

**VICTORIA ROAD
PRIMARY SCHOOL**

**TEACHING, LEARNING, CURRICULUM &
ASSESSMENT**

POLICY DOCUMENT

REVIEWED ON: Summer Term 2023

ACCEPTED BY SCHOOL GOVERNORS ON:

TEACHING, LEARNING, CURRICULUM & ASSESSMENT POLICY

Curriculum Design Statement

We aim to provide a broad, rich and stimulating curriculum at Victoria Road which develops pupil confidence, resilience, self-esteem and independence. This is underpinned by our Core Values of 'Courage, Enjoyment, Fairness, Respect and Honesty'.

Through the curriculum, we are committed to providing our children with the knowledge and cultural capital they need to succeed in life, inspiring a love of learning that will remain with them throughout their lives beyond Victoria Road. We want to ensure our children are fully prepared for life in modern Britain.

Our Curriculum includes and builds upon the National Curriculum and maximises cross-curricular opportunities. In addition to being knowledge rich, our curriculum is underpinned by our values with a focus on well-being and social and emotional mental health. This means that we nurture the whole child ensuring that they are fully equipped to deal with the next stage of their learning journey with the necessary attributes to become successful citizens.

Our children's well-being is at the heart of everything we do at Victoria Road. Our curriculum develops character education and gives opportunity to practise and rehearse in all areas of learning. We recognise this being a fundamental attribute necessary for effective learning.

We understand the context of our community and school and work hard to remove barriers. For this reason, our curriculum is language rich and is designed to diminish the difference for disadvantaged pupils. We organise the knowledge to ensure that it is creative, purposeful and meaningful, has high expectations and inspires a love of learning for all. It is built on the belief that 'Learning is a Journey'. We create engaging environments, opportunities and stimuli for children to learn more and optimise their learning. Children feel success when achieving the clear end points.

At Victoria Road we are passionate about reading and understand that this is an essential skill to create a solid foundation for learning in all areas. We aim to create cross-curricular links through our core texts to embed rich interconnected learning and provide a framework for future understanding.

We recognise all learners are individual: some children require greater challenge to deepen their thinking further and some require additional support. Evidence shows that children need to be able to understand a concept, apply it in a range of situations and then be creative to show a depth of understanding. In essence, we believe that in order to meet the objectives securely, children need to have mastered them.

By the time our children leave Victoria Road, our aim is that they will have mastered the curriculum. They will have a depth of understanding and have the oracy skills to reason, articulate and debate to become confident lifelong learners.

Related Policies

To support our curriculum vision, the following policies are available for information on how they directly support and deliver the content of this curriculum basis:

Curriculum Policy Statements

PSHE including SRE

SEND

EYFS

Feedback and Marking

The aims of this policy:

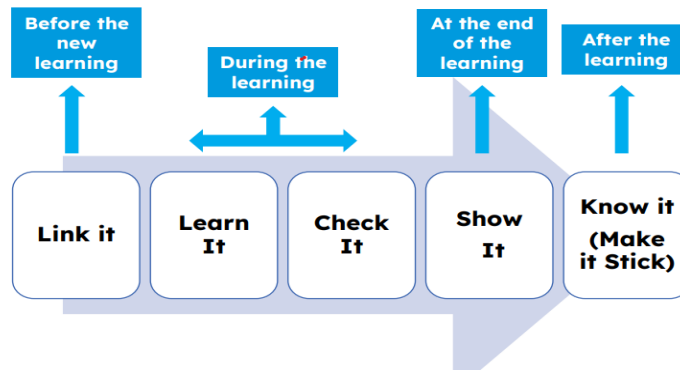
- To provide consistency of teaching and learning across every class;
- To enable teachers and support staff to teach as effectively as possible;
- To share the non-negotiables of the National Curriculum’s minimum age related expectations for specific year groups to help discuss individual’s progress and levels of attainment;
- To enable children to learn as efficiently as possible;
- To foster a love of learning;
- To give children the skills and knowledge and promote the understanding they require to become confident, disciplined and effective lifelong learners
- To ensure all children have access to a range of experiences that will enrich the curriculum

Our core principles for Quality First Teaching across the whole curriculum are outlined below:

Core Principles for Quality First Teaching

<p>Planning for progress</p>	<ul style="list-style-type: none"> ● Teachers planning will follow the guidance and ambition of the National Curriculum (2014) ● Long, medium and short term plans are available on the Shared Drive and follow a clear sequence of learning ● Teachers plan and deliver highly effective sequenced lessons which build on prior learning and gradually introduce new concepts, skills and knowledge ● Lessons have clearly defined shared learning objectives and success criteria which provide structure for adapted learning outcomes. These will be referred to throughout the lesson as a point of reference for pupils ● Highly effective questioning is planned to address misconceptions ● Planning sequences incorporate opportunities for retrieval, to practise, revisit and use ‘low stakes’ testing (quizzes), to make connections across aspects of learning, support knowledge recall and build long term memory. ● Planning draws on a range of teaching and learning strategies including metacognition, robust vocabulary instruction and clear modelling of new learning and skills ● Core subjects will be planned for each day- usually in the morning. Where enrichments to the curriculum are planned to enhance the children’s learning the core subjects may be moved to afternoon sessions or integrated into the enrichment session
<p>Teaching and learning models</p>	<ul style="list-style-type: none"> ● All teachers have a common language and framework for Teaching and Learning, defined as our ‘Link it, Learn it, Check it, Show it, Know it, Make it stick’. We believe that children know and remember more when lessons are shaped around the following: Revisit/review, Teach, Practise, Apply, Assess, Discuss, Share/Present. Our knowledge-rich curriculum, is informed by current research and, very importantly, ensures that our children <i>know and remember more</i>:

Progression within a unit of learning



- Teachers present subject matter clearly and simply through short inputs, promoting appropriate discussion about the subject matter being taught
- Teachers will model high expectations by not allowing pupils to 'opt out'
- Pupils will engage in a starter or revisit activity in every lesson. Links to prior learning will be made clear where possible
- New learning will be introduced gradually building on prior knowledge
- Concepts and skills will be modelled clearly, with signpost appropriate strategies, methods and learning supports
- Children will be taught the range of curriculum subjects over each full term, as indicated on medium term planning grids and based on long-term planning
- Teachers respond and adapt their teaching appropriately to develop understanding and address misconceptions
- Plenaries are used throughout the lesson as an opportunity to consolidate learning, make the learning and ensure children are learning in bite sized chunks
- The content of lessons is challenging and matches the aims of the curriculum
- Opportunities for purposeful practice will be planned into the teaching and learning sequence
- Learning environments embed teaching and learning, celebrate success and show high standards of organisation
- Vocabulary and communication skills (including oracy) are explicitly taught and modelled. Pupils are expected to respond to questions or contribute to class discussion in full sentences
- Writing is taught using a structured sequence for writing (see writing policy)
- Maths is taught using a mastery approach which must incorporate concrete, visual and abstract methods (see maths policy)
- High quality targeted questioning will:
 - Include all pupils and make pupils think, using open and follow up questions to expand understanding after teaching the required knowledge
 - Allow thinking time and where appropriate, provide opportunities for pupils to rehearse answers through pair and small group discussion to develop

	<p>independent thinking skills. Think – pair – share is an appropriate strategy to facilitate this</p>
<p>Differentiation for Challenge and Support including SEND</p>	<ul style="list-style-type: none"> ● Data and student information including SEND and SEMH (EHC, IEP, support plan, graduated response, adjustments to provision, Hierarchy of support) is used to plan for individual needs ● Additional interventions for disadvantaged, vulnerable, PP and SEND, with a particular focus on improving basic skills, tracked by class teachers and support staff ● Success Criteria supports adapted learning outcomes ● Targeted questioning is explicitly planned to stretch and challenge all groups ● Considered grouping, quality resources and learning support materials differentiated learning delivered in the classroom by the teacher ● High quality teaching, adapted for individual pupils, is the starting point in responding to pupils who have or may have SEND ● The Inclusion Manager supports the teachers’ planning for teaching children with SEND needs. See the SEND information report on our website ● Targeted support: short and incisive support is planned by teachers for pupils at risk of falling behind age related expectations ● Additional adults (TA) are deployed by teachers to support the delivery of targeted differentiated learning, Personal Plans and specific structured interventions for children or groups ● Teachers will ensure that TAs are suitably prepared to deliver the sessions and are provided with the necessary learning materials to support the delivery
<p>Learning environments</p>	<ul style="list-style-type: none"> ● Learning environments embed teaching and learning, celebrate success and show high standards of organisation ● Resources are clearly marked, age appropriate and accessible, labelling with pictures and words to support EAL and SEND ● Relevant learning support allows children to make increased progress in lessons ● Good to be Green Behaviour management ● Non-negotiables in core areas and visual timetables are clearly displayed in classrooms ● Relevant vocabulary is displayed ● Inviting book area provides choice and promotes enjoyment of books ● Maths challenge areas or displays promote reasoning and problem solving ● Interactive boards use colour backgrounds to ensure easily accessible for all learners ● Working walls are used as dynamic teaching aids
<p>Engagement</p>	<ul style="list-style-type: none"> ● Engaged learners: children enjoying and achieving as they are enthused by learning ● Rewards for characteristics of effective learning such as resilience, purposeful practice, problem solving, reasoning

	<ul style="list-style-type: none"> ● Rich, engaging and varied learning experiences and positive learning environment including the use of outdoor spaces for learning beyond the classroom form a key part of the curriculum
Home learning	<ul style="list-style-type: none"> ● Children are expected and encouraged to read at home and practise spellings and multiplication tables where appropriate. ● Open-ended or reinforcement learning challenges are set each term. These could be literacy or numeracy focussed, but could also be focussed on developing their understanding of a topic. ● We use Atom Prime in Key Stage 2 as an additional resource to support basic maths, English and Science. ● We will encourage children who are persistently absent to complete additional homework to help close gaps in learning.
EYFS (See also the EYFS policy)	<ul style="list-style-type: none"> ● The Early Years Foundation Stage (EYFS) curriculum sets the standards for learning, development and care ● Enabling environments support engaging and varied learning opportunities within the EYFS including the use of indoor and outdoor spaces ● Opportunities are provided daily for children to follow their individual interests and to develop their learning in all areas. ● Utilise all opportunities to enrich the curriculum ● Where possible learning is delivered through playful opportunities ● Long, medium term and weekly plans are available on the Shared Drive ● Teachers develop opportunities for and facilitate highly meaningful sustained play which allows children to build on prior learning in all areas of their development. ● Teachers gradually introduce new concepts, skills and knowledge in short adult-led focused activities. ● Active and investigative approaches to learning are planned to provide children with a range of first hand learning experiences. <p>Assessment:</p> <ul style="list-style-type: none"> ● A continuous cycle of observation and assessment is used to plan challenging but achievable activities and experiences for all of our children ● Development Matters document is used to support teacher's observations and planning ● Baseline assessments are made on entry to EYFS and are completed within the first six weeks of school ● Regular observations form the main evidence for assessment and are used to monitor progress and plan the next steps ● Assessment evidence is gathered using observations, recorded outcomes, and information from parents ● The Early Learning Goals (ELG) set the standard for age related expectations at the end of reception ● End of EYFS judgements are made using the standards and national exemplification materials for each of the 17 areas of learning

	<ul style="list-style-type: none"> • Moderation with other schools, within the CAT's collaboration, supports the rigour of these judgements
Research and best practice	<p>Research and best practice drive the curriculum development. Some examples of this are:</p> <ul style="list-style-type: none"> • Rosenshines principles in action: Tom Sherrington • Maths mastery: https://www.ncetm.org.uk/ • Reading spine: Pie Corbett • Talk for Writing: Pie Corbett • P4C • Emotion Coaching: https://www.emotioncoachinguk.com/ • OFSTED research • Learning Challenge Curriculum guidance • EEF guidance and research
Monitoring and evaluation	<p>Monitoring and Evaluation - See Appendix 4</p> <ul style="list-style-type: none"> • Teaching and learning is monitored regularly (see M+E Schedule) • M&E activities link to key developments and support raising and maintaining standards. • M&E activities include observation, drop in, learning environment walks, work scrutiny, moderation and pupil dialogue. • Senior Leaders and subject leaders will also undertake full phase moderations of core subject books, marking and feedback and pupil workshops to inform the effectiveness of the curriculum. • Enquiry reports around a key question or line of enquiry are used to dig deeper into a specific area. • External CATS school peer reviews • Local Authority quality assurance

Assessment - (Further information see appendix 1 & 2)

We continually assess children as part of on-going teaching and learning cycle in order to inform next steps. This is known as 'assessment for learning' or formative assessment. In addition to this, we use summative assessments at the end of a piece of learning or term to take a snapshot of where children are in terms of their progress towards meeting end of year expectations.

In-school summative assessments

As part of our in-school summative assessment, we also assess pupils' depth of understanding against extended descriptors, which detail what a pupil is expected to know and be able to do, based on the National Curriculum descriptors and these are reported as STEPS, from Year 1. To track whether children are on track to reach expected or greater depth by the end of the year, teachers assess against coverage and understanding of the STEPS and report these three times a year onto our school information management system (SIMS). Formal tests form part of teacher assessments but are not used in isolation.

Quality Assurance is undertaken by Senior Leaders, as part of their monitoring, in order to benchmark assessments and give guidance to teachers about assessing accurately. STEPS are also moderated amongst staff as part of good practice within school and also with other schools.

Please see diagram below to explain which step children should have achieved by the end of Autumn, Spring and Summer Terms. The + denotes whether a child has achieved a greater depth understanding by the end of the year.

21 STEPS

Year Group	Autumn Term	Spring Term	Summer Term
R			3 or 3+
1	4	5	6 or 6+
2	7	8	9 or 9+
3	10	11	12 or 12+
4	13	14	15 or 15+
5	16	17	18 or 18+
6	19	20	21 or 21+

Pupil Progress Meetings

As part of the in-school summative assessments, discussions are held at Pupil Progress Meetings. The first part of these are data meetings held between teachers and headteacher to determine whether pupils are currently on track to achieve their targets and are making good progress.

The second part of this meeting is held between the Inclusion Manager and teachers who agree appropriate provisions to help pupils who are at risk of falling behind, to close the gaps and make accelerated progress.

These meetings take place three times a year but can be more often if the need arises.

CORE SUBJECTS

Assessment in reading

Reading assessment grids for each year group have been included in Pathways to Read for teachers to use as a tool to support assessment of groups or individuals. Each grid provides the whole year group curriculum on a single page for ease of reference.

Teachers will mark against objectives taught as to whether pupils are working within the expected standard, below or above and these grids are used to support making end of term assessments using our 21 Steps which are put onto our SIMS assessment system. (See Appendix 2 of example proforma).

Phonics

Phonics is assessed using a termly colour-coded tracking system in Year R, 1 & 2 linked to our Bug Club scheme. Year 1 are formally assessed in June using the phonics screening test. Any child who does not meet the threshold, retakes this test in Year 2. Children who still have not met the threshold are put on intervention/catch up programmes in Year 3.

Assessment in writing

Writing assessment grids for each year group have been included in Pathways to Write for teachers to use as a tool to support assessment of groups or individuals. Each grid provides the whole year group curriculum on a single page for ease of reference.

Teachers will mark against objectives taught as to whether pupils are working within the expected standard, below or above and these grids are used to support making end of term assessments using our 21 Steps which are put onto our SIMS assessment system. (See Appendix 2 of example proforma).

Assessment in Mathematics

End of unit assessments are carried out that link to coverage of White Rose Mastery maths. Usually these end of unit assessments will be from the previously taught White Rose unit to help teachers understand what learning has been embedded and what may need to be recapped. The data from these assessments then lead into the end of term STEPS assessments which show children who are working within the expected standard, below or above the standard.

Assessment in Science

Assessment in Science Teachers will assess science using the Learning Challenge objectives as end points for each unit. This information, alongside other formative assessments will provide a clear picture of how children are progressing within this subject

Assessment of Computing

We follow Teach Computing as our main scheme of work. Within that scheme there are assessment opportunities to ensure children are on track to meet expected outcomes. For example, every lesson includes formative assessment opportunities to ensure that misconceptions are recognised and addressed if they occur. They vary from teacher observation or questioning, to marked activities.

There is also a summative assessment after the end of each taught unit. This will enable teachers to make judgements about children's progress within computing whether they are on track to meet end of year expectations.

Assessment in Foundation Subjects

In History, Geography, DT and Art children are assessed at the end of each taught unit to check if they have secured the end learning points (as evidenced from the knowledge organisers). This is part of the 'Know it' section and spaced retrieval practice is one of the strategies used to check pupils' understanding and knowledge.

Assessment of non-core subjects is supported from work from floor books or online books which exemplify key knowledge skills and learning points for children against their curriculum expectations. These books/folders will contain evidence of cross-curricular work, art pieces, photographs of other artistic mediums, PE and DT and other work, for example. Additionally, each year group has developed 'portfolios' which evidence age related expectations in specific curriculum areas for that particular year.

Assessment of Religious Education

RE is assessed at the end of each unit based on the overarching question and subsequent learning objectives to evidence if children are working within the expectations for their year group.

Assessment of Music

These Music skills are assessed:

- Pulse and rhythm
- Pitch and singing
- Voice, instrument and ensemble
- Listening, moving and creating
- Interrelated dimensions of music
- Genres and world music

Tracking grids will show their level of understanding which will be completed termly by the teachers.

Assessment of MFL (French)

We follow Language Angels as our core scheme for modern foreign languages. Assessments are provided at the end of every unit and come with a mark scheme and create a uniform, easy-to-complete, fair, low pressure assessment opportunity. The software then calculates who is on target, below or above with five different level descriptors.

Appendix 1

Assessment - for full information, please see Feedback and Marking Policy

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks or highlighting of learning objectives. In addition, staff should praise children's efforts through a variety of school based reward systems such as positive comments, dojos, certificates, stickers etc in order to celebrate their learning.

Annotation	Meaning
✓	Tick correct in green pen
	Work which demonstrates that a pupil has met an element of success criteria, demonstrated a particular skill or achieved the intended outcome
	Dot by side of work or underline specific area = specific corrections. Think again: Work which needs further attention or displays an error or misconception (e.g. letter needing capitalisation, poor word choice, specific error in calculation etc)
W	Wish (either written or verbal) to indicate area needed to improve with some scaffolding provided by adult or how this might be achieved
VF	Verbal feedback given
CT/TA	Worked within a focus group with the class teacher or teaching assistant
Red, Amber, Green circles	Self- assessment from pupil. Green= fully understood Amber = I needed some help with this Red= I struggled with this and need to go over it again.
//	Paragraph break
^	Missing word(s)
Teacher Stamps	Teacher has seen my work and given feedback
Further symbols/ codes may be used in a manner which relates directly to success criteria used in the planning of written work.	

Appendix 2 Example whole class reading grid from Pathways to Read

Year 1	Reading - word reading	Reading - comprehension				
	<ul style="list-style-type: none"> Read aloud accurately books that are consistent with their developing phonic knowledge and do not require them to use other strategies to work out words Re-read these books to build up their fluency and confidence in work reading 	<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond independent reading Understand both the books they can already read accurately and fluently and those they listen to Participate in discussion about what is being shared in reading and link to own experiences, taking turns and listening to what others say Explain clearly what is being read 				
		Retrieval and sequence (1b and 1c)	Inference and prediction (1d and 1e)	Structure (1b)	Language choice (1a and 1b)	Make connections
	<p>Decode familiar and unfamiliar words using blending as the prime approach:</p> <ul style="list-style-type: none"> Use phonic knowledge to decode words Respond speedily with the correct sound to graphemes for all 48 phonemes (and alternative sounds for graphemes where applicable) Identify initial sounds in unfamiliar words. Recognise some letters in other positions. Blend sounds in unfamiliar words containing GPCs that have been taught Blend phonemes to read CVC words Blend phonemes to read CCVC and CVCC words Blend and segment sounds in consonant clusters and use this knowledge in reading Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings Read other words of more than one syllable that contain taught GPCs Read words with contractions and understand that the apostrophe represents the omitted letters <p>Key reading skills:</p> <ul style="list-style-type: none"> Expect written text to make sense Re-read to clarify meaning Correct inaccurate reading Read aloud fluently with attention to a range of punctuation (reading words without overt sounding and blending) Check print detail carefully, saying a word slowly and running a finger under to check the phonemes Make 1 to 1 correspondence between written and spoken words Track visually without finger pointing 2 or 3 lines of print on a page Re-read with improved expression attending to fluency and phrasing (put words together so they sound like talking) Distinguish between a word, letter and a space Take more note of punctuation to support the use of grammar and oral language rhythms (voice down at the end of a sentence) <p>Poetry:</p> <ul style="list-style-type: none"> Recite poems and rhymes by heart <p>Perform in unison, following the rhythm and rhyme</p> <p>Initiate and invent actions</p>	<p>Some simple points from familiar texts recalled:</p> <ul style="list-style-type: none"> Re-tell key stories, fairy stories and traditional tales Recognise and join in with predictable phrases <p>Sequencing a simple story or event and use this to re-read and retell</p> <p>Identify main events or key points in texts</p> <ul style="list-style-type: none"> Draw on what they already know or on background information or provided by the teacher to understand books <p>Identify the main character in a story or the subject of a non-fiction text</p> <p>Talk about the themes and characteristics of simple texts becoming familiar with key stories, fairy stories and traditional tales</p> <p>Answer literal/ inferential questions about the text</p>	<p>Make inferences at a basic level:</p> <ul style="list-style-type: none"> Discuss the significance of the title and events <p>Discuss the start and title of a book</p> <p>Show an understanding of the elements of a story such as character, setting, events</p> <ul style="list-style-type: none"> Make predictions on the basis of what has been read so far <p>Predict events and endings and how characters will behave</p> <p>Look through a variety of fiction and non-fiction texts with growing independence to predict content, layout and story development</p> <ul style="list-style-type: none"> Make inferences on the basis of what is said and done <p>Give some reasons why things happen or characters change</p> <p>Begin to express a view and use evidence in the text to explain reasons</p> <p>Make simple deductions with prompts and help from the teacher (e.g. what in the text suggests that A is not very happy? What does this tell us about how A is feeling?)</p>	<p>Some awareness of meaning of simple text features:</p> <ul style="list-style-type: none"> Discuss the significance of the title of a non-fiction and fiction book <p>Distinguish between fiction and non-fiction texts</p> <p>Understand the way that information texts are organised and use this when reading simple texts</p> <p>Understand and use comedy terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line</p>	<p>Simple connection on author's use of vocabulary, on preference and identify basic features of texts:</p> <ul style="list-style-type: none"> Comment on the title of the text and how this links with the main events Draw on vocabulary provided by the teacher to understand books <p>Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases</p> <p>Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, see it to turn</p> <ul style="list-style-type: none"> Discuss word meanings, linking new meanings to those already known <p>With support pick out some key words in a text e.g. Find a word that tells us how the character is feeling, find a word that tells us about the house...</p>	<p>Begin to make links to social, historical and cultural traditions:</p> <ul style="list-style-type: none"> Become very familiar with key stories, fairy stories and traditional tales and consider their particular characteristics <p>Return to favourite books and rhymes to be re-read and enjoyed</p> <p>Choose and talk about a favourite book from a selection</p> <ul style="list-style-type: none"> Be encouraged to link what they read or hear read to their own experiences <p>Notice relationships between one text and another</p> <p>Comment and compare interesting or enjoyable aspects of books</p> <p>Say how they feel about stories and poems during and after reading</p>

[Reading Assessments Grids Link](#)

[Writing Assessments Grids Link](#)

Appendix 3 - Guidance on children's books

EYFS

Subject	Books
Learning Journey	Black A4 sketch books
Reading	Yellow reading records
Music ICT PE/ motor skills	Online books

Key Stage 1

Subject	Books	Floor Books
Reading	Yellow Reading Records	
Phonics/ Spelling	Blue spelling books Language Skills book Purple A5 lined	
Writing	yr1 A4 ½ plain ½ lined 15mm yr1 A4 lined full page 10mm yr2 A4 lined purple cover 8mm Green vocabulary books Handwriting books - red cover	
Maths	Blue A4 yr1 first book plain yr1 squares 15mm yr2 squares 10mm with maths covers	
Science	yr2 Green A4 (lined?)	
Art	Sketch books (Y1-Y6)	
History/Geography (yr1 science too)	Learning Challenge Books A4+ Yellow cover plain?	
DT		
PSHE & CJ RE	A4 green 8mm lines	Class floor books
Music Computing PE		Class online books
Contact book for home	any colour / cut down book	

Key Stage 2

Subject	Books	Floor Books
Reading	Green Reading Records purple file - not needed Purple A5 8mm lined	
Writing	A4 lined purple cover 8mm with jacket Green vocabulary books Handwriting books - purple	
SPAG	No separate books - evidence in writing books	
Maths	Blue A4 squares 10mm with maths covers	
Music Computing PE		Class online books
Science	A4 green 8mm lined with jacket	
Art	Sketch books	
PHSE & CJ		Class floor books
RE	A4 8mm red	
MFL	Folder - red?	
History/Geography	Yellow A4 8mm lined with book jacket (Learning Challenge)	
DT		

Highlighted books go up to next class Except for year 3 to 4 vocabulary books, new ones for yr4

Appendix 4 - Monitoring of Teaching and Learning Observation Record

<p>Teacher:</p> <p>Date:</p> <p>Subject monitored:</p> <p>Leadership conducting the monitoring:</p>	
<p>Lesson observations</p>	
<p><i>Revisit/ review</i></p> <p><i>How well does the teacher:</i></p> <p><i>Enable pupils to make connections</i></p> <p><i>Allow for spaced retrieval practice</i></p> <p><i>Promote a shared understanding</i></p> <p><i>Help children to know and remember more by applying the science of memory strategies.</i></p> <p><i>Are the above strategies enabling children to know and remember more?</i></p>	

Teach

How well does the teacher:

- *Model strategies*
- *Narrate thought processes*
- *Teach small steps of learning*
- *Use scaffolds well to support understanding where needed*
- *Apply productive questioning*
- *Encourage active participation*
- *Teach for misconceptions (know what the common misconceptions are and plan to address these)*
- *Explain what something is and what something isn't*
- *Promote daring classrooms: a safe space to learn and make mistakes*

Are the above strategies enabling children to know and remember more?

Practise

How well does the teacher:

- *Allow for opportunities for Guided Practice (scaffolds)*
- *Plan well for scaffolds to allow accessibility and success*
- *Is there evidence that this is leading to independent practice (fluency)?*
- *Enable children to construct meaning actively: say it, think it, teach it.*
- *Identify and challenge early graspers*
- *Promote intelligent practice (noticing and making links)*

Are the above strategies enabling children to know and remember more?

Apply

How well does the teacher promote varied fluency?

- *Showing examples and non-examples*
- *Providing different contexts (real life)*
- *New contexts not yet experienced across the curriculum*
- *Compare, contrast, categorise to build schema*
- *Telling the story*
- *Providing goal free problems*

Are the above strategies enabling children to know and remember more?

Assess

How well does the teacher:

- *Use excellent questioning (live, current, purposeful, active, probing)*
- *Provide positive constructive feedback*
- *Enable children to feedback (use of peer assessment where appropriate)*
- *Enable children to construct meaning actively: (say it, think it, teach it).*
- *Check for understanding*
- *Promote metacognition (self-evaluation)*
- *Check for misconceptions (rather than just for mistakes)*
- *Check children understand. Task completion does not always equate to learning.*
- *Give time for children to respond and think.*

Are the above strategies enabling children to know and remember more?

Pupil conversations/ interview (include any work completed within the lesson as a basis for discussions where applicable)

<p>Range of questions could include:</p> <p><i>How well have pupils understood the learning in the lesson? Are they able to demonstrate this?</i></p> <p><i>Can pupils explain what they have learned?</i></p> <p><i>What did the teacher do in the lesson to help you understand this?</i></p> <p><i>Did you learn anything yesterday, last week, in a lesson before that has helped you with your learning today?</i></p>	
<p>Staff conversation/ interview</p>	
<p>Range of questions could include:</p> <p>Tell me where this lesson sits in the learning sequence. Why did you choose to do....? How have you enabled all groups of pupils to access this lesson?</p> <p>What needs to happen next for these pupils? What learning do you believe has taken place today and how can you evidence that? What support would you need from the subject leader to develop your excellence even further?</p>	
<p>Monitoring of wider subjects</p> <p><i>Where applicable, when monitoring teaching and learning across the wider curriculum, how well has this lesson enabled children to develop knowledge, skills, vocabulary?</i></p>	
<p>What has worked well in this lesson?</p>	
<p>What needs to improve?</p>	

