Holbrook Primary School

Teaching and Learning Policy

2017- 2018

Inspiring, Nurturing, Challenging
every learner to realise their full potential

Our Mission, Our Values

Our Mission at Holbrook is to **Inspire**, **Nurture**, and **Challenge** every child so that they realise their full potential.

Our Values should help us fulfil this mission:

Aspiration

Curiosity

Collaboration

Respect

Resilience

Innovation

Our Purpose

Any attempt to raise standards in our school must be focused on the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis.

Across the school, the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

WE EXPECT EVERY TEACHER TO BE A GOOD TEACHER- NO CHILD DESERVES LESS!

By adopting a whole school approach to teaching and learning across the school, we aim:
- *To provide consistency of teaching and learning across the school*
- *To enable teachers to teach as effectively as possible*
- *To enable children to learn as efficiently as possible*
- *To give children the skills they require to become effective lifelong learners*
- *To provide an inclusive education for all children*
- *To learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared*

There is no single recipe for improving teaching and learning in our school. However, this policy outlines some of the elements which are central to raising standards in teaching and learning. It also sets out a **broad structure** for lessons, based on best practice and research linked to how we best learn.

When reading this policy it is important to remember that adopting a broad template for structuring lessons does not rule out…

Imagination   Individuality   Spontaneity   Creativity

…unless you let it!

Lessons should reflect the way the brain works!

- Learning involves building on existing knowledge
- The brain will more readily absorb detail when it can place it in a wider context
- The brain will notice things it has been primed to look for
- People have limited concentration spans
- People remember more from the beginning and end of an experience
- The brain cycles between receiving information and making sense of it
- People have preferred ways for both receiving information and processing it
- Large amounts of information can be forgotten very quickly- as much as 40% in five minutes
  (Source: Mike Hughes 'Tweak to Transform')

10 Key Elements

All lessons:
- have clear learning intentions expressed as learning objectives
- have well planned success criteria expressed
- are carefully planned to enable pupils to access learning
- progress in clear stages (the four phases)

All pupils:
- are actively engaged in lessons
- receive regular, timely and clear feedback which enhances learning

Lessons are enhanced:
- through the use of ICT
- through collaborative learning
- through consistent classroom management signals
- through effective use of additional adults

All lessons… have clear learning intentions

- All learning intentions are expressed to children as Learning Objectives so that they know what they are learning
- Pupils also need to know why they are learning something.
- The Learning Objective and the 'why' should be expressed orally
- The Learning Objective should be on display throughout the lesson
- When marking children's work, the main focus is on the Learning Objective

Good Practice suggests… saying to the children, 'By the end of this lesson you should…' helps them focus on the learning intention.

All lessons… have well planned success criteria

- Success criteria are shared with the pupils
- Success criteria should help children address this question: How will I know if I am successful?
- All pupils are clear about how they will achieve the learning intention
- Success criteria are displayed throughout the lesson for the children to follow
- The success criteria should represent a challenge for all levels of ability
- Teachers should remind children of the success criteria *during* the lesson
- Children should use the success criteria to self-assess and/or assess a partner's work
- Pupils can be involved in writing success criteria at the start of a lesson

Good Practice suggests… using examples of children's work during the lesson to exemplify the success criteria in action.

All lessons… are carefully planned to enable all pupils to access learning

- All learners are challenged appropriately
- The learning objective is *the same* for all pupils in the lesson
- The success criteria should take into account levels of challenge for all ability groups
- The use of materials/apparatus may differ from child to child
- The level of support from additional adults may vary from group to group
- The level of scaffolding required may vary from group to group
- Teachers should have high expectations of children so that the levels of challenge are appropriate for all learners
- Although children work at different levels, static groups that restrict aspiration should be avoided
- Pupils need to know what good quality work looks like. 'What a Good One Looks Like' should be used to raise aspirations and standards.

Good practice suggests… making the resources and materials, needed by pupils with SEND, available to all pupils creates an inclusive classroom where with higher levels of independence.

All lessons… progress in clear stages

- The four phase lesson structure promotes deep understanding
- Planning ensures the balance between phases of the lesson are well handled
- Pupils are actively involved in the lesson
- The plenary is a significant feature of the lesson
- The lesson reflects the way the brain learns

Good practice suggests… mini- plenaries can deepen understanding and ensure any misconceptions are dealt with.

All pupils… are actively engaged in lessons

- Pupils are actively engaged during all parts of the lesson
- Teachers take into account the concentration span of the pupils and do not keep children sitting passively for too long
- Opportunities for discussions and rehearsal of answers with a talk partner are regular teaching tools
- Pupils should be trained to use appropriate body language when listening to a partner
- Visual stimuli, artefacts, auditory input are all used creatively as a way to enhance learning

- A stimulating start and a celebration event, involving parents, are important features of topic based learning

Good practice suggests… names on lolly sticks, pulled out by the teacher at random keep everyone thinking. Hands up should be used for questions not answers!

All pupils… receive regular, timely and clear feedback which enhances learning

- Assessment for learning is embedded in everyday practice and is used to inform teaching and learning
- All pupils are clear about what they need to improve and what steps they can take
- Marking and feedback are linked to the learning intention and the success criteria
- Feedback is a dialogue between teacher and pupil

Good practice suggests… pupils are given time to address the issues raised in the marking. Questions posed in writing by the teacher must be answered.

Lessons are enhanced… through the use of ICT

- IWBs are in use in all classrooms and provide an essential tool for engaging pupils
- Sufficient laptops for one per pupil ensure ICT in lessons is purposeful
- Visualisers are used in every classroom to support effective feedback

Good practice suggests… IWBs are invaluable for teacher modelling writing for the whole class.

Lessons are enhanced… through collaborative learning

- Working in mixed ability groups on collaborative and problem solving exercises uses essential learning skills
- A variety of collaborative techniques are used in every class
- Pupils can take different roles within a group, e.g. scribe, chair, observer etc.
- Pupils need to learn and communicate their learning
- Collaborative learning is used across the curriculum

Good practice suggests… pupils need to be taught the specific skills for effective collaborative learning.

Lessons are enhanced… through consistent classroom management signals

- Clear management signals are used by the teacher to minimise the time spent on behaviour management and maximise the time spent on learning
- Clear signals are used to stop the class and gain everyone's attention. These can be non- verbal
- The 'stay on green' system is in use in all classrooms and is applied consistently

Good practice suggests… the best teachers are calm and consistent in their handling of behaviour.

Lessons are enhanced… through effective use of additional adults

- Additional adults are deployed to raise standards and close the learning gap for specified groups of pupils
- Learning Support Assistants and HLTAs are fully engaged with pupils during phase one, two and four activities. They are not observers. They are not provided for the teacher but for the pupils. Additional adults are clear about who they are supporting and why as planning is shared in advance

- They are involved in assessing pupils' understanding, recording observations and feeding assessment information to the teacher.

Good practice suggests… the best additional adults in a classroom ensure pupil independence is encouraged. Learned helplessness can be an unfortunate by-product of a child receiving support.

Our Lesson Structure

All lessons in our school follow a basic structure made up of four parts.

- Phase One: set the scene; place learning in context; link to prior learning; review the previous lesson; provide the BIG PICTURE; share the learning objective and success criteria

- Phase Two: pupils receive new information; instruction; exposition

- Phase Three: pupils make sense of information; processing; understanding

- Phase Four: review information; plan next steps

The 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.

The phases are not always sequential. Phase Four Review, for example, is not confined to the end of the lesson.

Good practice suggests… you should weave review though 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.

Phase One

This is **only a short phase** but there are several important features.

Creating an appropriate working atmosphere
Pupils will not learn if they are not in an appropriate state to learn.
We use a range of strategies to establish a learning climate:
- Creating a classroom environment that is stimulating, reassuring and organised
- Being fully prepared for lessons
- Ensuring resources are prepared and accessible

- Greeting pupils with a smile and/or by name
- Additional adults prepared and ready and looking for pupils who need support

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. Make notes on what you already know. Share with a partner.

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'.* Classroom topic displays, termly letters, home learning menus all contribute to a better understanding of the big picture. Pupil generated questions are also powerful.

Sharing learning objectives with pupils
Pupils must know exactly what they are going to learn, why they are learning it and what is expected of them by the end of the lesson.
For learning intentions to be shared effectively, teachers must:
- Avoid saying 'Today we are doing…'
- Use phrases such as 'We are learning to…' or 'By the end of today's lesson you will know/understand…'
- Make the learning intention specific
- Refer to it at key points in the lesson

Triggering the brain
The brain will tend to notice things if it has been primed to look for them. For example, begin a lesson by saying, 'Today, when I am reading, I want you to listen for some effective or powerful adverbs…' or 'Later, you will need to list all the living processes. There are seven. You will find out about them in today's lesson.'

Phase One: Indicators of excellence

- Teacher creates a learning atmosphere
- Pupils are engaged but not threatened
- Work from previous lesson is briefly reviewed
- Lesson is linked with pupils' prior knowledge
- Lesson is placed in a wider context
- Specific Learning objectives are shared with pupils
- Pupils know what to look for during the lesson
- Interest is generated and curiosity stimulated
- There is a sense of challenge
- Open questions are asked
- Problems are posed
- Targets- collective and individual- are set by the teacher and generated by the pupils

Phase Two

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 new information.**

New information is delivered in many ways:
- Exposition
- Audio- visual aids, e.g. video clips
- Diagrams, pictures, etc.
- ICT, e.g. internet
- Demonstration
- Modelling
- Books

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

There are a number of techniques to ensure the quality of phase two is 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 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…' or 'I want you to move to your tables/the carpet for the next part of the lesson.

Phase Two needs to be punctuated with questions

Although phase two is principally about exposition and teaching new information, it should be punctuated by regular questioning. Ask regular closed questions during the input. This keeps pupils alert and provides instant feedback on the level of understanding. Asking too many open questions during an explanation can easily take the lesson off at unhelpful tangents. It can also lead to one pupil confusing others through spreading a misconception and it can be boring to listen to one pupil.

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 sub-conscious 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.

Phase Two needs to be 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 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. The children might then try their own and share or work with a partner. Then, the teacher may model some further examples.

New information is presented in several different ways (VAK)

The fact that people prefer to receive information in different ways demands that information is transmitted in more than one way during phase two. A verbal explanation may well be clear, concise and of high quality. However, two thirds of the class may be working outside their preferred style or have English as an additional language.

Phase Two: Indicators of excellence

- Information is presented in short chunks
- Exposition is brief and does not exceed pupils' concentration span
- Teacher frequently asks closed questions to check for surface understanding
- Teacher asks open questions to help pupils make sense of the information they encounter
- Inputs are punctuated by tasks and activities designed to develop understanding
- New information is delivered in a variety of ways to suit pupils with visual, auditory and kinaesthetic learning preferences
- Teacher uses appropriate technical language
- Teacher checks that all pupils understand subject specific terms and technical language

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Phase Three- The Key Phrase

The emphasis in this phase is on **developing understanding, demonstrating understanding, assessing understanding.**

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 thinking time- pupils need time to think through their answers before replying
- Providing thinking time by giving advance notice, 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 respond with the best answer.
- 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 in their head!

- Scaffolding thinking and answering, such as 'in two minutes I am going to ask you x but before I do I want you to think about Y. Now, can you answer my original question?'

> We Learn . . .
> 10% of what we read
> 20% of what we hear
> 30% of what we see
> 50% of what we see and hear
> 70% of what we discuss
> 80% of what we experience
> 95% of what we teach others.
> William Glaser

Quality of the task

Activities in which pupils **reproduce** information involve knowing and remembering. Activities in which pupils **re-construct** or change the form of information develop understanding.

In order to demonstrate and develop understanding, pupils should be asked to convert information to a different form. This increases the chances that pupils will learn in their preferred learning style, especially if an element of choice is involved.

Pupils need to do something with the information to understand it and demonstrate understanding.

Amount of time allowed for quality work

The best ideas fail to work properly when too little time is given to phase three. Too much teacher talk or too long spent on issues that have nothing to do with learning result in shallow or poor quality learning.

Phase three is the key phase so sufficient time needs to be given to the activities that will enhance and deepen learning.

The following factors inhibit pupil progress:
- Stopping the whole class when only a group or an individual needs further explanation
- Keeping children on the carpet, or listening in their seats, for too long
- Taking too long in phases one and two, resulting in rushed phase three
- Giving the same input to all groups, regardless of ability
- Keeping more able pupils for input when they could get going with phase three

> ### Phase Three: Indicators of excellence
>
> - Frequent teacher-pupil and pupil- pupil interactions
> - High proportion of open questions
> - Time allowed for pupils to think about and discuss their responses to questions
> - Supplementary questions extend understanding
> - Questions that encourage students to reflect on their thinking
> - Opportunities for pupils to generate questions
> - Pupils fully engaged in their learning
> - Tasks that require pupils to think

- Tasks that develop understanding
- Pupils verbalise their understanding
- Opportunities for pupils to demonstrate their understanding
- Tasks that enable the teacher to assess understanding
- Opportunities for pupils to process information in their preferred style
- An emphasis on pupils re-creating rather than reproducing information

Phase Four

The emphasis in this phase is on **reviewing what has been learned** and **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 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.

There are four key features of this phase.

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.

Pupils are reflective about what they have learned
Encourage pupils to reflect on what they have learned. Pupils should use review the lesson in a way that helps them remember key information. Use prompts such as:
- What are the three most important facts from today's lesson?
- Summarise today's lesson in x words
- Tell a partner what you have remembered about today's lesson
- In one minute, tell your partner as many facts from today's lesson

## Pupils are reflective about how they have learned
Encourage pupils to reflect on what has helped them to learn. Use prompts such as:
- 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?

Pupils return to the learning objective and success criteria

Pupils and teachers can only make judgements about the effectiveness of teaching and learning when considering the extent to which the learning intention and the success criteria have been met.

Phase Four is often referred to as the plenary. At the end of a lesson, it provides effective review and reflection time. However, mini- plenaries should be used within the lesson, when appropriate, to create thinking space and new beginnings.

Ebbinghaus Curve of Forgetting
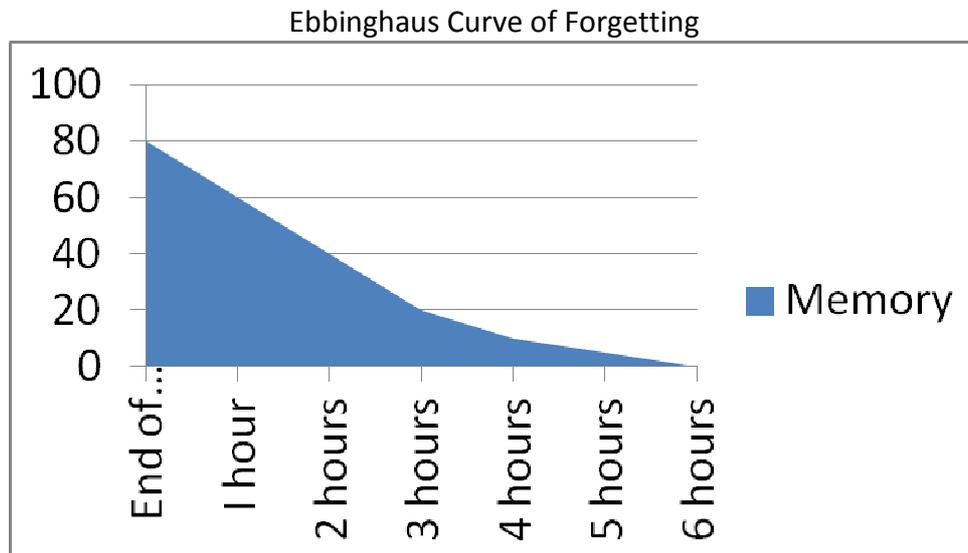
Phase Four: Indicators of excellence

- Sufficient time devoted to reviewing what has been learned.
- Pupils actively engaged in the review process
- Explicit reference to learning objectives
- Pupils encouraged to reflect on how they learned
- Information provided in order to stimulate thought before the next lesson

Knowing and Understanding

Activities in which pupils **reproduce** information involve knowing and remembering. Activities in which pupils **re-construct** or change the form of information develop understanding. In order to demonstrate and develop understanding, pupils should be asked to convert information to a different form.
(This increases the chances that pupils will learn in their preferred learning style, especially if an element of choice is involved.)

Pupils need to do something with the information to understand it and demonstrate understanding.

They can:

Reduce it   Change it   Assemble it
Search for it   Connect it   Arrange it   Enlarge it
Simplify it   Classify it   Compare it   Contrast it
De-construct it   Apply it   Prioritise it

Ways of Changing Information

- Describe (orally or in writing) a visual source of information, such as a graph, diagram, model or photograph
- Turn a written description into a diagram
- Convert a piece of text, a diagram or a process into a play, mime or frieze
- Put key words to music to create a jingle
- Use key words to write a poem
- Paint a piece of music
- Visualise a piece of text- describe your visualisation
- Take the key ideas from a story into a line graph, tracing the highs and lows of a theme
- Turn an explanation or piece of text into a 'model'
- Mime a poem
- Convert a movement into six still frames
- Create a metaphor or analogy to explain a topic or issue (Teachers use analogies all the time in teaching, 'It's a bit like…' Ask pupils to finish the sentence)

Ways of Assembling Information

- Cut maps or diagrams to create jigsaw pieces
- Work in groups with each group member researching a different aspect of a topic, then bring the information back together
- Jigsaw exercise- give each pupil in the group a number and then gather all the number 1s together, 2s together and so on. Each group researches an aspect of a topic and then pupils return to their 'home' group to report back
- Expect pupils to provide information from more than one source
- Expect pupils to present work in more than one way, e.g. part visual, part oral and part written

Ways of Arranging Information

- Mind maps
- Diamond nine
- Pyramids
- Cartoon strip
- Key words

Ways of Reducing Information

- Here are 20 calculations- do the hardest three
- Reduce a passage of text to just one page, paragraph or sentence... or even a key word
- Reduce a diagram to the most important word or key section
- Reduce a story, play or account by identifying the key character, event or turning point
- You need to cut a scene for the television adaptation of the book we have just read- which scene, pages or moments can we afford to cut without affecting the meaning?
- Impose a time limit- you have 40 seconds to report on this event
- Reduce a piece of text by removing one word at a time- without altering the meaning
- Place information in rank order, according to a certain criterion

Key Points for Good Lessons

Points to remember to ensure you are teaching good lessons:
- Who is doing all the talking?
- What are the children doing?
- Remember pace and time limits
- How soon are the children active?
- Do 'running' assessment throughout
- What do pupils know at the end of the lesson they did not know at the beginning?
- What can pupils do at the end of the lesson they could not do before?

Remember:
- Make sure you give pupils time to refer back to any feedback in books (Dialogue)
- Go through the Learning Objectives and Success Criteria
  - Make sure the success criteria are focused and clear
  - With older pupils, they can create their own success criteria
  - Use questioning to check pupils understand the success criteria
- Always refer back to prior learning.
- Chunk lessons (using the phases) so that children are actively learning as soon as possible.
- Refer back to the success criteria throughout the lesson and ask pupils how they know f they have made progress in their learning.
- Reinforce key vocabulary throughout the lesson.
- Use questioning techniques to extend thinking, e.g. talk partners, follow up questions, combination of open and closed questions.
- Make sure learning activities meet the needs of the children at all ability levels.
  - Ensure there is sufficient challenge for more able
  - Support children through effective support resources
  - Ensure additional adults are directed appropriately
  - Avoid giving input to groups that do not need it
- Use self- assessment techniques
- Return to the success criteria and learning objective.

Outstanding Teaching

- All pupils are challenged and make good progress, especially those at the ends of the ability range and those who lack confidence; some make exceptional progress; a lot of ground is covered in the lesson but stragglers are not left by the wayside.
- Enthusiasm and enjoyment pervade the classroom.
- The teaching is exciting and interesting (for example, through use of stimulating resources or other adults in the lesson); it may be inspired, although it doesn't have to be.
- All the pupils are involved in the lesson and all contribute in some form.
- Teaching methods are very well matched to the content and to the learners - some may be original or innovative; for example, content closely linked to pupils' experiences or to interesting practical situations.
- The teacher checks progress throughout the lesson; assessment is regular and helpful.
- Pupils evaluate their own and others' progress accurately and constructively.
- All students know how to improve as a result of regular and constructive feedback; where appropriate, this is linked to national criteria or SATs requirements.
- The teacher develops students' basic and other cross-curricular skills e.g. literacy, numeracy, independent learning and PSHE.
- Pupils have easy access to, and make use of, additional resources which they use independently to support or enhance their learning.
- Pupils go out of their way to help each other; they provide mutual support.
- The classroom is a lively and interesting place; it includes good displays of pupils' work (representing all abilities) that inspire, motivate and support learning.

The Learning Environment

The surroundings in which children learn can greatly influence their academic performance and well- being in our school. The better the school looks, the more it inspires the people inside it. A well- cared for classroom and school can make the pupils feel that what they achieve and how they, themselves, are perceived is important.

All classrooms, group learning areas and whole school areas, are spaces that everyone can use to learn and be proud of. These should be bright, well organised learning spaces. Pupils need to know how to access resources and respect the classroom environment.

Displaying the Learning Objective and Success Criteria is important because:
- 90% of what the brain remembers is derived from visual images
- Children often look up when stuck or when they need to remember

- You can believe you have understood the task at the start but, once engaged, you can lose track of the point of the exercise
- Visual success criteria keep everyone focused

To ensure a sense of security and consistency across the school, the following points need to be addressed:
- Holbrook values are clearly on display, so that they can be referred to.
- The class topic must be evident from the displays. At the start of a new topic, stimulus material should be visible. This may be replaced by children's work as the term goes on.
- The book central to the topic (usually a novel) should be clearly on display in a prominent place.
- Classrooms are tidy, labelled and organised. Pupils take responsibility for ensuring their classroom is tidy, pleasant and a safe place to learn.
- Pupils are taught to respect equipment and resources.
- Basic equipment (pens, pencils etc.) is accessible on tables so that learning time is not lost.
- In KS2, dictionaries should be accessible on, or near, tables for most lessons.
- Pupil trays are labelled (word processed, not hand written)
- Talk partners are displayed prominently
- The behaviour chart must be in the **most accessible and visible place**
- Displays are a learning resource not a reflection of previous learning
- Every child should have work on display somewhere in the room
- Mathematical work and English work should be on display
- Key questions which promote learning should be displayed
- A word wall with high quality vocabulary, collected over time, should be prominent
- The school's handwriting style (Nelson script) should be used for some labels, titles and questions on display

The classroom should convey high expectations about standards, progress and achievements.

Be aware of:
- Too many displays, e.g. items on windows, or too much on display can be counter-productive
- Displays in poor condition, or left up too long, communicate the message that we do not care. Pupils will pick up on this.
- There should be as much natural light as possible.
- Messages that communicate low expectations should be avoided, e.g. 'Use capital letters at the start of a sentence'. This should be an expectation for all pupils from Y1 upwards. Reminders about such basic things should not be needed.
- Out of date posters (particularly on windows behind blinds) communicate the wrong messages. These need to be removed as soon as possible. Colleagues can help each other by pointing these out, as they are more clearly visible from outside the room!
- Items on the classroom floor at the end of the day, or left on tables, suggest the children are not expected to clear up after themselves.
- Too much clutter! This sends the message that presentation is not important. The more clutter around, the harder it is for pupils to take responsibility for tidiness.
- Using surfaces as teacher storage! Ensure that teacher items are put away in cupboards or trays or tidied on teacher desks.
- LSA/HLTAs should not use areas of the classroom as office space.
- Only resources which are relevant and which enhance learning for the children in the class should be evident.

Marking and Feedback

Across the school we think of marking in terms of *feedback to*, and *dialogue with*, the pupil. Feedback takes different forms, depending on the age, the subject and the context. Feedback can be to groups or individuals. The nature of the feedback should influence and encourage the pupil and should give him or her confidence to take the next learning step.

Research shows that most marking is:
- Non-specific- good work, well done, that's better
- Presentation based- neat work, use a ruler
- About quantity- not enough work, what were you doing this lesson?
- Focused on surface features- your 9 is around the wrong way
- About effort- you have worked hard today.

Marking against the learning objective involves:
- **Example**- for the pupil who has not achieved the learning intention
- **Scaffolding**- for the pupil who has part met the learning intention but is inconsistent
- **Reminder/developmental**- for the pupil who has met the learning intention or is more able

Feedback is based on several principles:
- Timely- how close is it to the learning?
- Specific- based on the learning intention
- Positive outweighs negative
- USEFUL

EXAMPLE FEEDBACK

(Learning Objective: to write adjectives)
PUPIL WROTE: The Man walked along the Beach.

TEACHER WROTE: *The _____ man walked along the _____ beach.*

(Old, ancient, tall, sandy, pebbly, wrinkled.)

SCAFFOLDING FEEDBACK

(Learning Objective: To include descriptive language)
PUPIL WROTE: A moment later, Katie landed in a smelly, muddy jungle. She saw a lion, she smelled a snake's breath.

TEACHER WROTE: What did the snake's breath smell of?
PUPIL WROTE: The snake's breath smelt of rotten eggs.

REMINDER/DEVELOPMENTAL

(Learning Objective: Write a character description.)

PUPIL WROTE: James sat in the classroom doing his writing.   The classroom was bright and sunny.
The teacher was busy sorting out some children who were trying to use the computer. After the
lesson, they all went out to play.*

TEACHER WROTE: Tell me more about James.

or

I am pleased you remembered the key features of (this type of text).
Now write a sentence that explains this line* in more detail.

Key Points

- Teachers provide feedback for the child, not for anyone else!
- All work completed by pupils must receive feedback.
- Marking should be a dialogue with the pupil wherever possible.
- Pupil editing or responses should be in purple pen.
- All marking should be completed in black pen (not biro!)
- Adult handwriting should be in the school style (Nelson script).
- Non- specific stamps or stickers should not be used.
- Where comments are used, they must refer directly to the learning objective rather than effort.
- Where verbal feedback has been provided, books should be coded with V in a circle.

Presentation

High quality presentation is important! Standards of presentation are set and maintained by the teacher.
If pupils are to make progress, especially with their writing and mathematics, clear presentation is
essential.   This is most important with letter and number formation.

Key Points

- The teacher is the important role model for presentation and high expectations! Use the resources
  available to you e.g. on the IWB – lines, grids to model good practice.
- Pupils need to be taught the skills of high quality presentation.
- Handwriting on display for the children – on the interactive whiteboard, books, flip charts, display –
  should be joined, legible, consistently formed and neat and in the school's handwriting style
  (Nelson script).
- Teachers need to ensure pupils take responsibility for their pens and pencils.
- Are worksheets necessary? Only worksheets that are essential should be stuck in books.
  Inessential worksheets should not be used in the first place! Any paper stuck into books (success
  criteria/pictures/sheets must be trimmed and neatly positioned in books.
- Pupils need to sit properly to write, with correct posture and with sufficient space at a table for
  their book to be out flat.
- Pupil books must always be given out with care. No books should be thrown across desks. Children
  should see that there books are valued and cared for by staff.
- Exercise books should have name labels (Key Stage One until Year Two) and handwritten names
  (Key Stage Two and when a pupil is ready in Year Two). Name labels need to show: name, correctly
  written; year group and subject on the front. Handwritten labels should be in ink.
- All pages and corners must be neat. Children should be trained to unfold the 'dog-ears' to maintain
  a high standard of presentation.

- The long and short dates are modelled by the teacher on the board. The long date is written in books from the left hand side. Pupils build on this from the end of EYFS (when ready) and throughout Year 1, starting with the correct spelling of the day only. The date is underlined.
- In Mathematics and Science, the short date in the British style is used. All learning is aligned to the left of the page and spaced to ensure clarity.
- Pupils in Year 1 will be assessed in the first week of September to evaluate presentation and handwriting skills by copying a short extract onto a narrow lined piece of paper. Narrow lined English books will then be issued to those pupils who meet the presentation standard.   Throughout Year 1 Pupils will be reassessed and issued narrow lined English books when they are ready.
- All pupils in Year 2 will use narrow lined English books with a margin. Wide lined English Books may be used for specific pupils in Year 2 who have an individual handwriting target that has been agreed by the SENCo and English Subject Leader.
- In Mathematics books, pupils write one digit in each square. £ signs are written in a separate square to the first digit of money. Decimal points are drawn between the two squares.
- Whiteboards should be used minimally, except in phonics, starter activities and plenaries. Any work that can be completed in a book should be, even when this is developmental. Whiteboards should not be photocopied and stuck into books.
- Whiteboards are used more frequently in EYFS. However, pupils must be taught and encouraged to use proper letter and number formation and to present their work neatly. Using whiteboards is not an excuse for poor presentation and full attention must be paid to the quality of the work.

Consistency in high quality handwriting is achieved through:
- Fidelity to the school's handwriting style (Nelson script)
- High expectations of adults on children
- Modelling and sharing examples of quality handwriting
- Celebrating good handwriting of individuals
- Displaying high quality handwriting
- Using hand written as well as computer generated notices and labels

The Whole School Approach

Consistency is important. It provides pupils with security and reduces the amount of learning time lost through learning new routines.

There are key aspects of practice that have been put in place at Holbrook to address school development issues. These are our 'Primary Principles' and should be followed by everyone at our school. Each ten week block, these principles are reviewed and amended. Members of staff should always refer to the latest version.

The Importance of Mornings

Mornings at Holbrook are prime learning time for English (Reading, Writing, Spelling, Phonics) and Mathematics. Therefore, the following steps will be taken to protect this time:

- Individual music lessons will not be scheduled in mornings
- PPA will be timetabled for afternoons
- Priority for PE Hall time in the afternoon will be given to UKS2, then LKS2.

- Special events, including visiting speakers, will not be held in the morning unless this enhances learning in Mathematics, English or Science.
- Teachers will not be available to attend SEND meetings in the morning and external professionals should be invited to afternoon meetings only.

Bloom's Taxonomy

Bloom's Taxonomy orders questions into a hierarchy of sophistication.
1. **Knowledge/Memory** – *Who, what, where and when.*
2. **Comprehension** – *Why, how in what way.*
3. **Application** – *Imagine, predict, if, then, how.*
4. **Analysis** – *Compare, identify, analyse, justify, defend.*
5. **Synthesis** – *Suppose that, create a new…*
6. **Evaluation** – *Decide, judge, evaluate*

Knowledge

What happened after...?	Who spoke to...?
How many...?	Can you tell why...?
Who was it that...?	Find the meaning of...?
Can you name the...?	What is...?
Describe what happened at...?	Which is true or false...?

Comprehension

Can you write in your own words...?	Who was the key character...?
Can you write a brief outline...?	Can you distinguish between...?
What do you think could of happened next...?	What differences exist between...?
Who do you think...?	Can you provide an example of what you mean...?
What was the main idea...?	Can you provide a definition for...?

Application

Do you know another instance where...?	What questions would you ask of...?
Could this have happened in...?	From the information given, can you develop a set of instructions about...?
Can you group by characteristics such as...?	Would this information be useful if you had a ...?
What factors would you change if...?	
Can you apply the method used to some experience of your own...?	

Analysis

Which events could have happened...?	Can you explain what must have happened when...?
I ... happened, what might the ending have been?	How is ... similar to...?
How was this similar to...?	What are some of the problems of...?
What was the underlying theme of...?	Can you distinguish between...?
What do you see as other possible outcomes?	What were some of the motives behind...?
Why did ... changes occur?	What was the turning point in the game?
Can you compare you're ... with that presented in...?	What was the problem with...?

Synthesis

Can you design a ... to...?	What would happen if...?
Why not compose a song about...?	How many ways can you...?
Can you see a possible solution to...?	Can you create new and unusual uses for...?
If you had access to all resources how would you deal with...?	Can you write a new recipe for a tasty dish?
Why don't you devise your own way to deal with...?	Can you develop a proposal which would...?

Evaluation	
Is there a better solution to...?	What changes to ... would you recommend?
Judge the value of...	Do you believe?
Can you defend your position about...?	Are you a ... person?
Do you think ... is a good or a bad thing?	How would you feel if...?
How would you have handled...?	How effective are...?
	What do you think about...?