Teaching, Learning and Assessment Guidance

Reviewed Sept 2024

Key:

AFL- Assessment For learning

MFL- Modern Foreign Languages

KPI- Key Performance indicators

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5. Grammar, Punctuation and Spellings (GPS)
6. Handwriting
7. Reading – Guided Comprehension
8. Presentation (to be added)
9. Personal Development (PSHE)
10. Science
11. Assessment

Pedagogy on a Page

Learning Intention

- The Learning Intention is clear with the expected outcomes shared with the children (This can be in the form of a WAGOLL).
- The lesson fits into a series of lessons. This Golden Thread is understood and shared with the children.
- Activities are carefully matched to the Learning Intention (LI).
- The teacher models, sharing thought processes and showing pride in presentation.
- Visualisers are often used to share children's work.

Subject Knowledge

- Preparation is thorough prior to the lesson being taught.
- Flips and PowerPoints are reviewed to reduce cognitive overload.
- Planning and LI are followed.
- Misconceptions are addressed.

Closing the Gap

- The teacher has a sound understanding of which children have made low progress from KS1, which children are Pupil Premium and what gaps need to be filled to allow children to catch up.
- Children make progress in the lesson.

Differentiation

- Resources are innovative and well selected.
- A variety of teaching approaches are used to address the needs of SEND and more able children.
- Teachers liaise with LSAs, so they can support children with a clear understanding of the expected outcomes of the lesson.

AFL Questioning and Assessment

- Questioning is used to ensure that children are both challenged and supported.
- Closed questioning is used to ascertain which children require support/challenge.
- Open questioning is used to extend learning, prompt independent thought and uncover misconceptions.
- A variety of strategies are used to assess progress other than just hands up. E.g. Pair share and mini boards.

Feedback

- Where possible, feedback is given to the children during the lesson. It informs the learner of progress relative to success.
- It offers guidance on the next steps needed to improve.
- Feedback is manageable, motivational and meaningful.
- It can be verbal or written although timely verbal feedback is most effective.

Maths

Multiplication tables

Year 3

Autumn

2, 5 &10 times table

Spring

3s and 4s

Summer

8s

Year 4

Autumn Term:

Revisit KS1:

Worksheets/workbooks from website TimesTable RockStars 2,5 and 10.

Ascertain which pupils don't know them - support given in September.

October: Times tables included in daily maths meetings (three times a week) in order of times tables.

Strategies to embed knowledge: chants, rolling numbers or making own songs.

Autumn Parents evening – Parents told if their child is on track to get 25/25 or not. Which tables to support them on and how.

Booklets sent home over half term to practise timetables.

Spring Term:

Daily Times Table Rockstars worksheet where children complete 60 sums in 3 minutes to practice speed.

Children given time during a lesson per week to timetables practice on laptops and test papers.

UrBrainy used - a duplicate version of the official government test they sit in June. They practise during ICT lessons maximum 3 tries to get 25/25.

Continue with chants, rolling numbers and singing own songs.

February- children not on track are identified and parents met. Packs given to support at home. Parents told which times tables to work on and how. Children practise daily with laminated times table grid to look at. They have a higher ability partner and a white board. Partner asks them quick fire questions and they use laminated card to help them answer. Homework set for Easter holiday.

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Mathematics Mastery

Daily Maths meetings

Revisit key areas of Maths and respond to previous areas of difficulty

Teachers model how to answer the questions.

PowerPoints include STEM sentences and fluency practise for children to complete on whiteboards or in books.

Friday arithmetic test is used – children take home. Common error identified and taught in Mon-Thur Maths meeting following week in addition to other content. Test base mini tests. Results tracked.

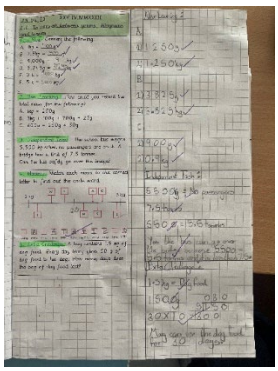
Maths lesson

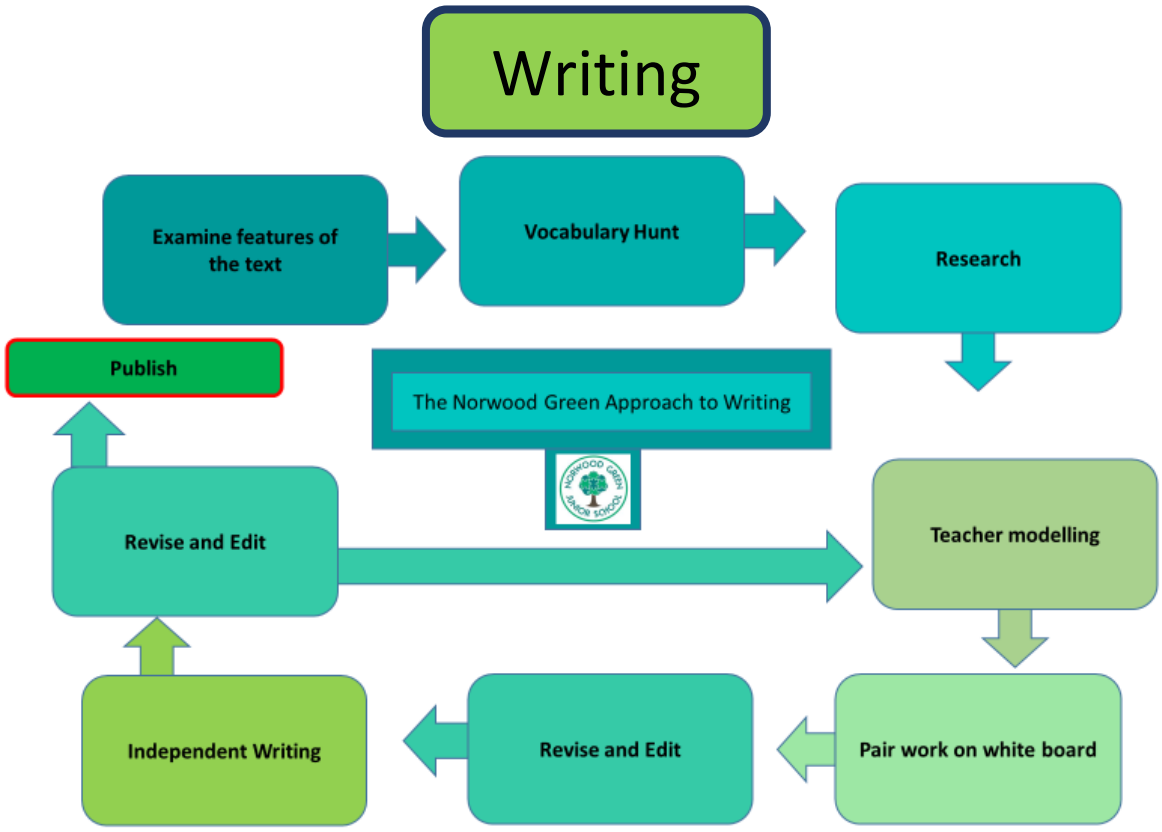
Scaffolded sheets for every lesson. To be given to any children who need them based on AFL used in the lesson and children working below age related expectations, so all children access the correct curriculum for their age.

Ping pong approach to be used during lessons when delivering input. (Short input, independent task, back to short input then another independent task etc)

Children self or peer mark questions in books with **teacher modelling**.

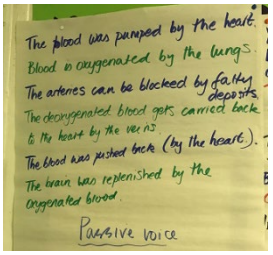
Layout for grids in books with double margin and headings.





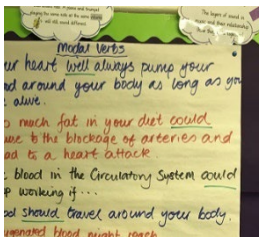
STEP 1
Examine features of the text

Using a variety of good text examples, the teacher draws out the features of the genre that are relevant to the year group. The teacher will draw upon children's previous knowledge. A good example is comparing a good and bad version. Which is better? Why? The list of features can then be used as part of the Success Criteria later on.



STEP 2
Vocabulary Hunt

This can include brainstorming relevant technical vocabulary, investigating sentence starters that are often used in a particular genre. E.g. Persuasion: "It is clear that…", "Surely you would agree that…", creating flip chart posters with examples of grammatical phrases/clauses that should be used E.g. Passive voice, fronted adverbials, noun phrases. Any examples will be written in the context of the written assessment. Good examples will be written onto the planning frame.



STEP 3
Research

The teacher ensures the children have the relevant information needed to write their text. This can be through teacher delivery, research using provided relevant texts, research using internet – maybe as homework. Children must be confident with content to ensure they are writing with clarity. E.g. Explanation: Circulatory System. Where does the blood travel? Put info into a flow diagram. Newspaper report: What happened? When? Why? Who was there? Find relevant and useful quotes to add credibility/atmosphere to their report. Add any quotes or information will be added to their plan. The focus will be on literacy skills, not science or geography skills.

STEP 4
Teacher modelling

The teacher shares a previously written good example of the paragraph the children are currently working on, picking out the features previously discussed. The teacher then models writing another paragraph similar but different to the previously written good example. Teacher talks through thought processes to include such things as why particular vocabulary has been chosen, why a grammatical phrase is useful, why this won't work and why it would be better to change it to this instead. This is not the time to ask for help from children. The modelled example is displayed in the class.

STEP 5
Pair work on white board

Children are paired up with one white board per pair. Teacher will consider pairings. By putting less able with more able, more able becomes mini teacher. Two GD children together can make them competitive and encourage them to up their game. The teacher will move around class actively helping children to improve their work by reading it through with them and offering ideas to allow them to up-level. The teacher will ask some children to read out their work to class with teacher correcting and pointing out good practice. Children magpie as they listen. What did they do well? What else do they need to do? The teacher will allow a few minutes for the class to adjust their writing on their white boards. White boards will be stored on windowsills.

STEP 6
Independent Writing

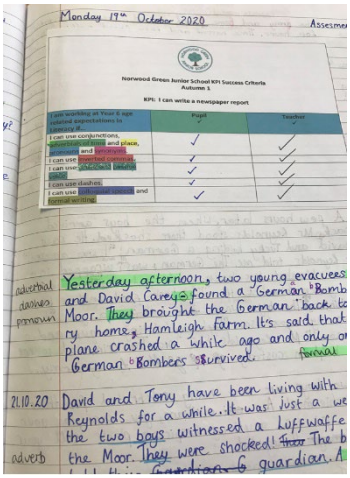
Children have one final read through of white board work (especially if a new day has started). Teacher to model having a go orally before they start writing. Flip chart posters will be up on walls from previous lessons, KPI sheet and planning sheet will be visible. Children turn over their white boards and children write first paragraph independently into their orange books. They will not use jotters. They must not copy their white board. Dictionaries and thesauruses can be used. Children will have a focus for the paragraph from the KPI sheet e.g. include two examples of a relative clause and a variety of sentence starters suitable for an argument. They are not trying to include everything from KPI sheet in one paragraph! Teacher will be looking over shoulders and prompting. This is a drafting stage - handwriting is not the main focus. Children will write their work up neatly once the whole assessment is finished – this is called "Publishing their work."

STEP 7
Revise and Edit

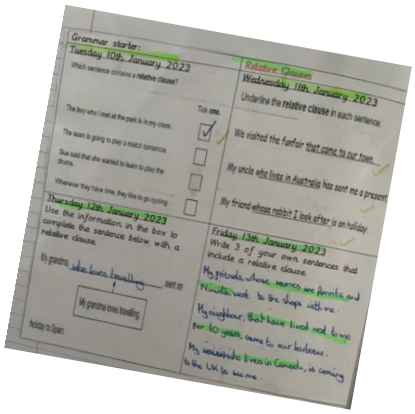
Children work in pairs. One learning log to be placed upon the other so that both children focus on one piece of work at a time. Work collaboratively. Partner is not there to simple mark their work. Read through partner one's work. Partner two to suggest improvements or read aloud to partner one so partner one can hear where mistakes are. Only the owner of the book can make changes to work. Purple polishing pen should be used. Use KPI sheet to help and tick off when satisfied. Upper school children will eventually be trained to number each KPI they have included in the margin to make marking easier for teacher.

Publishing

KPI sheet will be stuck in at the top of the assessment for Years 3,4 and 5. Year 6 to stick at back of book. Children will read their work out loud to themselves and make any final corrections. Children will then write up in their best handwriting (publish their work), tick off KPI sheet and do a final purple polish. This is their final published piece.

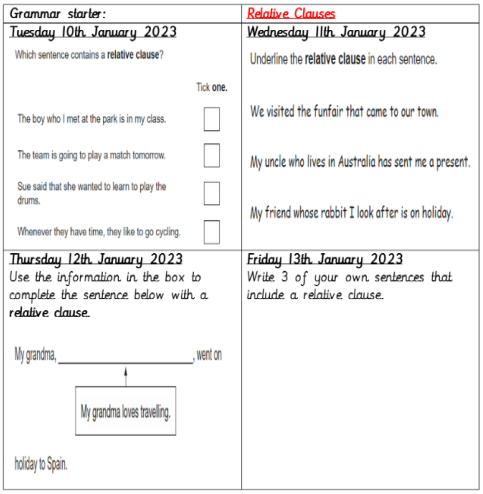


Grammar, Punctuation and Spellings (GPS)



LESSONS:

1. Starter (Grammar starters):



Grammar starter: — **Relative Clauses**

Tuesday 10th January 2023

Which sentence contains a **relative clause**?

Tick **one**.

- The boy who I met at the park is in my class. ☐
- The team is going to play a match tomorrow. ☐
- Sue said that she wanted to learn to play the drums. ☐
- Whenever they have time, they like to go cycling. ☐

Wednesday 11th January 2023

Underline the **relative clause** in each sentence.

We visited the funfair that came to our town.

My uncle who lives in Australia has sent me a present.

My friend whose rabbit I look after is on holiday.

Thursday 12th January 2023

Use the information in the box to complete the sentence below with a ***relative clause.***

My grandma, _____, went on holiday to Spain.

My grandma loves travelling.

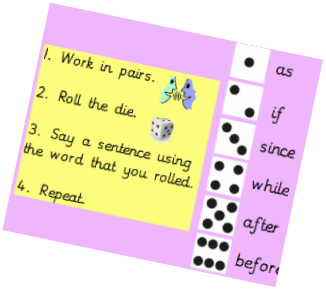
Friday 13th January 2023

Write 3 of your own sentences that include a relative clause.

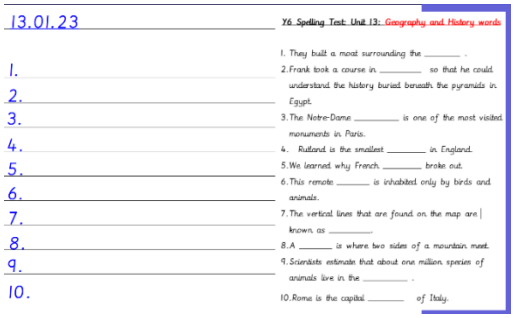
- Monday: to be stuck into books before lesson is done, nothing completed on this day
- Tuesday-Friday: pupils complete a box a day (hot-mark/pupil-mark if possible)
- Ensure all boxes marked by end of week
- Grammar starters to get increasingly challenging as week progresses (fluency > application > 'reasoning/problem-solving')

2. Main:

- Explicit grammar lessons (must do one on a Monday – dictates weekly grammar starters)
- If you can, ensure that pupils are writing in context of their genre
- Regular exposure to age-appropriate test questions
- Lessons: Flipcharts or PowerPoints, bear in mind that learning can be made more interactive on ActivInspire
- Make lessons: fun, active, explorative/investigate
- Model (I DO, WE DO, YOU DO)
- Ping-Pong approach (short input > independent task and back again)
- Practise, practise practise (aids retrieval)
- Support and stretch every lesson (either differentiated tasks, supporting materials ['handy helpers'], sheets etc
- Vary questioning (close-ended for retrieval and open-ended for deeper thinking/learning)



3. Plenary



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Y6 Spelling Test: Unit 13: Geography and History words

1. They built a moat surrounding the _____ .
2. Frank took a course in _____ so that he could understand the history buried beneath the pyramids in Egypt.
3. The Notre-Dame _____ is one of the most visited monuments in Paris.
4. Rutland is the smallest _____ in England.
5. We learned why French _____ broke out.
6. This remote _____ is inhabited only by birds and animals.
7. The vertical lines that are found on the map are known as _____ .
8. A _____ is where two sides of a mountain meet.
9. Scientists estimate that about one million species of animals live in the _____ .
10. Rome is the capital _____ of Italy.

- Teach spellings for 5-10mins (2-3 a week) in the lead up to your spelling test day
- Spelling test as one of the plenaries
- Ensure that sentences in context are on IWB during test for pupils

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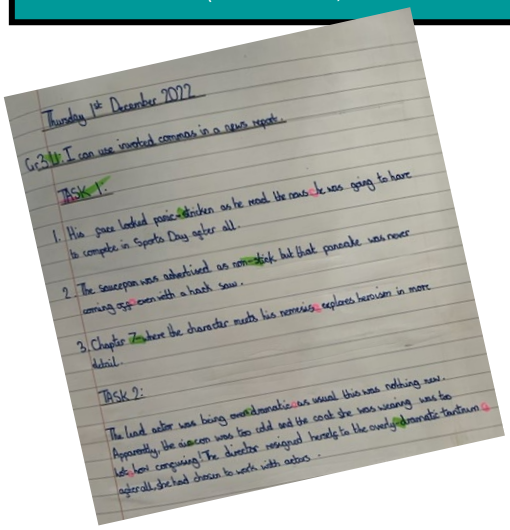
EXERCISE BOOKS:

Layout of orange exercise books

- Date (long date on the second line, left-hand side)
- Code (Gr..) < number of lesson
- LI (fourth line, left-hand side)

Layout of red spelling books

- Date (short date, left-hand side)
- Numbers 1-10 down left-hand side of page


Thursday 1st December 2022

Gr3 - I can use inverted commas in a news report.

TASK 1:

1. His face looked pale and sunken as he read the results he was going to have to compete in Sports Day after all.

2. The saucepan was advertised as non-stick but that pancake was never coming off even with a hard saw.

3. Chapter 2 where the character meets his nemesis explores heroism in more detail.

TASK 2:

The lead actor was being overdramatic as usual this was nothing new. Apparently the unicorn was too cold and the coat she was wearing was too heavy. The director resigned, handed in the overly dramatic tantrum to, after all, the best person to work with actors.

SUPPORTING RESOURCES FOR TEACHERS:

Spelling plenaries and resources to help, weekly spelling lists (for homework and tests), excel spreadsheet to upload pupil scores, grammar starter templates and Grammar AND Writing objectives per half-term for each year group & Carol Vorderman + Nelson books (Grammar + Punctuation, Spelling and Handwriting)

CURRICULUM 2020 › Grammar, Punctuation and Spelling (GPS) 2020 › Spellings › Teaching Spelling- Guidance 2021

CURRICULUM 2020 › Grammar, Punctuation and Spelling (GPS) 2020 › Spellings › Whole-School Nelson Spelling Lists

CURRICULUM 2020 › Grammar, Punctuation and Spelling (GPS) 2020 › Spellings › Spelling Assessment

CURRICULUM › CURRICULUM 2020 › Grammar, Punctuation and Spelling (GPS) 2020 › GPS › Grammar Starters

CURRICULUM › CURRICULUM 2020 › Grammar, Punctuation and Spelling (GPS) 2020 › GPS › Writing and Grammar 2021

REMEMBER...!

- ✓ Teach grammar objectives related to Writing genre in build-up to KPIs
- ✓ Pupils to complete weekly grammar starters (related to ONE grammar aspect taught that week)
- ✓ Send home spellings, teach throughout the week, assess (test) at the end of the week and update spreadsheet (after every test)

Handwriting

LESSONS:

Handwriting is practised in the back of orange writing books.

TEACHERS:

XCCW Joined PCIc

- It is the closest one to the Nelson Handwriting font
- Use this for work and displays
- Model handwriting on IWB, flipchart paper, when marking etc
-

*Remember that unfortunately, some of the letters that are meant to, do not join up.

The joining sets

Set 1

a c d e h i k l m n t u

Twelve letters with exit flicks.

Set 2

a c d e g i j m n o p q r s u v w x y

Nineteen letters which start at the top of the x-height.

Set 3

b f h k l t

Six letters which start at the top of an ascender.

Set 4

f o r v w

Five letters which finish at the top of the x-height.

The break letters

b g j p q x y z

Eight letters after which no join is made. Joins are not made to or from the letter z.

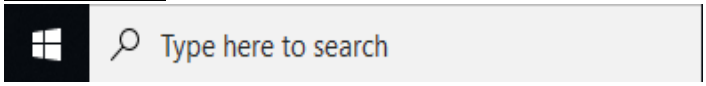
The joined style

The quick brown fox jumps over the lazy dog.

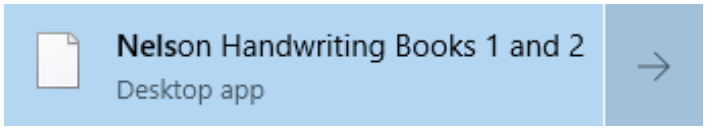
PUPILS:

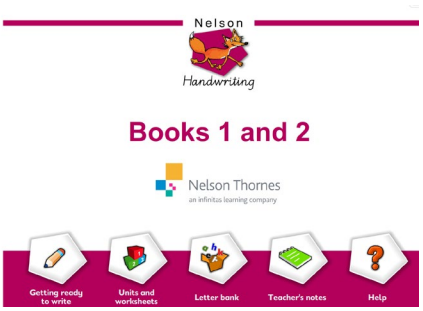
- Join their writing correctly so that it is legible, staying neat with increased speed
- Handwriting books to practise handwriting
- Transfer skills and join correctly in all other exercise books
-

RESOURCES:



Search for:





Reading

Guided Comprehension

- ✓ Reading underpins the entire curriculum and enables access.
- ✓ Reading must be taught explicitly and reading skills should be modelled and scaffolded by the teacher.
- ✓ Children will explore a Bug Club text weekly and comprehension skills will be taught daily. Every child in class (including those working below ARE) will have exposure to the BC text.
- ✓ The BC text will be read and explored daily as repetition produces competency and confidence.

Model Timetable for Weekly Guided Comprehension lessons

Day 1	Day 2	Day 3	Day 4
60-Second Reads Starter **Vocabulary Lesson** Teacher reads and children follow. The teacher models reading bringing out the pleasure and meaning. Explore the meaning of the text. Pick out key words that children might be unfamiliar with and ensure they fully understand meanings. Demonstrate fluency and prosody in reading aloud.	60-Second Reads Starter **3 key questions** • Looking, Clue and Thinking • Teachers must model how to answer these questions to whole class • Use stem sentences e.g. Looking = Retrieval Clue = Inference with evidence (PE) Thinking = Inference, Author Choice & Justifications (PEE)	60-Second Reads Starter **8 content domains/reading skills (Test Technique/Language)** • Every child writes an answer to the SAME question at the SAME time. • Teacher then models how to answer the question • Model thinking – talking aloud • Children correct answers if necessary using polishing pens Focus on shorter activities e.g. *Find and copy **one** word…* *Which word is closest in meaning to …? Tick **one*** *Draw a line to match each word with its meaning.* *Number the sentences 1 – 5 to show the order in which they appear in the text.* – on worksheets	60-Second Reads Starter **8 content domains/reading skills (Test Technique/Language)** • Every child writes an answer to the SAME question at the SAME time. (‘Write’) • Teacher then models how to answer the question • Model thinking – talking aloud • Children copy the teacher’s model answer (‘Rewrite’) Focus on longer, written answers e.g. *What do you think has happened?* *Use evidence from the text to support your answer.* - in books

Planning

Teachers will plan the GC lessons on rotation to ensure the following skills are covered.

- ✓ Fluency
- ✓ Comprehension – what reading skills are being taught?
  E.g. Retrieval – model how to answer using skills such as scanning and finding evidence.

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✓

Cohort of 3	Autumn 1/Spring 2	Autumn 2/Summer 1	Spring 1/Summer 2
Teachers Responsible for planning	**R**	**S**	**T**

Reading for enjoyment

Children must be read to daily at 3.10 pm. Teachers should be reading live to their class, not using a recording. Children should be sat on the carpet calmly and should not be getting ready for the end of day or wearing coats.

Fluency

- ✓ ERIC (Everyone Reading In Class) after lunch twice a week

Bottom 5 %

- ✓ Using Salford testing to identify children WB ARE

Bottom 20 %

- ✓ Using Salford testing to identify children WB ARE
- ✓ Parental support

Homework

Homework must be accessible for children who cannot access ARE. Reading Eggs (KS1) might be more appropriate.

Reading Eggspress for comprehension skills.

Summer Reading Challenge Homework.

PSHE

Jigsaw

Since 2020, The Health Education and Relationships Education aspects of PSHE education will be compulsory in all schools. At NGJS we use the Jigsaw framework to teach PSHE which uses circle time, film, story, drama, speaking and listening, practical and social activities written activities and games to develop social skills and emotional intelligence.

Newsround

Classes watch BBC's Newsround daily and discuss with the children. Teachers are reminded to vet for sensitive material and make informed decisions about sharing with the class.

Fruit and Milk

As part of educating children on their health, all children are encouraged to bring in fruit as a snack and a bottle of water. Parents have the option to purchase milk through an external provider.

Debate

Children will take part in class debate on a Friday afternoon.

School Council

Each year, pupils are given the opportunity to run for school council. They will prepare a short statement to share with their class and then the class vote for the pupil they wish to represent them. Each class select one boy and one girl. The school council meet with Mr Hutchinson to discuss and make decisions on behalf of their class. The most important part of school council is the discussions which happen in class led by school council representatives. This is an opportunity for pupil voice and decision making.

Circle Time

Circle Time is not scheduled in the week but used by class teachers when necessary. Teacher's sometimes use techniques taught by Moseley as a basis for teaching relationship skills, enhancing self-esteem and building a positive behaviour management.

Parachute Games

Parachute games are a fun way to encourage team skills. Each class has been provided with a parachute and a sponge ball. Games can be found on the system:

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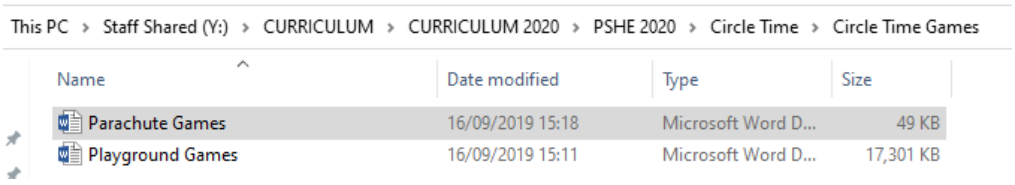


Getting the year off to a good start

The first wees in September are dedicated to getting the year off to a good start. This is a chance to set high expectations and learn routines. It is also a chance for teachers to get to know their class, form good relationships and establish class rules. Teachers are provided with a list of essential and optional activities.

Wider Curriculum weeks

Wider Curriculum weeks are based around a central theme such as 'Learn to respect' or 'Diversity'. Lessons are not stand alone but should reflect on the overall theme and contribute to it.

Friday Celebrations

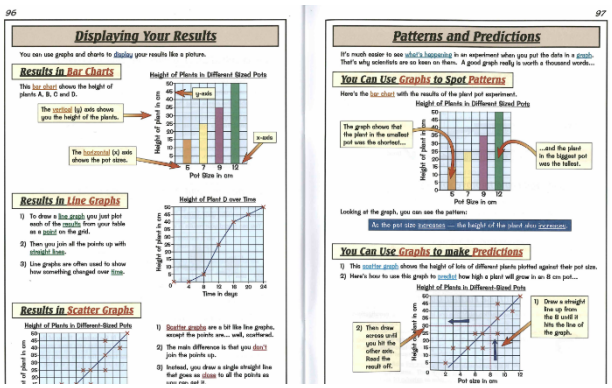
Friday celebrations are a chance for children to celebrate their peers. A theme for each week is selected on Monday e.g. 'Children who show respect' and on Friday, each child writes on a post it note who they feel most suitable, so in this case, have shown respect. They write down their name and why. All the post it notes are collected and the teacher will tell the class who is being celebrated. They will be given certificates and may choose a class song to celebrate to.

Science

Hello teams. Here is some guidance for Science teaching & learning. Please refer to this this when planning your lessons. A copy is saved in the science folder under 'guidance'. Always try to plan for resources before the start of the topic.

1. Check your science plans have this academic year date and the NC objectives clearly on them (you can find these here: https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#year-3-programme-of-study). Please save in your year team folders as I will need to check these soon.

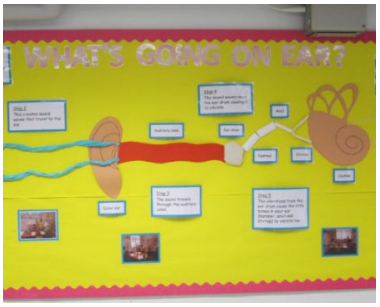
2. Within your topic, please check how many opportunities children have for working scientifically. There should be at least 3 out of the 5 lessons taught (Please see the CGP scanned study book in science folder which shows how to work scientifically). If this is not the case please amend your plans and let me know too.



I've put a Guidance folder in the science subject folder which will support you with this, if needed.

https://pstt.org.uk/resources/enquiry-skills/

3. Display the current topic of science with key vocabulary visible for children (you can find this in a folder in the science subject), for children to access the learning. Use photographs to help illustrate the working scientifically skills that children have been developing. Look at creative ways to make the most of your display space – use windows, washing lines, hanging mobiles and mini table top displays to bring science to life.



https://www.ogdentrust.com/resources/how-to-create-primary-science-displays/ (resources for displays)

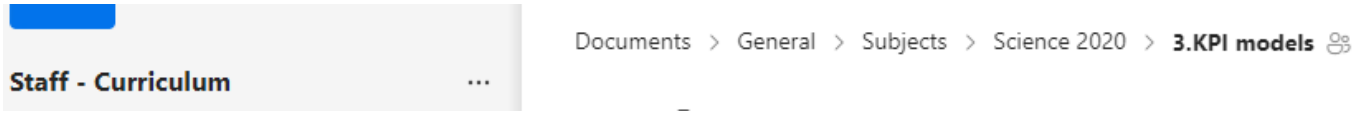
4. Start the lesson with a mini quiz to assess prior learning, make learning 'stick' and address misconceptions (lesson 1 can have questions from previous topic)

5. Use a KWL grid to assess what children think they know and to show what they have learnt by end of a topic (Twinkl has examples or you can simply create your own table)

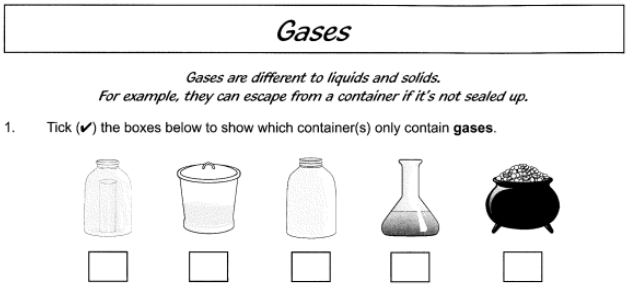
6. A knowledge organiser stuck in books at start of a topic and referred to regularly

Teaching, Learning and Assessment Guidance 24-25 - v2.docx

7. Use the KPI models of WA and GD to support pupils to achieve (GD is highlighted in a different colour) See route below:



8. At the end of the science topic you are teaching, you must assess children's learning through a mini test. This can be 5-10 questions in science books to assess the topic. You can use the CGP workbooks for your topic to take snippets of questions. Testbase also has science questions.



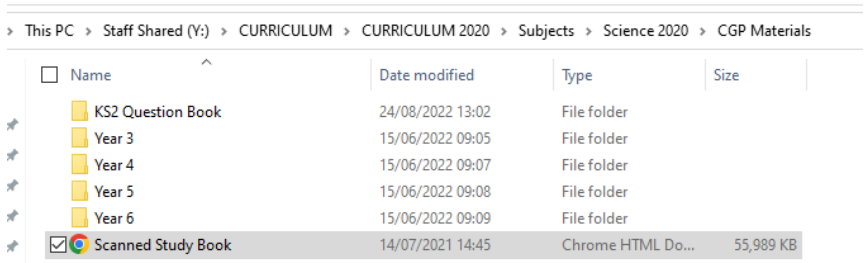
Gases

Gases are different to liquids and solids.
For example, they can escape from a container if it's not sealed up.

1. Tick (✔) the boxes below to show which container(s) only contain **gases**.

Example question from CGP workbook

9. Within a lesson, children must be doing some recording of science (e.g. a paragraph of what I've learnt, photos to show working scientifically). Remember science is a core subject! Children should be writing up investigations and using the key vocabulary from lessons in their writing. (Only provide cloze sheets for SEND / those needing scaffolds). Avoid sheets wherever possible please.



10. Do make science lessons fun and engaging by discussing science in the wider world, allowing children to make connections to real life and igniting their sense of curiosity!

ASSESSMENT

***SUMMATIVE ASSESSMENT**

Assessment calendar outlines relevant dates for assessment throughout the school year.

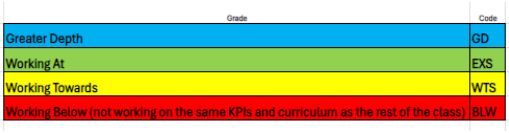
Ctrl + click on hyperlinks to locate appropriate files/documents.

Every term

1. Progress Sheets:
    - Target pupils using previous term's progress sheet to target children to get them to Working At (WA) or Greater Depth (GD).
    - See > [add link on system]

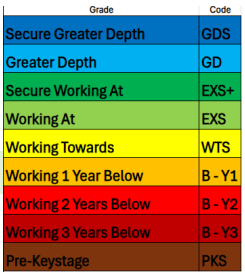
CONSIDER:

✓ KS1 grade
✓ Pupil premium grant
✓ *SEND progress*



Grade	Code
Greater Depth	GD
Working At	EXS
Working Towards	WTS
Working Below (not working on the same KPIs and curriculum as the rest of the class)	BLW

2. Writing assessments:
    - Results on spreadsheet
    - Before half-term (1st assessment)
    - Before end of term (2nd assessment)
    - See > [24-25]



Grade	Code
Secure Greater Depth	GDS
Greater Depth	GD
Secure Working At	EXS+
Working At	EXS
Working Towards	WTS
Working 1 Year Below	B - Y1
Working 2 Years Below	B - Y2
Working 3 Years Below	B - Y3
Pre-Keystage	PKS

3. Testing:
    - Results on spreadsheet
    - Reading, GPS and Maths
    - Cells on document will change colour depending on the total sum of marks to give a judgement
    - See > [24-25]

Assessment for children working below age related expectations

All children, including pupils with SEND, sit the test for the curriculum that they are taught. So children who are accessing an age-related curriculum, adapted to their needs, will sit the same test as their peers who do not require adaptions to the curriculum.

A minority of children cannot access the age-related curriculum. When the class teacher feels a child needs to be taught a separate curriculum, they approach the SENDCO for a discussion, and a decision made depending on the needs of the child and previous assessments. These children sit tests for the curriculum they are taught. For example, a child in Year 5 with considerable learning needs in Maths may be studying a year 2 Maths curriculum. S/he will sit a year 2 maths test. If appropriate, the child may also sit the year 5 calculation paper if the teacher believes that the child

can access some of it. Decisions are made on a case-by-case basis as children have individual needs and strengths. We strive to provide access to an age-related curriculum wherever possible.

SEND children who have KPIs from a lower year group on their end of year report will not have WA (working at age related expectations) in the tick box on their report.

	Entire Maths and Grammar **test read to class** – as a class	If a child goes out in a small group with an **LSA/intervention teacher** they sit the test with them -can scribe -Must read (not reading paper) -additional time	**No time limit** Time cap agreed by year team ie the test can't go on forever!	**25% extra time** For about ¼ of year group. They start tests early.
Year 3	Yes	Yes	Yes	No
Year 4	Yes	Yes	Yes	Teachers choose
Year 5	No	Yes	No	This term teachers choose Spring do Headily test to identify who through writing speed

4. Error Analysis:
    - After testing, teachers to identify common gaps
    - Use these to inform interventions, extra support at home, homework differentiation and curriculum planning

> Can be an excel spreadsheet where you input each child's marks per question.
>
> Could be a simple, 'hand up if you got Q1 right/wrong' task.
>
> Whichever you choose, make it meaningful and more importantly, manageable.

5. Progress:
    - Use test results to:

- RAG rate children on previous progress sheet
- Create new progress sheet based on current data
- Discussion with SLT (over-coming barriers for pupils)
- See > [add link on system]

6. Parent Communication:
    - Autumn and Spring Parents Evenings
    - To report on progress
- Metacognition sheets completed by pupils (guided by teachers)
- Explain progress to parents in relation to KS1 (and previous meeting if applicable)
- Explain what parents and child can do to improve/close gaps

7. Reports to Parents:
    - Summer term only
    - Foundation subjects' KPIs to be populated on individual pupil reports throughout the year
    - Please see guidance provided by SLT closer to the time*
    - See > [Reports to parents]

***FORMATIVE ASSESSMENT**

1. **Priorities**

- KPIs
- Year team decide upon non-negotiables throughout the year as part of the planning process e.g. learning behaviour, capital letters and full stops, handwriting, kindness, ability to work in a group
- The teacher, responsible for planning the subject in a year team, communicates to the 'team' what essential skills and knowledge are and what the end goal is.
- Science & Maths content coverage is protected

2. **Pupils learning is checked and adjust what is taught**

- Within lessons pupils' **learning is checked continuously**. Teachers work with children when children are sat at their tables.
- If pupils have not achieved a priority e.g. a KPI, then they repeat the lesson/re-write the piece of work. Lessons can be cancelled but not a subject or an aspect of learning such as spelling, Newsround or Friday Celebration.
- Assessment of learning is continuous in all subjects. In writing, this is not left to the end when the writing is assessed. If pupils do not include KPIs in a paragraph the teacher adapts the learning so that they can.
- When pupils do not achieve a KPI in a foundation subject the lesson is returned to. Purple polishing pens are used by pupils to make improvements. The main purpose of assessment is to help the teacher to ensure children learn.

3. **Teachers have freedom to make decisions over learning**

- The length of lessons can be reduced (PE is required to be taught two hours per week)
- Content in a lesson can be reduced
- Lesson can be cut not a whole subject or an aspect of learning e.g. Newsround
- Two lessons can be amalgamated into one, whilst maintaining clear LI
- Subjects can be taught in themed days (e.g. DT)

- Some subjects are best taught ‘little and often’ such language acquisition (e.g. 15 min per day MFL)
- Teachers can start lessons from the last Flip/PPT slide and work backwards

4. AFL strategies – Addressing common misconceptions

- Flip Chart Paper on working wall
- Mini plenaries
- Simmering day after day (2 min)
- Keep some children back after input after checking understanding
- Repeat lessons
- Change subsequent lessons
- Redo KPI lessons with purple polishing pens
- Learning leaders, peer marking, pair work