

Ambler

Primary School and Children's Centre

Policy

Teaching and Learning

October 2015



Next review with the Development and Learning Committee: October 2016

This policy is subject to on-going change and will be updated as and when required.

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1. Mission statement

All staff at Ambler Primary School promote a passion for learning by providing pupils with a learning environment that is engaging, exciting, positive and enjoyable.

Pupils at Ambler are continuously encouraged to develop lifelong learning behaviours: viewing themselves as learners, understanding how they, as individuals, learn best and always striving to reach their fullest potential.

Staff deliver lessons which are: thoroughly planned after considered reflection, personalised, holistic and tailored to the needs of the individual, the group and the whole class.

2. School ethos

At Ambler, all pupils and staff strive to 'Achieve More'. All staff believe that every individual pupil can and will achieve the most that they possibly can and will fulfil their potential academically, socially and emotionally. There are many values underpinning and supporting the desire and ability to 'achieve more' and all staff model, discuss and engender these values in / with the pupils they work with:

Determination
Resilience
Enthusiasm
Ambition
Motivation
Self-belief

3. Teaching rubric

Adults:	Pupils:
ENVIRONMENT	
<ul style="list-style-type: none"> Promote the learning environment to support pupils' independent thinking / learning. Make good use of interactive displays, working walls & pupils' work. Display and utilise key vocabulary to support learners. Keep rooms tidy and well organised in order that learning time is maximised. 	<ul style="list-style-type: none"> Contribute to the learning environment with their own ideas or work (including work from home). Independently utilised the environment and resources to improve their learning or work.
LEARNING INTENTIONS / SUCCESS CRITERIA	
<ul style="list-style-type: none"> Make clear the learning intentions for the lesson by 'unpicking' and contextualising. Accurately break down and clarify how to achieve the learning objectives (success criteria). Ensure the SC is skills based and shows clear differentiation or personalisation. Make links with previous and subsequent learning. Return to LI and SC at purposeful points throughout the lesson. Use the LI / SC to drive the learning throughout the lesson. 	<ul style="list-style-type: none"> Explain clearly what they are learning and how best they can achieve their LI. Independently use LI or SC to support their learning. Articulate links to previous and future learning and can apply previous learning to new and different contexts.
MODELLING	
<ul style="list-style-type: none"> Explain, demonstrate and model effectively, using appropriate resources, so that pupils are clear about what they are expected to learn and what successful learning outcomes will look like. Model good use of spoken English and expect pupils to speak in full sentences and repeat / extend responses as appropriate. 	<ul style="list-style-type: none"> Use modelled or shared good work to shape their own. Take part in the modelling process by contributing ideas and asking effective questions.
INTERACTIVE TEACHING	
<ul style="list-style-type: none"> Provide pupils with opportunities to practise learning before they work independently. Check pupils' learning and address misconceptions prior to independent work. Structure and 'chunk' the lesson in a way that best supports pupils' learning. 	<ul style="list-style-type: none"> Pupils have an opportunity to rehearse, try and repeat - for example through partner work - what the adult has modelled, before they work independently. Ask and answer questions to clarify their understanding and / their misconceptions.
PUPIL PARTICIPATION	
<ul style="list-style-type: none"> Have high expectations of pupil participation and use a range of methods to ensure <i>all</i> pupils are participating in the lesson. Persist with questioning, rephrasing where necessary, knowing that each child has an answer or a <i>better</i> answer. Deploy a range of question types (including targeted questions) to maximise pupil participation. Ensure there is an appropriate balance of pupil / adult talk. Facilitate pupils' learning by asking rather than telling (where appropriate). 	<ul style="list-style-type: none"> Answer questions confidently and enter into a dialogue to extend thinking with peers and adults. Ask questions and show an eagerness to learn. Are always prepared to respond to questions and offer their ideas knowing that if they're not 'right' it doesn't matter as the culture is that we learn from our mistakes.
ASSESSMENT	
<ul style="list-style-type: none"> Make effective use of assessment opportunities before and during the lesson and of pupils' prior learning. Ensure next steps (from previous lessons) are 'active' or adhered to in the current lesson. Respond effectively to misconceptions, errors and difficulties to extend pupils' understanding and learning and the planning of next steps is adapted. Give pupils opportunities to reason about, reflect on and explain their learning. Mark pupils' work effectively and give children time to respond to marking. Ask a wide range of questions throughout the lesson, probing and extending pupils' understanding, learning and progress. Link learning to pupils' targets and explain this effectively to pupils. 	<ul style="list-style-type: none"> Can state confidently and clearly what they have learned during a lesson or a set of lessons. Ask, as well as answer, questions and show an eagerness to learn. Monitor – and can discuss - their own progress during a lesson using success criteria or targets. Reflect and self- evaluate, not only on what learned but what helped them to learn and what they need to do next. Pupils are clear about, and can discuss, the next steps / areas of concern in their learning. Pupils can articulate how competently they are learning during a lesson and understand what they need to do to improve. Improve work through self-assessment and / or next steps.
PLENARY AND MINI PLENARIES	
<ul style="list-style-type: none"> Relate plenaries to the lesson's or the week's objectives and reinforce and check learning effectively. Use plenaries to identify next steps in learning and to further challenge pupils or contextualise learning. Use plenaries as an opportunity to deal with misconceptions, possibly impacting on the direction of the learning within the lesson or within future lessons. 	<ul style="list-style-type: none"> Use plenaries to ascertain how well their work and learning meets the LI and SC Reflect on their work accurately – identifying where they have had misconceptions or difficulty. Carry out reliable, fair and rigorous self and peer assessment – identifying where and how they have or haven't met today's LI and / or SC.
PRAISE AND LEARNING BEHAVIOURS	
<ul style="list-style-type: none"> Make positive and very specific comments about learning, behaviour and pupils' improvements to engage and motivate e.g. 'That was a great adjective, well done.' Encourage pupils to develop resilience and perseverance when faced with challenging work and to utilise all the DREAMS behaviours when working (determination, resilience, enthusiasm, ambition, motivation, self-belief). 	<ul style="list-style-type: none"> Demonstrate a commitment to their learning and can discuss what type of learner they are and how best they learn. Believe that enthusiasm and determination (along with the other DREAMS behaviours) will lead to success. Show a mature attitude to collaborative learning: listening to others' opinions and expressing their own ideas sensibly. Understand their preferred ways of learning and are able to select appropriate strategies for completing tasks where appropriate.
PUPIL ENGAGEMENT, CHALLENGE & USE OF ICT	
<ul style="list-style-type: none"> Challenge all pupils, regardless of their ability, effectively throughout the lesson. Provide opportunities for all pupils to 'extend' their learning or apply it in a different context. Provide choice on the 'level' of work pupils complete in appropriate contexts. Use a range of strategies and resources to engage and inspire pupils. Provide learning opportunities that ensure pupils (in all ability groups) are not habitually getting all of the work 'right'. Use ICT to enhance learning meaningfully. Deploy a range of ICT resources where appropriate, to enrich and support pupils' learning. 	<ul style="list-style-type: none"> Enjoy their learning, are motivated and show a desire to produce the best outcomes. Can work intently on challenging work with distracting themselves or others. Consistently produce an appropriate volume of work. Go beyond the set task or extend scope of own learning both in school and at home. Can make links with future learning and can identify own challenges. Where appropriate, carry out independent research effectively using a range of media. Demonstrate a good knowledge and depth of understanding the use of ICT.
DIFFERENTIATION AND RESOURCES	
<ul style="list-style-type: none"> Ensure work is well matched to different pupils' stages of learning and moves them on effectively. Ensure pupils with different levels of attainment are challenged appropriately. Target pupils from different ability groups with tailored questions. Provide resources appropriate to the learning, task and ability of pupils. Provide differentiation through support, task, outcome and resource. 	<ul style="list-style-type: none"> Carry out independent research effectively using a range of media and demonstrate a depth of understanding. Go beyond set tasks both in school and at home to extend their learning. Complete work unaided.
PROGRESS AND FOCUS PUPILS	
<ul style="list-style-type: none"> Can identify, with clear evidence that pupils have made progress as a result of the lesson. Ensure all groups of pupils have made good progress within the lesson. Work effectively with focus pupils throughout the lesson. Have a full understanding of how <i>all</i> pupils have progresses throughout the lesson as well as focus pupils. Discuss and articulate with pupils throughout and at the end of lessons, the progress that they have made. 	<ul style="list-style-type: none"> Actively seek to improve on previous performance and work constructively towards their targets. Will evaluate their work against agreed criteria and identify areas for improvement. Are ambitious and work diligently to achieve the highest standards Can discuss and articulate the progress they have made over time, as well as during individual lessons.
ADDITIONAL ADULTS	
<ul style="list-style-type: none"> Are clear about their roles and of the content, direction and intended outcomes of the lessons. Work with a focus pupil / group of focus pupils and tailor provision to ensure all pupils access the learning. Demonstrate sound knowledge of the pupils they work with; their needs and their levels of attainment. (Teachers) make effective use of any additional adult support. 	<ul style="list-style-type: none"> Reflect upon their learning with all adults independently or through targeted questioning.
TIME MANAGEMENT	
<ul style="list-style-type: none"> Effectively manage and organise time to maximise teaching and learning. Demonstrate appropriate levels of pace throughout the lesson. 	<ul style="list-style-type: none"> Manage their own time effectively by starting work promptly and producing an appropriate volume and quality of work consistent with their ability.

4. Teaching rubric grid

Good		Outstanding	
ENVIRONMENT & RESOURCES			
<p>Adults:</p> <ul style="list-style-type: none"> Keep rooms tidy and well organised in order that learning time is maximised. Refer to and add to displays frequently during lessons to enhance progress Ensure key vocabulary is accessible and promoted 	<p>Pupils:</p> <ul style="list-style-type: none"> Contribute to the learning environment with their own ideas or work (including work from home) 	<p>Adults:</p> <ul style="list-style-type: none"> Provide tailored, well planned resources to support learning and meet the needs of groups and individuals Ensure classroom displays are an integral to learning and show this practice is deeply embedded 	<p>Pupils:</p> <ul style="list-style-type: none"> Independently make good use of interactive displays around the classroom Utilise key vocabulary to support learning Select and tailor resources independently
LEARNING OBJECTIVES AND SUCCESS CRITERIA			
<p>Adults:</p> <ul style="list-style-type: none"> Explain LI/SC clearly and refer back to it throughout the lesson Provide a SC that breaks down LI effectively Ensure the SC is skills based and shows clear differentiation or personalisation Make links with previous and subsequent learning 	<p>Pupils:</p> <ul style="list-style-type: none"> (Most) Explain clearly and accurately – and often in their own words what they are learning 	<p>Adults:</p> <ul style="list-style-type: none"> Make clear the LI/SC for the lesson by 'unpicking' and contextualising – often giving pupils an opportunity to practise Return to LI and SC at purposeful points throughout the lesson Use the LI / SC to drive the learning throughout the lesson. 	<p>Pupils:</p> <ul style="list-style-type: none"> (All) Use LI/SC independently and can articulately discuss what they are learning / how well they are learning May have shaped or developed LI/SC themselves Articulate links to previous and future learning
MODELLING & TEACHING			
<p>Adults:</p> <ul style="list-style-type: none"> Model the thinking process alongside written modelling Involve pupils in the modelling process – allowing their ideas to be incorporated into the learning 	<p>Pupils:</p> <ul style="list-style-type: none"> Are part of the modelling process and as a result their independent work is more successful and of the highest quality 	<p>Adults:</p> <ul style="list-style-type: none"> (All staff) Are actively engaged and involved in modelling process Explain, demonstrate and model effectively, using appropriate resources Vary style of modelling to suit purpose of teaching Ensure modelling has a significant impact on pupils' work by referring to it throughout the lesson Model good use of spoken English 	<p>Pupils:</p> <ul style="list-style-type: none"> Are clear about what they are expected to learn and what successful learning outcomes will look like Use modelled or shared good work to shape their own Take part in the modelling process by contributing ideas and asking effective questions Are encouraged to speak in full sentences and repeat / extend responses as appropriate
INTERACTIVE TEACHING AND PUPIL PARTICIPATION			
<p>Adults:</p> <ul style="list-style-type: none"> Break learning down effectively into 'chunks' to prepare pupils for independent work Give pupils opportunities to rehearse and practise learning before working independently Use talk partners effectively Ensure there is an appropriate balance of teacher / pupil talk 	<p>Pupils:</p> <ul style="list-style-type: none"> Practise and rehearse learning and as a result produce work of a higher quality when working independently Are interested in / motivated by learning and have a defined role in the lesson 	<p>Adults:</p> <ul style="list-style-type: none"> Scaffold learning effectively to support progress Ensure learning and progress are maximised through rehearsal, discussion & collaboration at timely points throughout the lesson Check pupils' learning and address misconceptions prior to independent work Have high expectations of pupil participation and use a range of methods to ensure all pupils are participating in the lesson 	<p>Pupils:</p> <ul style="list-style-type: none"> Have an opportunity to rehearse, try and repeat - for example through partner work - what the adult has modelled, before they work independently Ask and answer questions to clarify their understanding and / their misconceptions Are always prepared to respond to questions and offer their ideas
ASSESSMENT			
<p>Adults:</p> <ul style="list-style-type: none"> Base tasks on prior assessments Make effective use of assessment opportunities before and during the lesson and of pupils' prior learning Ask a range of questions throughout the lesson Ensure next steps (from previous lessons) are 'active' or adhered to in the current lesson Mark pupils' work effectively and give children time to respond to marking 	<p>Pupils:</p> <ul style="list-style-type: none"> Are clear about their next steps Respond to marking appropriately Engage in purposeful peer / self-assessment 	<p>Adults:</p> <ul style="list-style-type: none"> Facilitate pupils' learning by asking rather than telling Persist with questioning, rephrasing where necessary, knowing that each child has <i>an</i> answer or a <i>better</i> answer Give pupils opportunities to reason about, reflect on and explain their learning Ask a wide range of questions, probing and extending pupils' understanding, learning and progress Link learning to pupils' targets and explain this effectively to pupils 	<p>Pupils:</p> <ul style="list-style-type: none"> Can state confidently and clearly what they have learned during a lesson or a set of lessons. Monitor – and can discuss - their own progress during a lesson using success criteria or targets. Reflect and self- evaluate, not only on what learned but what helped them to learn and what they need to do next Ask questions Respond appropriately to marking and can articulate their 'mistakes' and or their next steps

PLENARY & MINI PLENARY

<p>Adults:</p> <ul style="list-style-type: none"> • Use plenaries to develop, review, contextualise learning • Use mini plenaries effectively to assess pupils' learning • Relate plenaries to the lesson's or the week's objectives and reinforce and check learning effectively 	<p>Pupils:</p> <ul style="list-style-type: none"> • Use plenaries to ascertain how well they are learning and what they need to do next • Engage articulately about their learning / next steps 	<p>Adults:</p> <ul style="list-style-type: none"> • Plenaries are used effectively to shape / enhance pupils' learning and progress • Use plenaries as an opportunity to deal with misconceptions, possibly impacting on the direction of the learning within the lesson or within future lessons 	<p>Pupils:</p> <ul style="list-style-type: none"> • Use plenaries to ascertain how well their work and learning meets the LI and SC • Reflect on their work accurately – identifying where they have had misconceptions or difficulty • Carry out reliable, fair and rigorous self and peer assessment
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PRAISE AND LEARNING BEHAVIOURS

<p>Adults:</p> <ul style="list-style-type: none"> • Use praise continuously to motivate and reward pupils • Engage pupils in dialogue about their learning • Provide opportunities for pupils to use Ambler's values 	<p>Pupils:</p> <ul style="list-style-type: none"> • Discuss learning articulately and independently • Show responsibility in their learning • Are assessment literate • Identify behaviours or values that have helped them achieve 	<p>Adults:</p> <ul style="list-style-type: none"> • Make positive and very specific comments about learning, behaviour and pupils' improvements to engage and motivate adjective, well done • Encourage pupils to develop resilience and perseverance when faced with challenging work and to utilise all the DREAMS behaviours when working 	<p>Pupils:</p> <ul style="list-style-type: none"> • Demonstrate a commitment to their learning and can discuss how best they learn. • Believe that enthusiasm and determination (along with the other DREAMS behaviours) will lead to success • Show a mature attitude to collaborative learning: listening to others' opinions and expressing their own ideas sensibly
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PUPIL ENGAGEMENT, CHALLENGE AND USE OF ICT

<p>Adults:</p> <ul style="list-style-type: none"> • Provide opportunities for all pupils to 'extend' their learning or apply it in a different context • Use a range of strategies and resources to engage and inspire pupils • Use resources and their 'manner' to engage pupils • Deploy a range of ICT resources where appropriate, to enrich and support pupils' learning 	<p>Pupils:</p> <ul style="list-style-type: none"> • Consistently produce an appropriate volume of work • Consistently produce work of an appropriate quality • Further their learning through the use of ICT 	<p>Adults:</p> <ul style="list-style-type: none"> • Challenge all pupils, regardless of their ability, effectively throughout the lesson • Provide learning opportunities that ensure pupils (in all ability groups) are not habitually getting all of the work 'right' • ICT is incorporated fully into the lesson and is used to by both pupils and the adult to enhance learning 	<p>Pupils:</p> <p>Enjoy their learning, are motivated and show a desire to produce the best outcomes.</p> <ul style="list-style-type: none"> • Can work intently on challenging work with distracting themselves or others • Identify own challenges • Make accelerated progress as a result of the use of ICT
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DIFFERENTIATION AND RESOURCES

<p>Adults:</p> <ul style="list-style-type: none"> • Accurately match learning to the needs of individuals and groups • Target pupils from different ability groups with tailored questions 	<p>Pupils:</p> <ul style="list-style-type: none"> • Can complete work unaided • Select work of the 'right' level if given a choice 	<p>Adults:</p> <ul style="list-style-type: none"> • A range of differentiation is seen e.g. task, outcome, resource, support, targeted questions; engendering personalisation 	<p>Pupils:</p> <ul style="list-style-type: none"> • Can work independently as a result of differentiated work or a range of supportive resources (human or physical) • Select (appropriately) challenging work when given a choice
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PROGRESS & FOCUS PUPILS

<p>Adults:</p> <ul style="list-style-type: none"> • Groups or individuals are supported effectively by adults 	<p>Pupils:</p> <ul style="list-style-type: none"> • (all) Pupils make good progress as a result of the lesson • Focus groups are supported effectively and make accelerated progress 	<p>Adults:</p> <ul style="list-style-type: none"> • Work effectively with focus pupils throughout the lesson • Have a full understanding of how <i>all</i> pupils have progressed throughout the lesson as well as focus pupils • Discuss and articulate with pupils the progress that they have made 	<p>Pupils:</p> <ul style="list-style-type: none"> • (all) Pupils make good or better progress as a result of the lesson • Actively seek to improve on previous performance and work constructively towards their targets • Are ambitious and work diligently to achieve the highest standards
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ADDITIONAL ADULTS

<p>Adults:</p> <ul style="list-style-type: none"> • Work with a focus group • Show sound knowledge of planning / lesson direction 	<p>Pupils:</p> <ul style="list-style-type: none"> • Access the learning more easily as a result of adult support 	<p>Adults:</p> <ul style="list-style-type: none"> • Are purposefully involved in all parts of the lesson • Demonstrate sound knowledge of the pupils they work with; their needs and their levels of attainment • Plan, in advance, resources, questions or tasks to support 	<p>Pupils:</p> <ul style="list-style-type: none"> • Reflect upon their learning with all adults independently or through targeted questioning • Make considerable improvements in learning as a results of engage effectively with all adults
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TIME MANAGEMENT

<p>Adults:</p> <ul style="list-style-type: none"> • Prepare lessons well and deliver them with a good pace • Ensure the lesson moves swiftly through 'key parts' including mini plenaries 	<p>Pupils:</p> <ul style="list-style-type: none"> • Learn constantly, throughout a lesson and are never given an opportunity to 'be idle' or 'wait' 	<p>Adults:</p> <ul style="list-style-type: none"> • Manage time effectively allowing pupils time to reflect on their learning and consider their own next steps 	<p>Pupils:</p> <ul style="list-style-type: none"> • Manage their own time effectively by starting work promptly and producing an appropriate volume and quality of work consistent with their ability.
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5. OFSTED teaching and learning guidance January 2015

Ofsted Quality of teaching (school inspection handbook Jan 2015).

Teaching / teachers should:

1. Promote learning and raise pupils' achievement.
2. Be understood to include teachers' planning and implementing of learning activities.
3. Include the setting of appropriate homework across the whole curriculum.
4. Be linked to marking, assessment and feedback.
5. Include activities within and outside the classroom, such as additional support and intervention.
6. Take account of evidence of pupils' learning and progress over time.
7. Not simply be an aggregation of the grades awarded following lesson observations.
8. Consider the extent to which the 'Teachers' Standards' are being met.
9. Show evidence on how well children are engaged in lessons, acquire knowledge and learn well.
10. Evaluate the use of, and contribution made by, teaching assistants.
11. Engage and include all pupils, with work that is challenging enough and that meets their individual needs, including for the most able pupils.
12. Show that pupils' responses demonstrate sufficient gains in their knowledge, skills and understanding, including of literacy and mathematics.
13. Monitor pupils' progress in lessons and use the information well to adapt their teaching.
14. Use questioning and discussion to assess the effectiveness of their teaching and promote pupils' learning
15. Use assessment frequently and accurately to set relevant work in subsequent lessons
16. Enable pupils understand well how to improve their work
17. Teach children well so that they are properly prepared for the next stage in their learning, including in the Early Years Foundation Stage where the development of their communication, language and literacy skills must equip them well for Key Stage 1.
18. (Not) Show all aspects pupils' engagement, interest, concentration, determination, resilience and independence, in a single observation.

OUTSTANDING	GOOD
<p>Much of the teaching in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll, including disabled pupils, those who have SEN, those for whom the pupil premium provides support and the most able, are making rapid and sustained progress.</p>	<p>Teaching in most subjects, including English and mathematics, is usually good, with examples of some outstanding teaching. As a result, most groups of pupils on roll in the school including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able, make good progress and achieve well over time.</p>
<ul style="list-style-type: none"> • Teachers have consistently high expectations of all pupils • Teachers plan and teach lessons that enable pupils to learn exceptionally well across the curriculum • Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning • Teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum • Teachers and other adults authoritatively impart knowledge to ensure students are engaged in learning and generate high levels of commitment to learning across the school • Consistently high quality marking and constructive feedback from teachers ensure that pupils make rapid gains • Teachers use well-judged and often imaginative teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, match individual needs accurately as a consequence, pupils learn well across the curriculum 	<ul style="list-style-type: none"> • Teachers have high expectations. • They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum • Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning • Reading, writing, communication and mathematics are taught effectively • Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged • Teachers assess pupils' learning and progress regularly and accurately at all key stages, including in the early years FS • Teachers ensure that pupils know how well they have done and what they need to do to improve • Effective teaching strategies, including setting appropriate homework and appropriate targeted support and intervention are matched well to most pupils' individual needs, including those most and least able, so that pupils learn well in lessons

6. Assessment

On-going assessments

All staff working with groups of pupils, individuals or a whole class make day to day assessments of the pupils' learning using a variety of strategies including but not exclusively: questioning, shared modelling, whiteboard white, plenaries and mini plenaries, partner talk, use of targets and success criteria and marking. Lessons and subsequent lessons are adapted and tailored according to the information gleaned from these types of assessments to ensure that gaps in learning are filled, misconceptions are addressed and further challenge is provided.

Formal assessments

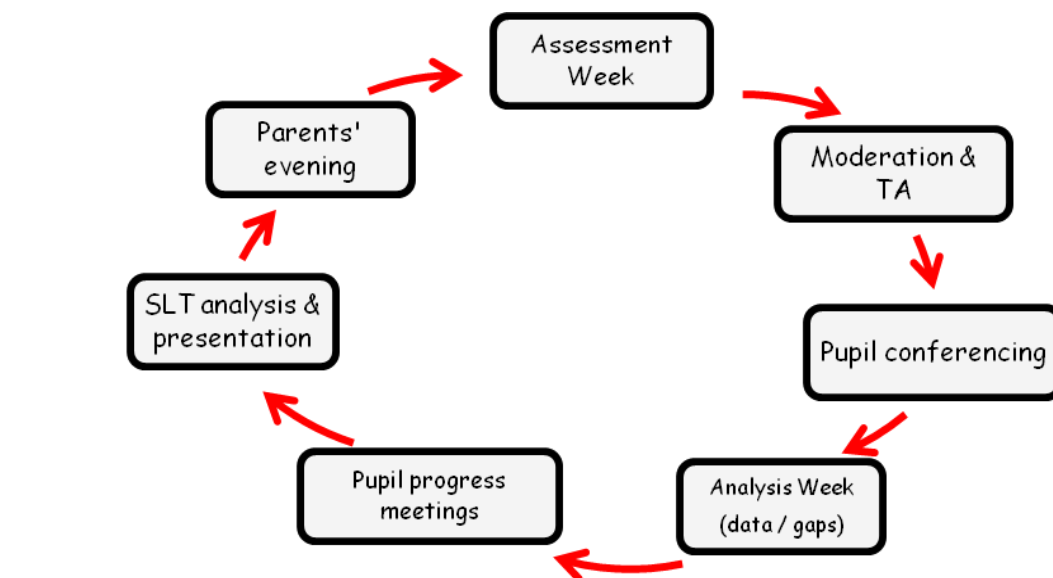
Formal assessments are carried out 3 times in an academic year, usually around the October, February and May half terms. Assessments are made in reading, writing and mathematics using the following method / papers:

	Autumn assessment point	Spring assessment point	Summer assessment point
Y1	Reading: teacher assessments Writing: teacher assessments Maths: teacher assessments	Reading: teacher assessments Writing: teacher assessments Maths: teacher assessments	Reading: teacher assessments Writing: teacher assessments Maths: teacher assessments
Y2*	Reading: Y2 2007 paper Writing: School set task Maths: Y2 2007 paper	Reading: Y2 2003 paper Writing: Y2 2003 paper Maths: Y2 2003 paper	Reading: Y2 2009 paper Writing: School set task Maths: Y2 2009 paper
Y3	Reading: Y3 2006 paper Writing: School set task Maths: Y2 2007 paper	Reading Y3 2003 paper Writing: School set task Maths: Y3 2003 paper	Reading: Y3 2006 paper Writing: School set task Maths: Y3 2006 paper
Y4	Reading: Y4 2006 paper Writing: School set task Maths: Y3 2003 paper	Reading Y4 2003 paper Writing: School set task Maths: Y4 2003 paper	Reading: Y4 2006 paper Writing: School set task Maths: Y4 2006 paper
Y5	Reading: Y5 2006 paper Writing: School set task Maths: Y4 2003 paper	Reading Y5 2003 paper Writing: School set task Maths: Y5 2003 paper	Reading: Y5 2006 paper Writing: School set task Maths: Y5 2006 paper
Y6	Reading: Y6 2010 paper Writing: School set task Maths: Y6 2010 paper	Reading Y6 2011 paper Writing: School set task Maths: Y6 2011 paper	Reading: Y6 SATs paper Writing: Y6 SATs paper Maths: Y6 SATs paper

**Y2 papers from the variety of years, may be 'swapped around'*

Assessment cycle

Each period of assessment covers 3-4 weeks and includes:



7. Cognitive acceleration – Let's think Approach

The Let's Think approach raises the intelligence of pupils by improving their thinking processes. It is a Piagetian programme that draws on the research of Vygotsky and focuses on questioning, collaborative work, problem solving, independent learning, metacognition and challenge

At Ambler, teachers are trained in delivering discreet Let's Think lessons. They use CPD time to analyse the features and strategies used within these lessons and consider how best they can be embedded into 'every day' lessons and general classroom practice. These features / strategies include:

- Mixed ability groupings
- Collaborative learning
- Changing your mind
- Being influenced by the opinions of others
- Reflecting on your own learning
- Analytical thinking
- Metacognition
- Pushing pupils to the edge of their learning
- Higher order questioning
- Investigative / open questioning
- Using an agenda rather than learning intentions
- Facilitators not teachers
- No praise or indication that an answer is right or wrong

8. Pupil participation

Pupil participation is a crucial part of the teaching and learning policy. Teachers and other adults have the highest expectations of pupil participation and use a range of methods, at different times, to ensure all pupils are participating fully in the lesson including, but not limited to:

- Talk partners
- No hands up
- Random pupil selectors
- Targeted questions

All pupils are always prepared to respond to questions and offer their ideas. Teachers and other adults do not accept a 'non response' such as 'I don't know' and will ask for better responses where appropriate and necessary by:

- Further partner talk
- Re-phrasing or careful scaffolding of the question
- Probing for additional information
- Creating a classroom ethos of 'everyone participates' and 'we can wait for your answer'
- Asking a child if they need additional thinking time or if they wish to discuss it with an additional adult or friend before coming back with a response

9. Classroom organisation

Tables are organised in a way that allows pupils to participate in group work (e.g. in 4s or 6s) whilst ensuring all pupils can see the front of the classroom and interactive whiteboard clearly. In most cases, a class of 30 will be organised into 5 groups of 6 pupils. Consideration is given to the seating arrangements for individuals who have additional needs e.g. a visual or hearing impairment.

For the majority of literacy and numeracy lessons, pupils are organised into ability groups with 4-6 pupils of a similar ability working at one table. In some instances, in some literacy and numeracy lessons, pupils will work in mixed ability groupings. For all guided reading lessons, pupils work in ability groups. For the majority of creative curriculum or foundation subject lessons, pupils work in mixed ability groupings.

Classrooms are kept tidy and good use is made of storage facilities. Pencil / pen holders are visible on all tables (in most year groups) ensuring pupils have all the equipment and resources they need for each lesson. In some classrooms whiteboards are stored on the tables; in others they are stored centrally. Tables are kept clear, other than the resources mentioned above or other items in order that pupils have sufficient space to work e.g. no piles of books on tables.

10. Core subject statements

English / literacy

Our curriculum is based on the new National Curriculum, which became statutory in September 2014. Knowledge, understanding and skills are taught daily within the English lesson. Lesson planning is guided by the Ambler Literacy Curriculum, which is modelled on the work of the 2014 National Curriculum and organisations such as the National Literacy Trust and the Centre for Literacy in Primary Education. Teachers plan in modules towards a longer writing outcome that is linked to reading, drama and other shorter writing tasks. There is a balance between fiction, non-fiction and poetry and an emphasis on whole texts rather than extracts and worksheets.

In our English lessons we aim:

- to enable children to speak clearly and confidently in Standard English, taking account of their listeners
- to encourage children to listen actively and to summarise the main points heard
- to develop their ability to reflect on their own and others' contributions, to build on the views of others and challenge courteously where appropriate
- to develop confident, independent readers who employ a range of strategies to read with increasing fluency
- to inspire children to become enthusiastic, reflective and critical readers who enjoy reading a wide range of texts
- to develop their ever increasing vocabulary in spoken and written forms
- to encourage children to enjoy writing for a range of real purposes and audiences and to recognise its value
- to enable children to write with accuracy and meaning in narrative and non-fiction and be able to use grammar and punctuation accurately
- for children to be able to plan, draft, edit and reflect on their writing effectively

Mathematics

The maths curriculum is based on the new National Curriculum (September 2014). Maths is taught on a daily basis with heavy focus on fluency skills and mental calculations. Once a week pupils part in a 'Big Maths' lesson which focuses solely on mental mathematics, pupils' articulation of strategies and methods and 'rapid recall'.

Curriculum

Ambler's curriculum was reviewed in spring 2013 by teaching staff and took into account the recommendations from the government's curriculum review (of the time). Furthermore a review and analysis was conducted of other existing cross-curricular approaches as well as the consideration of the needs of pupils at Ambler in order that we now have a curriculum that is broad, balanced and based on the development and application of skills. Our curriculum has valid and purposeful cross curricular links to ensure that pupils' learning and skills are transferrable and that their learning is more joined up and cohesive. We provide children with hands on, practical experiences both in school and through off site learning which are drawn from the Ambler Curriculum Map. In delivering the curriculum, consideration is given to constantly addressing the ethos of Ambler and the driving of the characteristics of effective learning and the development of key life skills.

Lessons will challenge children to take risks, solve problems, enquire, show resilience, tests hypothesis, show leadership, be enterprising, collaborate and communicate and promote curiosity. In accordance with all areas of the core curriculum we teach children to review, reflect, and improve at all times and in all lessons.

The curriculum we provide meets the requirements of the National Curriculum and the Agreed Syllabus for RE and PSHCE as well as providing an extensive range of learning experiences beyond the statutory requirements. The curriculum also embraces the outcomes of 'Every Child Matters', enjoyment, being healthy, staying safe, positive contribution and economic well-being. We also aim to embed the application of ICT and PSHCE across the curriculum in order to maximize pupils' learning and progress.

Guiding principles:

- Opportunities for cross curricular links are identified during medium term planning, especially in English, Maths, ICT, PSHCE and the foundation subjects
- Opportunities for English and Maths skills to be applied in topic based lessons
- Attainment in core subjects increases as teaching and learning becomes more meaningful with cross curricular links and a clear progression of skills
- There is an improvement of the quality in the teaching and learning in the foundation subjects with a clear progression in skills that is age appropriate
- Skills are the basis for all lessons
- There is greater continuity and progression in teaching and learning
- Teaching and learning is more exciting for both pupils and teachers
- Teachers have more freedom to decide how key skills are taught
- Each topic begins with a 'Wow' to enliven the experiences and hook the children into learning

11. Other subject areas:

Music

P.E.

PSHE

Spanish

PSHE (Personal, Social, Health and Economic Education)

PSHE supports the development of personal, social and life skills: the identification of and dealing with emotions and feelings, exploring health-related issues, understanding about oneself, relationships with others and one's place in the world, learning about managing finances, the world of work and planning for the future. At Ambler Primary School, we believe this forms a key role in supporting pupils to lead healthy, safe, fulfilled and responsible lives. We follow the Islington primary scheme of work for PSHE education, which provides coverage of all key topics, introducing them in age appropriate lessons. We seek to link PSHE with other areas of learning – most notably literacy and maths in order to encourage skill development.

R.E.:

At Ambler Primary School, we believe that all pupils should have the opportunity to learn about the beliefs and values of the individuals, families and communities linked to our school. We follow the Islington agreed RE syllabus, which provides coverage of all major world religions, as well as non-theistic ethical life stances (including atheism and humanism). In order to ensure thorough coverage of the curriculum, RE is taught weekly or fortnightly in Key Stage 1 and through termly workshops in Key Stage 2. Wherever possible, links to literacy and maths are used to allow for cross-curricular learning and skill development.

Spanish:

Learning a foreign language gives children an opportunity to broaden their horizons and stretch their thinking. All our children in years 3, 4, 5, and 6 learn Spanish through listening and speaking, role-playing, songs and games. Pupils are encouraged to think about how the language works, and to compare Spanish with their own language. They create "detective clues" which help them to memorise vocabulary and grammar. Whilst there is some writing, the emphasis is on speaking and listening in the early stages. Children in years 5 & 6 progress to talking in complete sentences about themselves and others, giving opinions and reasons why. They are also encouraged to write in sentences.

12. CPD

Staff at Ambler are offered a variety of CPD which is often bespoke and tailored to the needs of the individual. In the main part, CPD is delivered in house through weekly INSET, planning support, team teaching, modelled lessons, lesson study and teacher triads. Throughout the year, consultants are invited to deliver additional CPD including 1-1 planning and teaching support. In addition opportunities arise occasionally at the local authority for CPD as well as with alternative CPD providers. Support and training is also used to develop staff who have an area of responsibility.

13. Displays

Displays outside of the classroom celebrate pupils' learning whereas displays inside the classroom support pupils' learning. Displays in the classroom are interactive: they are used by pupils to enhance their learning; they are a 'go-to' device for pupils to make further progress within lessons; they are referred to in lessons by adults to support pupils. At least one display in each room is a 'working wall' which is added to and amended over time.

Displays both inside and outside the classroom are changed at least termly, however the displays in the classroom are likely to change or be altered more frequently than that as they reflect the current learning.

14. Exercise books:

	KS1	KS2
Literacy	A4 blue wide lines	A4 blue thin lined
Numeracy	A4 blue wide squares	A4 green small squares
Big Writing	A4 yellow thin lined	A4 yellow thin lined
Guided reading	A5 red	A5 red
Creative curriculum (inc sci)	A4 red thin lined	A4 red thin lined
Homework	A4 purple thin lined	A4 purple thin lined
Spellings	Yellow skinny	Yellow skinny
Handwriting	Blue A6	Blue A6
Home-school reader	Yellow (published)	Yellow (published)

15. Homework

Homework is an essential part of pupils' learning and development and, furthermore is an essential component of the partnership between parents and carers and the school. Homework is separated into 2 areas: 1) the independent practising of key skills e.g. reading, spellings, times tables and 2) completing a project over a half term linked to an end presentation. In both instances, homework is set weekly and is recorded / explained in the purple books. Each term's homework projects are listed below and are the same for all year groups:

	Title & brief overview
Aut 1	All about me
Aut 2	Curriculum scrapbook
Spr 1	Maths problem solving
Spr 2	Making a contribution
Sum 1	My favourite book
Sum 2	Changes

The project homework listed above is graded / marked by the class teacher. Skills homework is marked, where necessary, by the class teacher but is largely assessed through weekly spelling and times tables tests.

16. Layout / presentation:

Every piece of work, in every lesson, regardless of subject, begins with a stuck-in learning intention and success criteria strip.

Where there is no margin in all / literacy / numeracy exercise books, pupils (in KS2) will draw a margin. Where books are lined, pupils write on the lines and to the end of the line. Where books contain squares e.g. KS2 numeracy books, pupils will write 1 digit in each square.

Where worksheets or additional materials such as word banks have been used during a lesson, these will be trimmed before being stuck into books to ensure the edges of the paper do not 'hang out' of the book. In most year groups, worksheets are not used habitually - they are used occasionally. The majority of work in books is written onto the pages.

In mathematics, pencil is always used to complete work. Throughout year 4 pupils are taught to use pens for writing in order that by the time pupils reach year 5 they can responsibly use pens to complete literacy, guided reading, big writing and creative curriculum work. Drawings, diagrams and illustrations are always completed in pencil.

17. Learning intention and success criteria

Every lesson must have a learning intention and related success criteria. The learning intention must be something the pupils are learning (how to / why) and not an activity:

The success criteria are usually broken into 3 sections, although there may be more than one criterion in each section. The sections are: must, should and could. The 'must' criteria are steps / skills that all pupils must use or achieve. The 'should' criteria are steps / skills that most pupils must use or achieve. The 'could' criteria are steps / skills that some pupils must use or achieve. On some occasions, the success criteria will not be listed on the learning intention strip which is stuck into pupils' books, instead there will be a space for pupils to explain how they met the success criteria of the lesson. In this instance, the success criteria will have either been developed collaboratively with the pupils and listed elsewhere in the classroom or it may be, in the case of big writing, listed in a word bank / support grid. As a guideline, approximately 80% of lessons, the success criteria will be listed under 'must, could and should. For the remaining proportion of lessons, the success criteria may not be listed.

The success criteria are the skills and / or the steps pupils need to have, use or go through to meet the learning intention. In most instances (as a guideline 80% of the time), the success criteria will be skills which pupils need to have / utilise in order to meet the learning intention, however on occasions, the success criteria may also be the process pupils need to go through in order to be successful or, finally, the success criteria may be a combination of skills and processes.

Throughout all lessons, the learning intention and success criteria are discussed with the pupils in order that they are continually threaded through the lesson and in order that the adults and the pupils themselves will be able to articulate what they are learning, articulate how they feel they have performed in a particular lesson and finally, articulate what their next steps might be.

In creative curriculum lessons, learning intentions and / or success criteria must indicate the maths and English skills that are being used in the lesson. This may be written before a lesson by teachers or may be commented on at the end of lesson by pupils.

18. Marking

Marking is the most important tool in assessing pupils' learning and involving pupils in their own progress. All pieces of work, regardless of subject, are marked in accordance with the policy.

Marking is carried out in relation to the success criteria and learning intention. Every piece of work must be marked either cursorily or diagnostically in the following way:

Cursory marking:	Diagnostic marking:
<ul style="list-style-type: none"> • Pupils tick or comment on their success criteria • Adults tick pupils' success criteria or comment on the pupils' success criteria comment • Adults indicate with a tick whether a pupil has worked independently or with support • Sums, sentences or work have been ticked with a pen by the adult • A comment (which is line with the learning intention or success criteria) is made at the end of the piece of work to commend the child's work e.g. 'Well done – great adjectives' or 'Fantastic partitioning today' • 'Well done' alone is not written as it does not indicate to the pupil what they have done well. 	<ul style="list-style-type: none"> • Includes all points from the cursory marking list as left • Teacher highlights in pink to indicate pupil success and green to indicate pupil development • Success criteria statements are highlighted in green and pink in accordance with whether the pupils has met the criteria or needs to continue working on the criteria • Examples of where pupils have met the success criteria within the text are highlighted pink • Examples of where the pupils need to show they can meet the success criteria are highlighted in green within the text • At the end of the piece of work, adults will make a comment (which is line with the learning intention or success criteria) is made at the end of the piece of work to commend the child's work e.g. 'Well done – great adjectives' or 'Fantastic partitioning today' • At the end of a piece of work, adults will write a next step for each pupil which <i>must</i> related to the learning intention or success criteria e.g. 'You need to write in the first person consistently, find and alter text written in the third person' or 'When adding 19, you need to use a suitable adjusting strategy, try this sum $56 + 19$ by adding 20 then subtracting 1' • Next steps must be related to the learning intention and success criteria • Next steps such as 'you need to improve your handwriting' or 'remember stopping has 2 Ps' or 'you need to work more quickly' do not help the pupils improve their work • Where pupils have genuinely met all the success criteria and achieve the learning intention, the adult may ask a question to enhance the pupils' learning e.g. 'What do you think the effect of...is?' • It is absolutely imperative that when work has been marked diagnostically, pupils respond to it at the start of the very next lesson

Adults will mark each book diagnostically according to the following table:

Lesson / Book:	Frequency:
Literacy	<ul style="list-style-type: none"> • 4 pieces of work per week • At least 1 must be marked diagnostically • All other pieces must be marked cursorily
Numeracy	<ul style="list-style-type: none"> • 4 pieces of work per week • At least 1 must be marked diagnostically • All other pieces must be marked cursorily
Big Writing	<ul style="list-style-type: none"> • Every piece must be marked diagnostically
Creative curriculum	<ul style="list-style-type: none"> • 3 pieces of work per week • At least 1 must be marked diagnostically • All other pieces must be marked cursorily
These books do not need to be marked diagnostically:	
Guided reading Homework Handwriting Spellings Music NB: These books do not require a learning intention and success criteria, however, they do need to be marked with simple ticks and a brief comment.	

This is the minimum requirement; books may be marked more frequently / as necessary. For literacy and numeracy, adults will choose the most appropriate day to mark a class set of books diagnostically e.g. a Tuesday and *must* allow time at the start of the e.g. Wednesday lesson for pupils to respond to this diagnostic marking. Marking the whole set of books diagnostically (i.e. the same piece for each child) is considered best practice as the 'response to marking' session the following day will be more effective.

There are a number of different types of marking which, although aren't a 'non negotiable', do impact positively on pupils' progress. These may include:

Type of additional marking:	Explanation: / notes:
Self-assessment	Pupils may: <ul style="list-style-type: none"> • Mark their own work with a 'tick or a cross' in green pen • Indicate examples from their text where they have met the success criteria with a green pen (circling or underlining examples) • Highlight in yellow on a big writing word bank, phrases they have used
Peer assessment	When considering their partners' work, pupils may: <ul style="list-style-type: none"> • Mark work with a 'tick or a cross' in green pen • Indicate examples from their partner's text where they have met the success criteria with a green pen (circling or underlining examples)
Verbal marking / discussion	Throughout lessons, adults will have verbal discussions with pupils regarding their work in order to help them make good progress. This will happen predominantly with the adult's focus group. To indicate that a verbal discussion has taken place about the learning, adults should record a 'V' in a circle beside the discussed work.
Modelling	In a similar way to the point above, adults may 'model' a particular sentence or sum in a child's book during the discussions. To indicate that an adult has modelled something in the presence of a pupil, they should record a 'M' in a circle beside this work.

As mentioned above, pupils *must* respond to all pieces of work that have been marked diagnostically at the start of the very next session. Pupils must be trained and supported to respond appropriately to next steps. When the next step is e.g. 'When adding 19, you need to use a suitable adjusting strategy, try this sum $56 + 19$ by adding 20 then subtracting 1', it is not appropriate for a pupil to write 'OK' or 'Yes'. Pupils must apply the next step underneath the comment in the context given to them by the teacher.

Adults mark in red pen, regardless of whether pupils are writing in pen or pencil. Pupils always mark, edit or respond to next steps in green biro. If pupils are highlighting examples in their work, they must use a yellow highlight. Adults must use pink and green highlighters as detailed above.

Top tips for marking include:

- Adults should get into the habit of having a red pen to hand during their lessons particularly when working with focus groups in order that they can mark work as they go along. This not only cuts down the workload of teachers, but allows teachers to deal with misconceptions immediately and 'get a fee,' or how well the pupils are learning.
- Pupils will benefit from adults modelling on a pupil's work how to mark work effectively underneath the visualizer, particularly if the adult is about to ask a pupil to mark a peer's work.

19. Target setting

Target setting is an essential part of assessment and teaching and learning. Pupils are heavily involved in the target setting process and constantly assess and review their own progress against these targets. Teachers facilitate pupils' understanding of and application of their targets and carefully and meticulously plan lessons that give pupils opportunities to practise and achieve their targets. Teachers make purposeful and explicit links between the work they are completing and which of their targets it may meet.

Each individual pupil has a target book that is divided into maths, reading and writing. It is further split into each national curriculum level. So, for example, there is a 2B page for reading which contains approximately 10 – 15 targets. If pupils are working on this page they familiarise themselves with its content and, together with their teacher, indicate when and where they have met this target. When a child has met the majority of targets on a given page, they move on to the next level.

These targets are shared with parents and carers throughout the year.

In addition to the formal process of target setting, pupils are regularly given next steps and targets related to particular pieces of work through marking. In the best cases, these next steps and targets 'marry up' with the statements in the target setting booklets.

20. Planning

Literacy and numeracy lessons are planned weekly. The creative curriculum is planned either half termly or termly with individual lessons listed on the plan. The creative curriculum plan includes ICT and science lessons if taught through that topic, however, if these subjects are taught discreetly separate lesson plans are made.

Music.... PE..... Drama....

All planning is completed on the school proforma for that subject area. All plans include information on the lessons' learning intentions, success criteria and differentiation.

Planning is uploaded to the school network (e.g. staff / school / planning and resources / maths / Y4 / autumn).

Planning will be evaluated, annotated and amended where necessary throughout the week to reflect pupils' performance in prior lessons, pupils' misconceptions and additional needs.

Planning is regularly monitored by members of the SLT and relevant TLR post holders or phase leaders.