate

Teachers should employ differentiation in a manageable way whilst at the same time ensuring the needs of all pupils are met. This can be achieved by:
- Planning activities for no more than three or four groups of pupils
- Modifying the activities within these groups for pupils with different learning needs
- Employing TAs and LSAs in a planned and informed manner.

Classroom organisation and management

Teachers should organise and manage classrooms to include:
- Flexible grouping of pupils
- A stimulating learning environment
- A variety of ways of working involving individual, pairs, group work and whole class
- Effective use of resources
- Modelling good examples of work
- Displays that promote learning and curiosity
- Consistent classroom and behaviour management and routines.

Thinking Skills

Kilburn Grange School is a learning community where thinking skills lie at the heart of effective teaching and learning. We are committed to providing all children with the opportunity to develop thinking strategies across the curriculum. We encourage all children to think reflectively, critically and creatively about their learning and to demonstrate independent and collaborative learning skills. Our approach to learning inspires all children to learn, enjoy and succeed.

The staff of Kilburn Grange School are currently learning and embedding how to use Thinking Maps toolkit to support children's learning.

Classroom Environment

The surroundings in which children learn can greatly influence their academic performance and well-being. The better the school, outside learning space and classroom environment is presented, the more it inspires the people inside it - a well-cared for classroom, outside learning space and school, can make pupils feel that what they achieve, how they themselves are perceived is important and instils a sense of pride. Enabling the pupils to take pride in themselves and their learning is influenced by the care and the pride we take over a well presented, organised learning environment. At Kilburn Grange School we believe that classrooms should be calm, safe, well organised and organisationally flexible learning spaces. It is important to bear in mind that too much visual clutter can be distracting and over stimulating and then pupils don't use it as a teaching tool. A consistently high standard approach to the organisation of the learning environment is a key element in our progress towards our vision of being a high quality learning community where expectations are high and children make good progress. The learning environment should challenge, celebrate and facilitate learning, encouraging independence across the entire primary age range. The learning environment monitoring lists the necessary components and expectations of a learning environment and learning environments including displays will be monitored half-termly.

Displays

Displays are an important part of the classroom and school learning environment. Displays can be anywhere, not just on display boards but on top of units, windowsills and washing lines. There are several reasons why displays are important. Displays can include direct teaching aids such as number lines and letters of the alphabet to help the teacher be more effective. Likewise, these type of displays may also support children's learning. Displays can be used to promote pupil interest in a topic or subject. Displays can be used to promote class management such as rules, routines, groups and point scores. Displays can record or report the learning that has been happening, including celebrating children's learning. As our display space is limited in our modern building, most displays should focus on the process of learning and the celebration of learning. In Key stage 1 and 2 classrooms, working walls in literacy and mathematics are expected as these are vital to supporting pupils' learning. In Early Years Foundation Stage (EYFS – Reception), the role-play area is a tool used to support this.

When producing a display, consider:
- Will this help the children's learning? Can the children read this?
- Does it model good presentation (title, backed, neat etc.)?
- Have I recorded the different stages of learning (captions, explanations, blurbs, key vocabulary/star words, signposts, process not just the end products)?
- Does it value and celebrate children's work? Is the children's voice evident (speech bubbles/quotes)?
- Is it representative and inclusive of the different abilities and groups in the class? Is there at least one display in the classroom that has all the children's work on display?
- Is it interactive? (i.e. questions, flaps, games, QR codes)
- Is it visually stimulating? (i.e. images, diagrams, photographs, colourful, 3D objects, lettering stands out, double backed, backing paper or border matches topic/subject, materials to add

texture). Think about the different colour harmonies, as too many colours can be over stimulating.
- Does it capture SMSC?
- Is it up to date and reflecting the learning that is happening in the classroom currently? Is it maintained to ensure that nothing is loose, damaged or untidy?

The C.O.D.E.

The C.O.D.E. (Challenge, Ownership, Dialogue and Engagement) is framework we use to breakdown the components of outstanding Quality First Teaching. It's a tool to use for planning, coaching and observing teaching and learning.

Professional Development and Performance Management

To secure good and outstanding teaching and learning the school is committed to the continuing professional development of all teachers and support staff:
- All staff (except teachers with a continuous service, as they go onto performance management meetings) carry out a probationary period that supports their induction to the school. There are four probation meetings that occur over a 25 week period that are tailored to the individual staff member. However, should any aspect of performance be in question, an extension to the initial probation period may be necessary. Please refer to the Induction and Probation Policy for more information.
- All staff will use scheduled time for professional development and maintaining records.
- All staff will be engaged in a minimum of one hour of professional development every week.
- All staff are involved in weekly collaborative coaching sessions.
- Where appropriate, individuals will be given access to bespoke training, development or support, linked to their performance management targets.
- All Newly Qualified Teachers (NQT) teachers will be given professional support through a weekly programme aimed at developing excellent classroom practice.
- All staff (teaching and non-teaching) have three performance management related meetings per academic year. Staff are expected to show evidence supporting their appraisal targets.

Monitoring and Evaluation

It is the responsibility of all teachers, middle and senior leaders to monitor and evaluate the impact of the teaching and learning policy. This process will be ongoing through coaching, joint observations, pupil progress meetings, learning walks, learning environment monitoring, pupil voice and learning evidence scrutiny. These activities are part of the strategic calendar cycle.

4.0   Marking and Feedback
"The most powerful single moderator that enhances achievement is feedback."
 - John Hattie

Marking is a powerful tool in assessment of and for learning. It should form an essential part of teaching and learning. Marking of children's work is a fundamental part of the process of teaching and learning in school and is an important part of the assessment process. Marking demonstrates a respect for the learning produced, gives feedback and indicates the ways in which the individual child can improve. Marking will also encourage the child to look at mistakes in a positive manner. All

feedback should have a positive tone. Ideally all work should be discussed and marked with the child present whenever possible.

At Kilburn Grange School we believe in a growth mind-set based on the fundamental belief that we are always able to improve at whatever we do. With a continuous cycle of feedback and improvement, children and staff alike will strive towards mastery in any given area**.** All feedback and marking will help our children to become reflective, life-long learners. Our children will therefore be presented with regular opportunities to reflect on their learning before proofreading and improving it. Children shall become accustomed to reflecting on their own learning as well as the learning of others.' Meta-cognition and self-regulation are vital tools in learning to learn. Our pupils will therefore be provided with various opportunities to take control of their own learning through deeper understanding of how they learn and what they need to do to improve.

Aims
- To help pupils make progress
- To provide strategies for pupils to improve
- To give pupils dedicated time to reflect upon their learning and learning of their peers
- To show a concerted effort in making improvements in their learning
- To inform planning and structure the next phase of learning
- To facilitate effective and realistic target setting for pupils and/or the teacher
- To encourage a dialogue to develop between the pupil and teacher
- To encourage pupils to have a sense of pride in their work
- To encourage pupils to perfect presentation
- To correct mistakes with a focus on literacy and mathematics skills and strategies
- To celebrate and recognise the pupil's effort, achievement and success
- To contribute to pupil achievement, self-confidence, pride, responsibility and ownership of their learning
- To have consistent and manageable practices

Principles of marking and constructive feedback

The key purpose of marking and feedback is to support the child in their learning journey. At Kilburn Grange School we think of marking in terms of feedback about a child's learning. We acknowledge that feedback comes in a variety of forms and should be a regular and robust part of every lesson. This feedback may take a number of forms – verbal, written, formal and informal- and may be given on a group basis as well as an individual one. Feedback, as in integral part of the learning process, must be precisely positioned and delivered regularly in each aspect of the lesson. All feedback should have a positive tone. It should be specific, clear and appropriate in its purpose and productive in its outcomes. The best feedback, whether it is written or verbal, will give pupils a clear sense of how they can improve, with pupils responding and making progress as a result. Marking and feedback should be meaningful, manageable and motivating.

Key principles:
- Feedback should be timely and respond to the need of the individual learner so that they can actively engage with the feedback.
- A dialogue should be created: between the teacher and pupil, between the pupils at large, or between the pupil and themselves. It is essential to allow time for pupils to engage

with feedback and enact that which they feel is relevant and important to moving their learning forward.

- Pupils should be encouraged to assess their own learning against steps to success.
- Peer and self-feedback are valuable tools for learning that should occur regularly, after careful structuring by the teacher.

Marking and feedback expectations

Year Group	Marking and Feedback Expectations
Reception	- In the EYFS, teaching staff use learning observations to capture progress and learning. Learning observations are completed daily by all adults for child-initiated and adult-directed learning evidence and stuck into the pupil's learning journals. Learning observations are also used to inform the planning and next steps. Follow-on stickers are used to show when a pupil has met their next steps, linking the two observations together. - Teaching staff record how many observations each pupil has to ensure all pupils have a range of observations across the prime and specific areas of the EYFS curriculum and within the inside and outside parts of the classroom. This is used to plan next steps and to build on current knowledge and narrow the gaps. - All relevant adult-directed learning and independent learning observations are stuck into the pupil's learning journal daily/weekly. - Teaching staff will use a 'v' to indicate when verbal feedback is given to a child. - Teaching staff will use a smiley face to celebrate when a child uses verbal feedback to improve their writing and responds to the feedback in their writing books. - After autumn first half term pupils are gradually taught how to self-assess learning verbally and use the traffic light system. - Rubbers should not be used except when drawing. Children should be encouraged to cross out with a single line if they make a mistake.
Key Stage 1 and 2	- Kilburn Grange School marking labels are created for every lesson that is recorded and evidenced in exercise books except handwriting and reading journals. The marking label should have a learning objective phrased as such 'To write a newspaper report.' and steps to success on it. The steps to success should be numbered and short brief statements of what the child should do to meet the learning objective e.g. I can partition. Ensure the steps to success aren't prescriptive. When a pupil has met a step to success in their learning, the corresponding number should be written next to this part of learning to indicate which steps to success they have met. - In Key Stage 1, the entire date is on the marking label. Pupils write the short date during mathematics lessons. In Key Stage 2, pupils are expected to write the short date (e.g. 5.3.17) for every lesson. There will be no date

on the marking label.

- **Blue pen** should be used to mark learning. Adults are expected to mark using the school cursive script.
- Written or verbal feedback should relate directly to the learning objective of the lesson, agreed steps to success or pupil's next steps and should be positively phrased.
- Adults should mark as much as possible with children alongside them. Adults should use the codes in the marking and feedback code below.
- When verbal feedback is given, staff should write a 'v' in a circle and key words to what feedback was given. Pupils should be taught to respond to this feedback in purple pens and then adults should put a tick next to the 'v' once a pupil has acted on this feedback.
- Pupils should be taught the traffic light system (red-I found this tricky, amber-I am getting there, green-I can do this) and use this to self-assess. Adults should be prompting pupils to explain why they have chosen that traffic light colour. If pupils are able and time permits to write down their explanation, they should be encouraged to do so. If not, then pupils should explain it verbally to a teacher or a learning partner. In the beginning of the year, it is important that children are taught the colours and understand how they can decide which colour to choose when reflecting on their learning.
- Books should be used as learning journals where mistakes are used as discussion points and editing, proofreading and redrafting is a familiar process. Pupils should be given opportunities to proofread, redraft or reflect on learning using their **purple pens**. Pupils are provided the first 5-8 minutes of the morning (early morning work during registration) to respond to verbal feedback and challenges or practise what they are finding tricky such as handwriting or spelling of high frequency words.
- During Author Hour, pupils should use the colours for VCOP (starts in 2nd half of Autumn term of Year 1).
- Children should be taught how to peer assess before being given opportunities to undertake these assessments in lessons. They can do using the numbered steps to success. During peer assessment, pupils should be taught to give compliments (what is good), suggestions (what can be improved) and corrections (correct mistakes i.e. spelling or punctuation) when marking each other's learning.
- There should be a range of challenge questions to extend thinking and learning. Children who finish early should always have a challenge to complete on the board or from a challenge table in every lesson. This is indicated with a 'c' in a circle and pupil completes it in purple pen.
- In depth marking should occur at least once a week in writing, mathematics, science and a topic lesson. By far, the easiest type of extension questions are based on the steps to success that the children did not achieve. Next step/challenge marking should either be a command e.g. 'Add an adjective and adverb to this sentence.' or an open-ended question 'Can you find another way to solve this equation?'. A challenge is indicated with a 'c' in a circle and the challenge stated next to it. Pupils respond to

	challenges in purple pens.
	• Rubbers should not be used except when drawing. Children should be encouraged to cross out with a single line if they make a mistake.

Marking Code

Marking and Feedback Code

Verbal feedback is the most frequent form of feedback. Verbal feedback may well be directed to individuals or groups of pupils; these may or may not be planned for, but will be based on acute and strategic assessment for learning. A positive attitude will be evident at all times in open discussions. All pupils are encouraged and reminded to self-assess and self-correct. High standards of grammar, punctuation and presentation are encouraged and mistakes are corrected as appropriate to the pupil's age and literacy development. Marking should be sensitive to the needs of the pupil.

Adults use **blue pen** and the *school cursive script* to mark learning. Pupils use **purple pen** to polish/reflect upon learning or to respond to feedback.

Adults include initials when marking the piece of learning.

Ⓢ	Support provided to achieve learning. Key words explain what support was provided (e.g. s - to segment words).
Ⓥ	Verbal feedback provided. Provide keywords or symbols to show what verbal feedback was provided (e.g. v – finger spaces or number of the corresponding step to success is written next to it).
✓	Adults should tick next to verbal feedback once pupil has acted on this feedback (in EYFS, a smiley face is used, instead).
✓	Tick in blue pen indicates step to success was mastered. If, it's next to a Ⓥ, then it means pupil has responded to the verbal feedback.
↑	partially mastered the step to success
.	Has not met the step to success
""	Add "" next to marking label for writing that needs mediation to be read. The "" should be a direct quote of what the pupil tells you what they have written.
Ⓒ	Challenge question provided. Pupil responds in purple pen.

When marking is carried out, the following should also always take place:
- Home learning is marked with a homework stamp and TAs can support the marking.
- Pupils should be recognised for their efforts and achievements. There are a range of ways that this can be incorporated into lessons. These include:
  - openings of lessons, mini-plenaries - Why is this good? Whilst referring to steps to success or stop, share and steal)
  - plenaries
  - use of the visualiser
  - class dojo
  - showing learning to other members of staff or the senior leadership team

o class learning celebrations and working wall displays
- It's important to remember that formative assessment (AfL) is not just about feedback, but it's about responsive teaching. Responsive teaching is about responding to the real time moments that are happening in the classroom such as picking up on misconceptions, keeping pupils on the right track, making sure pupils understand what they are learning and planning subsequent lessons based on pupils' learning evidence. All marking and assessment should be used to inform future groupings, planning (teaching and learning) and activities.

A positive attitude will be evident at all times in open discussions. In order to encourage and avoid destroying a pupil's confidence and self-esteem, teaching staff will avoid marking every single mistake. It is better to pick out the most relevant mistake for the particular pupil so that this may be used for future reference. A mass of symbols over a piece of work would totally bemuse most pupils and offer no benefit. Not every mistake needs to be corrected (especially in independent writing), as this may be counter-productive to a pupil's motivation. All pupils should be encouraged and reminded to self-correct. Marking should be sensitive to the needs of the pupil.

High standards of spelling, grammar, punctuation and presentation are encouraged and mistakes are corrected as appropriate to the pupil's age and literacy development. We must all give positive and targeted feedback if we expect the standard of English to improve for our pupils. For pupils to take pride in their work they must realise that Standard English, spelling, grammar and punctuation are not just important in English lessons, but are essential for successful communication everywhere. It should be monitored in all forms of feedback. Only 3 spelling words can be corrected per each piece of learning: two high frequency words and one topic related or three high frequency words. Ensure words corrected are appropriate for the year group/child's ability. For instance, you wouldn't correct the word carbohydrate in a Year 2 class, but you may correct the word healthy. All members of staff should model Standard English at all times.

The school recognises that marking needs consistent application, but that responses must cater for the developing needs of the pupils. Marking should encourage pupils; therefore the teacher response is very important. There is a need to value what has been achieved in relation to what was demanded of pupils. Marking should help pupils avoid repetition of mistakes, rather than just drawing attention to errors and correcting them for the pupil. The marking of pupils' learning should help future planning and should become the main vehicle for communicating assessment to the pupils.

Feedback and Descriptive Praise

Verbal feedback is the most frequent form of feedback. It has immediacy and relevance as it leads to direct pupil action. Verbal feedback may well be directed to individuals or groups of pupils; these may or may not be planned for, but will be based on acute and strategic assessment for learning.

Descriptive verbal praise or descriptive praise is part of verbal feedback as this clearly tells the pupil what they have been successful at. We understand the importance of descriptive praise in motivating pupils' learning and developing their growth mind-set. When verbally praising we use common language in line with our school values W.E. C.A.R.E. and we praise the effort and skills exhibited rather than the ability. At Kilburn Grange School, we believe that descriptive praise and feedback should be meaningful, specific and high quality. A selection of descriptive praise prompts

and next step prompts can be found in appendix 2. Further information can be found in the Behaviour Policy.

Written Feedback

Written feedback will only be used when the teacher determines that it is the most effective and relevant type of feedback for the subject/lesson/pupil or context. It will be the least frequently used form of feedback in most contexts. Written feedback will model all aspects of our presentation/handwriting expectations. When determined appropriate to use, written feedback will be a balance of the positive reinforcement of mastered skills and clear, current and actionable ideas to improve their learning. This may include identifying specific issues such as key words, presentation issues, spellings, etc. for pupils to act upon.

Monitoring

It is the responsibility of all teachers, middle and senior leaders to monitor and evaluate the impact of the feedback policy. A range of evidence will be triangulated when looking at the quality and impact of feedback including: learning evidence scrutiny, conversations with pupils and staff, working walls, learning celebrations, pupil progress meetings, internal exemplification and moderations, coaching, lesson observations, learning walks/pop-ins etc. These activities are part of the strategic calendar cycle.

5.0   Assessment

Assessment of pupils' progress is ongoing during the entire school day in order that the teacher can plan the progress of each pupil. Assessment for learning lies at the heart of outstanding learning and teaching. It involves teachers changing what they do, day by day, to respond to their pupils. When they do this within a whole school context that establishes the priority of assessment for learning, supported by effective systems for tracking pupils' progress, the impact of assessment on learning is likely to be considerable.

We believe in 'quality first teaching' as the best approach to intervention. We adopt a pupil-by-pupil approach to tracking and monitoring, and ensure that all pupils at all ages and stages are challenged, supported and stretched in order to make exceptional progress. Differentiation is after all synonymous with data-driven planning.

Assessment is the process of obtaining, analysing and interpreting evidence for use by both pupils and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice. The curriculum is designed to interleave topics; summative assessment (at the end of a unit, half-term or term) is cumulative and carefully planned to ensure mastery of the curriculum is systematically assessed in a variety of ways.

The key purpose of assessment is to move pupils **on** in their learning. Good quality assessment focuses around successes and improvement for each learner, against their previous achievement. Continued monitoring of each pupil's progress gives a clear picture of what each child is doing. It is important that teachers know what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what pupils are doing and informs future planning.

Assessment at Kilburn Grange School supports each pupil in the achievement of his or her full learning potential and fosters the development of self-esteem and personal responsibility. It takes place in a self-reflective context and encourages the involvement of all staff, pupils and parents.

Principles

We provide for differing abilities and strengths and we use differentiation as a planned process of intervention in the classroom to maximise potential based on individual need. Pupils develop at different rates in different areas of learning, but this does not justify the lowering of expectations. If we truly accept a growth mind-set philosophy, the only barrier to excellence is effort and purposeful practice.   It is our role to ensure the conditions in which these barriers are overcome for every pupil.

Reasons for Assessment
Promotes and Supports Learning;
- identifies what pupils know, understand and can do
- enables consistent monitoring of pupil progress
- identifies individual learning strengths and weaknesses
- encourages progression in learning
- engages pupils in the learning process

Informs Teaching
- assists lesson planning
- informs review of content and skills
- promotes a variety of teaching strategies
- enables consistent monitoring of teaching progress
- encourages self-reflection

Is both formative and summative;
- promotes a shared learning culture
- provides clear and regular feedback
- diagnoses learning difficulties
- measures pupil performance
- identifies clear and shared targets for pupil progress
- informs subject choice and career decision making
- provides effective and progressive pupil records
- informs regular reporting to parents

Uses appropriate and diverse strategies;
- is both formal and informal
- accommodates a variety of learning styles
- tests a range of skills
- encourages effective and standardised marking procedures
- is both quantitative and qualitative
- is carried out in a range of contexts

Recognises ALL pupil progress and achievement;

- rewards progress, effort and achievement
- fosters motivation and promotes a commitment to learning
- creates opportunities for self-direction
- fosters self-esteem and social development

Types of Assessment

Summative Assessment

This is Assessment **OF** Learning. It is used mainly to measure performance and clearly identifies a standard of pupil attainment. It is carried out at the end of a period of learning. Examples:
- External Examinations
- Internal School Examinations
- End of Topic/Unit Tests
- Standardised Tests

Formative Assessment

This is Assessment **FOR** Learning. It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.
Examples:
- Class learning
- Effective marking
- Home learning
- Questioning/ Mini plenaries during lessons
- Oral Discussion
- Presentation
- Short Recall Test
- Multiple choice questions can be very powerful when used for classroom formative assessment because the existence of several wrong options allows the teacher to identify who has grasped a new conception and who may still have misconceptions
- Practical Project
- Observations of independent learning
- Knowledge and skills tracking
- Setting next steps
- Exit tickets

Attainment and Achievement

There is an important distinction between these two terms:

Attainment refers to the standards a pupil has reached. This is a measure of relative performance against the average level of performance for a child of a similar age. Attainment is measured in relation to national average standards and is judged in comparison to all schools.

Achievement is a relative measure that refers to how much progress a pupil has made from their initial starting point. It refers to the difference between where a pupil started from and where they have reached. Achievement can be measured over different time frames: a term; an academic year; a Key Stage or the whole of a pupil's time at the school.

It is quite possible for:

- a *high attaining pupil to have low achievement*. This means that an intelligent pupil, who is still performing at high standards, has secured little progress. This pupil is underachieving.
- a *low performing pupil to have high achievement*. This means that the pupil concerned is still performing below the national average for their age, but they are making good progress from their starting point: they are doing well and, almost certainly, trying very hard. A small number of pupils with significant learning difficulties may never attain at a high level when compared to their peers, but their achievement might be outstanding.

At Kilburn Grange School, we aim to create a **high achievement culture** and expect every pupil to reach the highest possible attainment that they are capable of.

Learning Ladders

At Kilburn Grange School, we use Learning Ladders to track pupils' progress and attainment. Learning Ladders is an online programme that provides us with detailed analytics about the progress pupils are making. Learning Ladders puts meaningful assessment at the heart of learning. Learning Ladders is flexible to our curriculum and assessment needs, and provides meaningful information to support the whole school community, from teachers and SLT to parents and governors. Teachers can record progress online, view gaps in learning and use all of the Learning Ladders features to inform their teaching and planning. Teacher will be trained in Learning Ladders and are expected to use it to inform their teaching and planning, as well as to record pupils' achievements. It should be updated weekly.

Learning Ladders has three possible ticks (numbered 1, 2 and 3) and a greater depth option (a yellow star) to record for every objective on Learning Ladders. Our assessment points on Learning Ladders mean:

1. The pupil has demonstrated the skill/knowledge independently.
2. The pupil has demonstrated the skill/knowledge consistently.
3. The pupil can explain skill/knowledge and has applied it in a different context (mastery achieved)

Greater Depth – The pupil can apply skill/knowledge in different contexts, organise ideas to make connections with other learning/areas/subjects and teach it to others.

EYFS

We use the Early Years Development Matters Outcomes and the Early Learning Goals to assess the pupils in the Foundation Stage. In each area of learning, the Early Years Development Matters Outcomes and Early Learning Goals define the expectations for most pupils across the developmental age bands. The bands are birth-11 months, 8-20 months, 16-26 months, 22-36 months, 30-50 months, 40-60 months and the early learning goals. These goals are organised into strands, learning objectives and rungs for each area of learning. Staff track pupil's progress across the developmental bands and early learning goals each term using Learning Ladders, establishing a cumulative score for each area of learning. The learning objectives for each area of learning equate to 100 points for the academic year. The score is cumulative (for reading, writing and mathematics) for each year group, starting with the first 100 in Reception and building another 100 each year afterwards. Teachers track pupil's progress using the objectives across all areas of learning each term on Learning Ladders, establishing a cumulative score for each area of learning. The

expectations of where a pupil should be at different points of the year (attainment) and the amount of progress a pupil makes (achievement) is tracked carefully each term to ensure pupils are making progress from their starting points and reaching a good level of development.

Key Stage One and Two

We use the national curriculum to assess the pupils in key stage one and two. The national curriculum goals define the expectations for most pupils across all subjects. These goals are organised into strands, learning objectives and rungs for each year group and for each subject. The learning objectives for each subject equate to 100 points for each year group for each academic year. The score is cumulative for each year group, starting with the first 100 in Reception and building another 100 each year afterwards. Teachers track pupil's progress using the objectives across all subjects each term on Learning Ladders, establishing a cumulative score for each subject. The expectations of where a pupil should be at different points of the year (attainment) and the amount of progress a pupil makes (achievement) is tracked carefully each term to ensure pupils are making progress from their starting points and reaching age-related expectations. The table below shows the half-termly expectations for attainment and achievement for each year group. The data is also heat mapped so that it is easier to identify the numerical values (see below).

From all the analysis information a clear strategic picture of the school can be drawn. Strengths and weaknesses can be clearly seen and targets for improvement considered. This in depth report informs all the subsequent actions, plans, intervention groupings, provision, teacher training and resourcing that will take place the following term. This information is also used to update the schools self-evaluation form. A copy of this analysis is provided to all staff, to Governors and Bellevue Place Education Trust (BPET).

All members of the teaching team are involved in the assessment process, but the class teacher is responsible for updating the progress on Learning Ladders.

Year group	Reception						Year 1					
Term	Aut. 1	Aut. 2	Spr. 1	Spr. 2	Sum. 1	Sum. 2	Aut. 1	Aut. 2	Spr. 1	Spr. 2	Sum. 1	Sum. 2
Significantly Below (SB)	<5	<20	<35	<50	<67	<85	<105	<120	<135	<150	<167	<185
Below (B)	5-11	20-29	35-44	50-59	67-76	85-94	105-111	120-129	135-144	150-159	167-176	185-194
On Track (OT)	12-21	30-39	45-54	60-69	77-86	95-104	112-121	130-139	145-154	160-169	177-186	195-204
Above (A)	22-31	40-49	55-64	70-79	87-96	105-114	122-131	140-149	155-164	170-179	187-196	205-214
Significantly Above (SA)	>32	>50	>65	>80	>97	>115	>132	>150	>165	>180	>197	>215
Classroom Monitor Equivalence							1B - 111-124 points 1B+ - 125-149 1D - 150-171			1D+ - 172-193 1S - 194-204/depth index 1E - more than 204 points/depth index		
Year group	Year 2						Year 3					
Term	Aut. 1	Aut. 2	Spr. 1	Spr. 2	Sum. 1	Sum. 2	Aut. 1	Aut. 2	Spr. 1	Spr. 2	Sum. 1	Sum. 2
Significantly Below (SB)	<205	<220	<235	<250	<267	<285	<305	<320	<335	<350	<367	<385
Below (B)	205-211	220-229	235-244	250-259	267-276	285-294	305-311	320-329	335-344	350-359	367-376	385-394
On Track (OT)	212-221	230-239	245-254	260-269	277-286	295-304	312-321	330-339	345-354	360-369	377-386	395-404
Above (A)	222-231	240-249	255-264	270-279	287-296	305-314	322-331	340-349	355-364	370-379	387-396	405-414
Significantly Above (SA)	>232	>250	>265	>280	>297	>315	>332	>350	>365	>380	>397	>415
Classroom Monitor Equivalence	2B - 211-224 points 2B+ - 225-249 2D - 250-271		2D+ - 272-293 2S - 294-304/depth index 2E - more than 304 points/depth index				3B - 311-324 points 3B+ - 325-349 3D - 350-371		3D+ - 372-393 3S - 394-404/depth index 3E - more than 404 points/depth index			

Progress Across the Academic Year									
Aut. 2		Spr. 1		Spr. 2		Sum. 1		Sum. 2	
HT	YTD	HT	YTD	HT	YTD	HT	YTD	HT	YTD
0	<20	0	<35	0	<50	0	<67	0	<85
5	20-29	5	35-44	5	50-9	5	67-76	5	85-94
12	30-39	13	45-54	10	60-69	10	77-86	12	95-104
22	40-49	23	55-64	20	70-79	20	87-96	22	105-114
32	>50	33	>65	30	>80	30	>97	32	>115

On entry assessment establishes pupils' starting points. These thorough baseline assessments focus upon attainment in:

- The three prime areas: Communication and Language, Physical Development and Personal, Social and Emotional Development and specific areas Literacy and Mathematics.

These on-entry assessments are carried out during the first two weeks of the Autumn Term or in the first two weeks for pupils who start later in the year. On-entry assessments include observing the pupil's abilities, skills and stages of development, as well as home visits (if completed), parent questionnaires/interviews, progress checks and any reports or information from previous settings the pupil may have attended. For pupils who start in Year 1 or later, on-entry assessments are recorded in Reading, Writing and Mathematics within the first two weeks of the pupil at Kilburn Grange School.

Subsequently, following these assessments, pupil performance targets are set and recorded on Learning Ladders. Baseline assessments should be recorded as historical on Learning Ladders. The pupil progress data collected is analysed on a termly basis and informs the planning of future learning opportunities, as well as enables staff to establish personalised learning plans for individuals and groups of children. Targets/next steps are shared with parents and carers during parents consultations termly.

Moderation

At Kilburn Grange, we recognise that moderating pupils' learning helps us determine what each child's next steps are and plays a key role in informing planning and provision. It ensures we are all consistent and in agreement in our judgements. Moderation helps to maintain the credibility of the data we collect to show progress and attainment. It is an essential factor in the pupil assessment cycle. We moderate pupils' learning every half-term. We choose three pupils in each year group for each subject (covering a range of abilities and groups) and moderate their learning throughout the year to ensure we are assessing pupils consistently across the school.

Metacognition (Learning about learning)

Learning in our school should not be exclusively about content. Developing pupils' habits for purposeful practice, deep understanding and mastery of learning is key to their future success in life. The school values help to develop a pupil's character and learning habits and enable them to grow into well-rounded individuals and successful learners.

Pupils will know their personal targets and goals in a manner that is age-appropriate. The general philosophy is to put the pupils in the driving seat, and teach them the language and skills that they need in order to articulate their progress and next steps.

Effective teachers provide pupils with opportunities to engage in a dialogue about the learning process. They create regular opportunities that help children to understand how they learn new things. Plenary sessions and the final ten minutes of the school day are good times for this. The following questions can be used to assist children to reflect on the learning process:

- What have we learnt about today?
- What was the most important thing you found out today?
- How many new things did you learn?

- Did I learn something that made me wonder?
- What are the things you have to remember to do if you want to be a good learner?
- What was our learning intention?
- Did we choose the right steps to success?
- Why have we been learning about this?
- What was the most interesting thing you found out?
- Have you learnt anything about the way you learn?
- What do you know now that you did not know before?
- What helped you to learn?
- Was there anything that made it difficult for you to learn?
- Did I learn a faster or better way?
- Did I learn something not to do?
- Did I learn new way to solve problems?
- How can you use what you have learnt? How could you use what you have learnt in . . .?
- What are the important words that we have used in this session?
- How will you be able to remember what you have learnt?
- What is the connection between this learning and the work we did in . . .?
- How can you improve on what you have achieved in this session?
- Was there anything you found hard?
- Did you encounter any problems? How did you overcome them?
- What would happen if . . .?

Assessment Procedures

Frequency	Assessment Action
Daily	• Teacher observation and marking of pupil's learning. • Teacher discussion with pupils about their learning. • Pupils assess their own learning or work together to assess their learning against the learning objective and steps to success. • Teachers, TAs and LSAs mark learning alongside the pupil. • Next steps are taken into account for the next lesson. • Teachers, TAs and LSAs mark each piece of learning using our marking policy, expectations and code. • In EYFS, observations are also recorded daily. Pupil's learning is added to their learning journals. Daily assessment and observation inform planning and next steps for pupils.
Weekly	• Learning ladders is updated to reflect children's achievement in all subjects and learning areas. Moderation occurs between teachers in each year group. Teachers should where possible, use iPads to record assessments with children in the moment or at the end of the lesson to make assessment more manageable. • Pupils on Accelerated Reader take their quiz once they finish reading their book at home. Pupils reading longer books may complete their quiz every 2-3 weeks. • Home learning is checked and teacher/TA acknowledges (i.e. stamp, ticks and responses to parent comments) that it has been checked. Teacher should be responding to parent comments in reading records.

Half-termly	• Pupils complete Phonics assessments and/or the STAR assessment on Accelerated Reader. • Moderation sessions occur in key stage phase teams. Moderation and professional dialogue are at the centre of ensuring accuracy and reliability in our assessments. • Teachers ensure Learning Ladders displays current level of each pupils for each learning area/subject. • Strategic pupil progress meetings follow every data assessment point. Teachers, TAs and the SENDco attend this meeting. All information, including any gathered from class teachers during review discussions, is analysed and used to identify strengths and weaknesses in pupil progress across the school. The data analysis is complete by a member of SLT and other coordinators. • Learning evidence scrutiny monitoring is completed and teachers are informed of strengths and areas for development. • The Headteacher produces a school performance report for BPET.
Termly	• Parent teacher meetings occur to let parent's know about their child's progress and targets. • SLT produce data analysis and SEF is updated. This is presented to staff, governors and any other stakeholders. From all this information a clear strategic picture of the school can be drawn. Strengths and weakness can be clearly seen and targets for improvement considered. The result of the meeting is an in depth pupil progress report, a copy of which is given to all staff and a summary to Governors and BPET. This report informs all the subsequent actions, plans, intervention groupings, teacher training and resourcing that will take place the following term. • For pupils on SEN Register SENDco meets with parents, pupil, teaching staff and any other professionals to update Personal Plans.
Yearly	• On-entry assessments in EYFS or any other year group that pupil begins at our school. • EYFS end of year early learning goals profiles. • For pupils with EHCP, SENDco meets with parents, pupil, teaching staff and any other professionals to update EHCP. • Year 1 phonics screening check. • Key Stage 1 and 2 SATs. • Annual school report is written detailing each pupil's progress and next steps.

Reporting to Parents

Parents' contribution to helping pupils meet their targets cannot be overstated.

RECORDING and REPORTING ensures regular and relevant communication of pupil attainment and progress to pupils, teachers, parents and other appropriate external audiences. It is linked to both formative and summative methods of assessment and the recording and reporting of individual pupil assessment outcomes, measured against agreed and shared assessment criteria, is the responsibility of each teacher.

Formal Reporting

- Weekly communication via reading record books.
- Termly written progress updates shared with pupils and parents.
- Written reports to parents in July, informed by teacher assessments.

Informal Reporting
- Continual verbal feedback to pupils by their teachers.
- Verbal feedback to parents through Class Dojo profiles/class story.

Role	Responsibilities
Class teachers	• Use assessment for learning procedures every lesson to ensure progress of all pupils in their class. • Responsible for accurately completing assessments and data input in a timely manner. • Plan and prepare future work based on assessment showing individual needs. • Compile and maintain individual pupil records. • Help to compile and maintain individual Personal Plans/EHCPs/Behaviour Plans/Positive Handling Plans. • Update Learning Ladders regularly. • Attend a termly Pupil Progress meetings with senior leaders to report on progress, with a thorough understanding of the strengths and areas for development of every pupil. • Report to pupils, parents and staff on progress. • Liaise with the relevant coordinators for advice or support as required. • Report to parents as required about individual pupil progress.
Phase and subject leaders	• Ensure that all teachers are skilled in assessing and levelling accurately within their given subject/phase. • Ensure that all team members regularly discuss pupil progress with pupils and update their plans accordingly. • Ensuring accuracy of assessment through moderation. • Ensure that all teachers keep regularly updated assessments within their given subject/phase. • Monitor teaching and learning of subject/phase throughout the school including teaching, learning evidence scrutiny and pupil voice. • Update action plans at the end of each half-term. • SENDco to compile and maintain individual Personal Plans/EHCPs/Behaviour Plans/Positive Handling Plans.
Senior leaders	• Take part in moderation exercises. • Monitor and compile termly data. • Attend termly Pupil Progress meetings to ensure a clear strategic overview of progress within the school. • Use all strategic assessment information to inform resourcing for the following term. • Support and challenge class teachers. • Reports assessment information to BPET and the Local Governing Body on a termly basis.
School	• Support and challenge Senior Leaders.

governors	• Keep a strategic overview of the strengths and weaknesses of the school through interrogating assessment information.

Appendix 1: A Detailed Guide to Lesson Structure

All lessons at Kilburn Grange School should follow a basic structure made up of four parts. This is a guide so please adapt it to suit teaching and learning.

- *Phase One*: set the scene, place learning in a wider context, link to prior learning; review previous lesson; *provide the 'big picture'*, share learning intentions.
- *Phase Two*: pupils receive new information; instruction/exposition
- *Phase Three:* pupils make sense of information; processing; understanding
- *Phase Four:* review information and plan next steps

Precise interpretation of the four phase structure will inevitably be very different in different situations. Age, ability, timing of the lesson, subject area and the particular focus for the lesson will all have a significant impact.

Teachers may well scroll through the phases more than once during the lesson. For example, after a short period of exposition, pupils may be engaged in an activity designed to help them make sense of new material. This may be followed by another period of exposition and an appropriate exercise *(mini plenaries).*

The phases are not always sequential. Review, for example, is not confined to the end of the lessons. **Good teachers weave review through the entire lesson and know that success criteria are only successful when repeated and referred to throughout the lesson.**

Teaching and learning are not the same thing. Encountering information is not the same as understanding it. While the stages are inextricably linked, they are separate processes. This must be reflected in the lesson.

The Accelerated Learning Cycle

- Create the supportive learning environment
- Connect the learning
- Big Picture first
- Describe the outcomes
- Input
- Activity
- Demonstrate
- Review for recall and retention
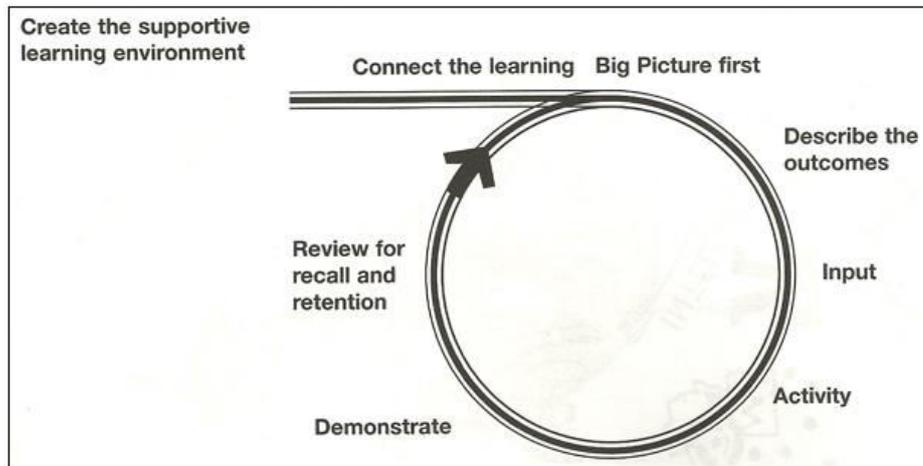
Phase One – Overview

Although this is **relatively short** in duration it includes a number of key features.
The emphasis on this phase is on;

*Creating an appropriate working atmosphere

Pupils will not learn if they are not in an appropriate state to learn. We use a range of metacognition strategies to establish a climate conducive to learning including:

Creating a classroom environment that is stimulating, reassuring and organised,

- Being fully prepared for lessons,
- Ensuring resources are prepared and on tables in advance of lessons,
- Other adults to sensitively engage with a pupil who are not 'ready to learn'.
- Greeting pupils with a smile!

*Linking the lesson to prior learning

Linking the lesson to prior knowledge, e.g. reviewing previous lesson;

- *Think about the three most important things you learnt in the last lesson – now tell your partner.*
- *In two minutes, I am going to ask you what you learnt last lesson. You may talk to your partner if you wish.*
- *Today's lesson is about the water cycle. Jot down on your whiteboards what you already know. Work in pairs.*

*Providing an overview

The brain is more likely to absorb details when it can place them within a wider context. This is often referred to as **'providing the big picture first'.** Learning walls in all classes include a topic map to enable pupils to see the 'bigger picture'. Each week/fortnight has a key question(s) for pupils to work towards in their learning. Pupils should also be encouraged to add their own questions and answers to the learning map and are encouraged to carry out their own independent research at home.

*Sharing learning objectives with pupils

Students must know exactly what they are going to learn and what is expected of them by the end of the lesson. For learning objectives to be shared effectively, teachers must:

- Move away from saying 'Today we are doing'… and instead say 'We are learning to..' and '*By the end of today's lesson you will all know/be able to/understand…'.*
- Make learning objectives specific. e.g.: *Use Levels of thinking*
- Use child-friendly language – there is little point in sharing learning objectives if students don't understand what you mean.

Levels of Thinking in Bloom's Taxonomy and Webb's Depth of Knowledge

- Refer to them: at the start of the lesson *and* during the lesson.

*Triggering the brain
The brain will tend to notice things if has been primed to look for them.
Beginning a lesson by saying;
'Today when I am reading I want you to listen out for some really powerful adjectives that you can use in your own writing later on '

<div align="center">or</div>

'For home learning tonight, I am going to be asking you to write down the functions of the different parts of a plant – you will find out what they are in today's lesson'

Phase Two – Receiving New Information
The emphasis in this phase is on:

Providing pupils with new information or skills.
This is the teaching phase. Although we want all pupils to understand the information as they encounter it, the **emphasis during phase two is on providing the new information.** New information is delivered in many ways:

- Exposition
- Audio-visual aids – e.g. video clips
- Diagrams, pictures etc.
- ICT – CD roms, Internet
- Demonstration
- Modelling
- Books

The quality of the input during this phase will have a big bearing upon the extent to which pupils understand information. While high-quality exposition does not guarantee understanding, it does make it significantly more likely.

We use a number of techniques to ensure that the quality of input in phase two is kept high.

Periods of exposition are short
Pupils have limited concentration spans. A widely used and useful rule of thumb is that concentration spans will be about two minutes in excess of a chronological age. Periods of exposition are therefore kept short and punctuated by regular breaks or activities. *In general terms, significantly more learning will take place when new information is transferred and explained in three bursts of ten minutes than in one thirty minute session.*

More than one 'beginning' is created
Pupils tend to remember more from the beginning of an experience. When exposition is chunked into 10-15 minute slots, a number of *'beginnings'* are created in the lesson. Make the new start obvious. Use phrases such as, *'Now we are moving on to …'* or *'The next activity we are going to be doing …'. 'I want you to move back to the carpet for the next part of our lesson.'*

The input phase needs to be punctuated with questions

Although phase two is principally about exposition and delivering new information, it should be punctuated by regular questioning.

Ask regular closed questions during the input. This will keep pupils alert and provide instant feedback as to whether they have heard correctly and have understood – although at a shallow level. Asking too many open questions during an explanation can easily take a lesson off on inappropriate tangents. It also allows an individual to take the lesson off in a direction that causes other students to lose their train of thought.

Ask open questions before and/or after an input. Posing an open question at the start of an explanation will prime the brain to notice detail and begin to form an answer, even at a subconscious level, during the input. Asking an open question at the end of an input takes the learning into phase three and is designed to develop and assess deeper understanding.

The input phase is punctuated with activity (model whatever you want the children to do)
Punctuate the input of new information (phase two) with activities designed to help pupils make sense of it (phase three). This kind of integrated, alternating pattern of 'phase two, phase three, phase two, phase three' can often be more effective than an extended period of explanation.

For example, a teacher might be modelling how to write complex sentences. She might ask the children to work with a partner to write one together on a mini whiteboard before continuing with further instruction.

Phase Three – processing the information

The emphasis in Phase Three is on:

- developing understanding
- demonstrating understanding
- assessing understanding
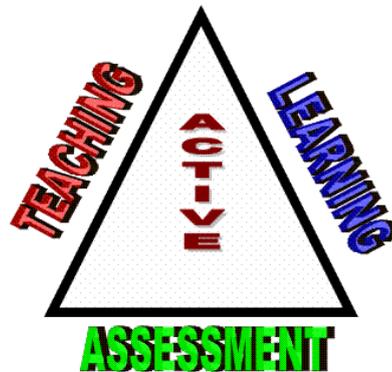
This is the key phase
The extent to which pupils will understand information depends on *three* factors

Quality of interactions
It is adults who help pupils make sense of information. The frequency and nature of interactions between teacher and pupils is highly significant. We develop understanding by:
- Using open ended questions.
- Providing wait time- pupils need time to think through their answers before replying.
- Cold calling – choosing pupils to answer at random rather than the pupils with their hand/thumb up.
- Providing thinking time by giving an advance warning, such as '*In two minutes I am going to ask you…. '*

- Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups. Pupils then respond with *'We think that…'.*
- Ensuring pupils fully understand the question by asking them to say it back or rephrase it.
- Extending and deepening understanding by asking follow-up questions such as *'What made you think that ?'*
- Asking pupils to identify three possible answers and then select the best one (so they don't always give you the first answer that pops into their head).
- Scaffolding thinking and answering – for example: *'in 2 minutes I am going to ask you X, but before I do, I'd like you to think about (or talk about) A. Now I'd like you to think about B. Now can you respond to my original question.'*

Talking and Interaction

At Kilburn Grange School, we believe that **talking and interaction** are central to learning. All lessons include planned and unplanned opportunities to discuss questions and extend thinking. We use a range of Assessment for Learning (AfL) strategies.
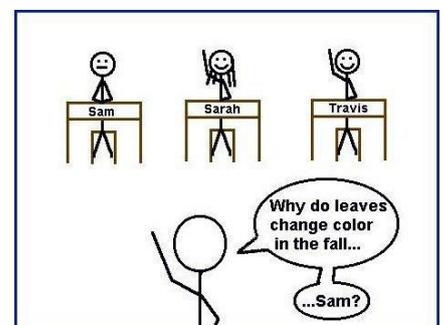
Phase Four – Review

The emphasis in this phase is on:

- *Reviewing what has been learned*
- *Reflecting on how and why it has been learned.*

Review is a key to memory and certainly not confined to the end of the lesson. Good teachers weave review throughout the entire lesson and are constantly referring students back to the success criteria of the lesson, and reinforcing prior learning. Reviewing material is a highly significant part of the learning process, not least because large amounts of information can be forgotten very quickly.

Key features of Phase Four are:

Pupils are actively involved
When teachers summarise what has been learned, the effect on pupils' memories is relatively insignificant. However, when the pupils themselves identify what they have learned as the lesson draws to a close, their memories will be given a significant boost.

Always refer back to the learning objective and steps to success.
Encourage pupils to reflect on what they have learned and what has helped them to learn.

Use prompts like:
- What did you do today that you found most helpful when you were learning?
- What did you do today that you found less helpful?
- If you had to do the task again, how would you do it?
- If you had to give one piece of advice to someone tackling the same task tomorrow, what would it be?

Appendix 2: Descriptive Praise Prompts

Descriptive Praise Prompts – Wonder School Value

- You are showing wonder by…
- I can see you are curious about your learning because..
- I can see you are using your imagination to/by…
- It was brave of you to try…
- You are not afraid to try new things. You…
- What a great idea… You are showing wonder…
- I can see you are thinking carefully. I can see you are curious about…
- I can see you are thinking carefully. That is another good/new idea/way/strategy…
- It's making you think – that's how you know your brain is growing!
- That's great question… I can see you are curious about… I can see you are thinking carefully.
- What a creative solution to that problem! You..
- You thought carefully about how to solve this problem.

Descriptive Praise Prompts – Enjoy School Value

- I am so proud you made that choice (state what the choice was) to...
- You are showing such pride…
- I notice you are enjoying/loving this learning because…
- I notice you are finding interest in this (state learning) even though it's new/different or you were hesitant to join in.
- I know that writing is not your favourite learning, but you are getting on with your learning and stopped complaining.
- I can see you are taking such pride in your learning by…
- I can see you are really proud of…It is a great achievement!

Descriptive Praise Prompts – Collaborate

- You are collaborating by…
- You are collaborating together by/because…
- You are collaborating because you are including everyone in your learning. You are working as a team.
- You are collaborating because you are learning from each other. You are working as a team.
- You are helping/supporting each other to learn by…
- You worked well/sensibly with (name of other child) by…
- You are collaborating by taking turns and sharing the equipment.
- You're really enjoying this activity, but you're remembering to take turns.
- You are collaborating because you are respecting each other's ideas/differences. You are using polite words even though you disagree/feel annoyed.
- You are collaborating by…
- You are collaborating together by/because…
- You are collaborating because you are including everyone in your learning. You are working as a team.
- You are collaborating because you are learning from each other. You are working as a team.
- You are helping/supporting each other to learn by…
- You worked well/sensibly with (name of other child) by…
- You are collaborating by taking turns and sharing the equipment.

- You're really enjoying this activity, but you're remembering to take turns.
- You are collaborating because you are respecting each other's ideas/differences. You are using polite words even though you disagree/feel annoyed.

Descriptive Praise Prompts – Aspire

- You are aspiring by…
- I can see that you believe in yourself because…
- I can see how confident you were to…
- I noticed your positive attitude when you…
- I can see how optimistic you are being. You are not sure how this is going to turn out, but you're still smiling.
- You made an amazing plan to…
- I noticed that you planned to… carefully.
- I can see you are pursuing your plan because you…
- I can see you are striving to improve your learning/behaviour by…
- Your skills are improving. Do you remember how much harder this was last week/last time?

Descriptive Praise Prompts – Aspire (staying on task/not getting distracted)

- I can see (state pupil's name) focussing/paying attention on (state learning) and not getting distracted.
- You're not bothering anyone at the table. You are getting on with your learning and not distracting others.
- That commotion didn't distract you. You kept on writing. Very sensible.
- You have your exercise book open and pencil n your hand. You're about to start your learning.
- You have started your learning right away. You are not wasting any learning time.
- You didn't get distracted by any of the toys etc. You got on with your learning right away.
- Even though you're finished, you're not chatting or disturbing anyone. Thank you.

Descriptive Praise Prompts – Reflect

- You reflected by…
- I noticed how carefully you thought about that before you did (state what they did)… Your self-control is improving everyday.
- (state name) hurt you/said uncaring words, but you didn't do it back. That's real self-control.
- You are reviewing your learning because…
- You asked for feedback by…
- You are reviewing your learning because you asked for feedback from…
- I can see you are learning from the feedback (state teacher's name) gave you by…
- I noticed that you found/noticed some mistakes and corrected them. What great attention to detail.
- Your …. is improving. Do you remember how much harder this was last week/last time?
- You have really improved on…
- I can see you trying to achieve your next steps because you are…

Descriptive Praise Prompts – Endeavour

- You are showing endeavour by…
- I notice that (state pupil's name) is concentrating on/focussing on/paying attention to by…
- You are getting better at…

- I notice you are practising to… Practising helps you to improve or Practising helps your brain to grow or Every time you practise, you're making the connections in your brain stronger.
- You are trying hard to…
- You are working hard to…
- You are trying your best by…
- I notice (state pupil's name) is trying hard/working hard/trying his/her best….
- You're not afraid of this challenge because you… You took a risk.
- You are showing courage by…
- It was brave of you to…
- You overcame that challenge by…
- You are trying to complete your learning even though you made a mistake. Mistakes help our brain to learn.
- You are not afraid to try/do this (describe what). You are showing courage.
- You are not giving up, even though you are finding … hard. You are resilient.
- You didn't say 'I don't know'. You took a guess. It takes courage to do that.
- You were not afraid to ask for help…
- You are embracing a new challenge by…
- You never gave up, even when it was hard.

Next Step Prompts
- I wonder if…
- I wonder how…
- Last time you… so how about now you…?
- How could you…?

Evaluation / Assessment Prompts
- What would you change if you could do this again?
- Do this number / sound / letter the same as the one modelled in your book? How could you make it the same?
- Can you think of one thing that would improve you work / your partner's work? (From the list).
- What would you do better/differently next time?

Descriptive Praise Prompts – Caring
- You are showing such care by… How caring of you to…
- That was responsible/caring of you to…
- I can hear the caring words you used to ask for… That was very polite.
- I noticed the caring words you use to explain/tell…
- It was so considerate/caring of you to… I can see you care about (state name of other person) feelings.
- You handled that situation well because you…
- How caring of you to: share, take turns, smile
- You want the … but you are not grabbing.
- You didn't hurt or push. You told him/her how you felt.
- How polite/thoughtful of you to… It's not always easy to stay calm/not be rude when we feel annoyed.

- It was caring of you to tell the truth and be honest. I know it can be hard to make that choice.
- You are being such as caring friend by...
- You helped by…
- You are waiting so patiently for…
- You noticed that I/(pupil's name) made a mistake, but you didn't laugh. You told me/him/her politely without being rude.
- You are being safe by… You care about your and/or other's safety.
- I noticed (state pupil's name) hung/put his/her things on the peg/box. You are showing care by looking after your belongings.
- I noticed (state pupil's name) put the apron on to paint/play with the water etc. That shows you care about your school uniform and clothing.
- I noticed that you cleaned your face/hands/clothing when/after… That shows you care about your face/hands/clothing.
- You tidied up… You are helping to look after/care about our…
- You put the rubbish in the bin. You are helping to look after/care about our…
- I noticed you held onto that…till you got to the bin.
- You are taking care of your book/the book by…
- You are taking care of our (state which toys/resources/equipment) by…
- You are helping to look after our playground by…
- You are taking care of the animal/minibeast by…
- I can see you care about your learning because you are…

General Descriptive Praise Prompts
- I am so proud you made that choice.
- I notice the way…
- I'm really impressed that you showed such…

Descriptive Praise Prompts – Following Routines
- You did what I asked you to do.
- I told the class to…I saw that everyone did it. You all followed my instruction.
- You followed my instruction so quickly.
- You did what I told you to do straightaway.
- I can see you were enjoying yourself so you wanted to keep going. But it only took you a few seconds to choose to do the right thing.
- You did what you were supposed to do, without any arguing. This shows me that you are cooperating.
- You showed whole body listening by…
- You did what I asked you to do.
- I told the class to…I saw that everyone did it. You all followed my instruction.
- You followed my instruction so quickly.
- You did what I told you to do straightaway.
- I can see you were enjoying yourself so you wanted to keep going. But it only took you a few seconds to choose to do the right thing.
- You did what you were supposed to do, without any arguing. This shows me that you are cooperating.
- You showed whole body listening by…

- You remembered what we always do and you did it without having to be reminded. That's self-reliance.
- You told yourself the right thing to do and then you did it. How mature/responsible.
- You did the right thing without any reminders.
- You have stayed in your seat and waited till I came around to you.
- You've stopped tapping. I feel so much more peaceful. Now everyone at this table is working quietly.
- I see (name pupils) who are remembering out routine for… They are (state what they are doing). Now I can see … more people doing it.
- I told you to work quietly and that is exactly what I hear. I hear silence.
- You're remembering to speak softly. This helps other children to learn.
- I can see lining up with… And now even more children are lining up in the correct way.
- You haven't shouted out in the past … minutes.
- You didn't shout out, even though you knew the answer.
- Thank you for waiting and not interrupting. Interrupting is very disrupting.