




# Uplands Infant & Nursery School

<b>Policy Title</b>	Teaching and Learning Policy
<b>Purpose</b>	To ensure the consistency of high quality, impactful teaching and learning for all children.
<b>Review Date</b>	This policy will be reviewed annually or earlier if considered necessary. Any amendments will be presented to the Governing Board for approval.
<b>Coordinator/s</b>	Michelle Orton (Head Teacher)
<b>Signed</b>	<b>Numera Ismail (Chair of Governors)</b> 

# Teaching & Learning Policy

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## Teaching and Learning Policy

At Uplands Infant School we value each child and every aspect of their education. We are committed to providing enabling environments that are uniquely suited to individual learners; with responsive, skilled and passionate staff to further learning.

### **Aims of the policy:**

- To expose children to a broad, balanced and creative, skills led curriculum that reflects the context of our school and the needs of the children that we teach.
- To use a flexible approach to curriculum design taking into account unique personalities, interests, needs and skills.
- To equip children with the skills required to become responsible members of the school society
- To ensure consistency in learning and teaching throughout the school
- To secure good practice through effective CPD opportunities for all
- To facilitate effective monitoring to maintain high standards throughout.

### **Our Curriculum Intent**

We have designed our curriculum to support the needs of our children. This means that we understand the context of the lives of our children, the community in which they reside and use the curriculum to build upon this knowledge and offer new possibilities and opportunities. Knowledge is the power to success, our job is therefore to give every child the knowledge they need to be a success. By giving them knowledge, we arm children with the choices to prosper in all manners of life, whatever their life path may be.

Through cognitive research, we have designed the curriculum to aid long-term retention of different types of knowledge. Key concepts tie the subject topics that we teach together into meaningful learning which are returned to regularly in order to build their understanding and transfer that knowledge into their long-term memory. By the end of the key stage, children are therefore able to connect key ideas through each subject in order to inform understanding and deepen their knowledge as opposed to weak understanding through information exchange alone. We approach the subjects and the key concepts that need to be taught in accordance with the different types of knowledge required. For example, in science, the key concepts are to teach children how to think as a scientist which needs different types of knowledge to say, for example, thinking as a musician. This supports the formation of schema around the key concepts within a subject e.g. investigating and interpreting evidence in history, rather than learning unrelated historical facts or topics.

Each concept is built upon to ensure progression and repetition of learning. New ideas are the hardest for children to learn. Therefore sufficient time is spent to ensure that the basics are secure and that we can sustain mastery leading towards greater depth. We call these 'milestones' which is how we can show what our children have learned. This means that our programme of study will take place over 2 years to ensure children are in the advancing stages of understanding the key concepts across all subjects. This means our children will be Key Stage 2 ready.

## Our Curriculum Implementation

Our curriculum is designed to ensure that children move forward with secure knowledge. Teaching of our subjects is interleaved and retrieval of previously learned content is frequent to aid long term retention. Key curriculum concepts are built upon across the key stages to ensure progression and are pushed through the topics that we teach ensuring intra-curricula links which allows children to build meaningful schema and move their learning from working into long term memory.

Our provision enables application and replication of the knowledge taught in different contexts, with pertinent cross curricula links, offering a more open ended approach to learning which challenges and empowers children to demonstrate their learning in imaginative and different ways. It also builds on previously taught knowledge, both day-to-day and across year groups. It supports the needs of the less knowledgeable children but challenges those more knowledgeable children. Support staff facilitates children's learning within a context which engages them and develops their problem solving skills, independence and attitudes towards learning.

## Our Curriculum Impact

All of the school's activities demonstrate our uncompromising drive to maintain the highest levels of achievement for all pupils in order to maximise their life chances.

The school's frequent monitoring cycle ensures effective practice. Children's gaps in knowledge are identified through Assessment For Learning strategies and at summative assessment points throughout the year. AFL determines pre-teach or catch-up sessions planned by the class teacher. Immediate interventions are delivered where necessary. Wave 2 and Wave 3 interventions are monitored and evaluated by the SENCO. Rigorous pupil progress meetings take place every 10 weeks to analyse and inform next steps. Milestones are used to describe attainment at the end of a particular period and proof of progress, (POP), tasks are used as evidence to measure children's progress towards the milestones.

## What we expect to see at Uplands Infants School:

<b>Subject Knowledge And Assessment</b>	<ul style="list-style-type: none"><li>• Excellent subject knowledge and understanding of the subject, key concepts and curricular drivers.</li><li>• Prior learning is assessed systematically and accurately.</li><li>• Lesson fits into a sequence of teaching and key concepts are interleaved and repeated</li><li>• Understanding is checked throughout the lesson; changes to task are timely and appropriate and effective questioning is evident throughout</li><li>• Systems are in place to allow immediate feedback to children and time to proof read, edit, revise and amend immediately</li><li>• Learners are confident and critical in assessing their own and others' work and to set targets for improvement</li></ul>
<b>Teaching</b>	<ul style="list-style-type: none"><li>• Content and level of work is appropriate to all learners needs.</li></ul>

	<ul style="list-style-type: none"> <li>• Lessons are imaginative and clear teaching strategies are used appropriately</li> <li>• Teaching has a purpose and contexts are given</li> <li>• Expectations are consistently high</li> <li>• Intervention and support are appropriate and have notable impact</li> <li>• Expert use of questioning to: engage thinkers, extend ideas, share ideas/opinions and to probe and clarify understanding. Teacher responds well to learner's questions.</li> <li>• Misconceptions are teased out and are used to re-shape tasks to improve learning eg use of mini plenaries.</li> <li>• Every opportunity is taken to develop knowledge and make links throughout the curriculum</li> <li>• Adult support is effect. Excellent communication between staff is evident and TA's are deployed effectively to enhance/support learning.</li> <li>• Teaching consistently deepens pupils' knowledge and understanding and opportunities are consistently provided for children to use this knowledge within different contexts</li> <li>• Effective use of resources, differentiation and pace is appropriate.</li> </ul>
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<b>Learning and Progress</b>	<ul style="list-style-type: none"> <li>• The characteristics of effective learning are evident throughout the school</li> <li>• Children know what they need to do to succeed and are able to work independently and are further challenged when an adult is present.</li> <li>• All groups of children participate and make rapid progress including disadvantaged groups.</li> <li>• Specific praise is evident.</li> <li>• SMSC progress within the lesson</li> </ul>
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<b>Attitudes to Learning/ Behaviour</b>	<ul style="list-style-type: none"> <li>• Pupils attitudes to learning are exemplary</li> <li>• There is a very high level of engagement, courtesy, collaboration and co-operation evident</li> <li>• There is a systematic, consistently applied approach to behaviour management following the behaviour policy</li> <li>• There is an exceptionally positive climate for learning</li> <li>• Low level disruption is uncommon</li> </ul>
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<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Effective use of voice</li> <li>• Enthusiastic about what is being taught</li> <li>• Engages learners with teaching style</li> <li>• Has excellent teacher presence</li> </ul>
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	<ul style="list-style-type: none"><li>• Has developed an excellent rapport with the children and is warm and friendly</li><li>• Communicates knowledge, information and skills with energy and clarity</li><li>• Creates a positive learning environment</li><li>• Demonstrates all of the values and behaviours of a professional teacher</li><li>• Is reflective about own practice</li></ul>
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### Positive Relationships

The Foundation Stage team believe that positive relationships are a fundamental key to success. Warm and trusting relationships with our children and parents are carefully nurtured right from the onset. High levels of well-being are prioritised to enable our children to become happy and independent learners who love the challenge and adventure of learning. Interactions are based upon a respectful acknowledgment of the feelings of children and their families. We pride ourselves in promoting parents as partners by working together with our parents. Our Key Person system enables us to be responsive and sensitive to the needs, feelings and interests of our children to support their learning and progress effectively.

### Characteristics of Effective learning

The Characteristics of Effective learning are integral to the teaching and learning process and are the cornerstones of our ethos and provision. Our provision enables children to become self-motivated and self-regulated learners. Positive attitudes towards learning are established through high quality experiences which engage children and spark their imaginations, building confidence and resilience through children's natural instincts to discover and explore.

### Role of Adults

Our Practitioners are powerful learning facilitators. We appreciate our roles are many and include pondering, reacting, modelling, directing, guiding and challenging. All staff demonstrate a secure subject knowledge across the curriculum and know how to scaffold and deepen learning. Our high quality interactions enable "teachable moments" which are unique to the child and situation. These moments are seized and the spontaneity of learning is captured. Oracy is at the heart of each interaction and our expert practitioners carefully model grammatically accurate sentences and ambitious vocabulary. Through these quality interactions progress is secured.

### Unique Child

We acknowledge that children are individuals first, each presenting a unique profile of abilities, interests and experiences. Our inclusive ethos values, respects and celebrates the uniqueness of every child and our teaching and learning facilitates the development of the whole child. Informed by observations, our highly reflective practitioners are ready to respond appropriately, refining teaching to cater for all learning styles and needs. Children's interests are used to promote engagement and create a safe, familiar space from which they can explore and from this place of security we broaden children's knowledge and experiences to ignite curiosity.

# Early Years Foundation Stage

### Teaching key skills

Our belief that learning is a change in long term memory underpins our approach and the curriculum is delivered through opportunities for repetition allowing for learning to be revisited and progressed. What our children already know and can do is the starting point of learning and our curriculum drivers of diversity, opportunities and environments are chosen to build on and broaden their knowledge and experiences. Learning is delivered through Quality First Teaching, an expert balance of adult directed and child initiated learning alongside opportunities for sustained play based learning through our Continuous Provision. The role of the adult is pivotal as through their interactions they skillfully deliver same day interventions and create opportunities to strengthen and deepen learning and understanding. Targeted interventions are delivered in response to assessment information so that gaps in learning can be diminished. Through this our children experience the journey of moving from novice to expert.

### Enabling Environments

Our indoor and outdoor environments are safe yet challenging and offer purposeful play based experiences. We offer an inclusive continuous provision through which all areas of learning can be accessed and where children have opportunities to practise personal safety, take risks, revisit learning, problem solve and make connections through their discoveries. It is expertly designed to respond to and support children's learning needs, styles and interests. We secure high levels of involvement and learning through a "common play behaviour" approach and resources are carefully chosen to facilitate implicit and explicit challenge, creative thinking and capture children's inspirations. They are easily accessible facilitating independence and choice. Children can become inquisitive, thoughtful learners, be collaborative and independent explorers free to be absorbed in their own learning.



### Character Muscles

Our expertly designed environments, quality first teaching and learning opportunities build on the characteristics of effective learning developed in our Early Years. We call these 'Character Muscles': responsibility, empathy, compassion, independence, perseverance, peace, self-efficacy, collaboration, respect, resilience. We teach our children that we all possess these qualities and they can be made stronger through practice and are transferable in different contexts. Our children are taught to recognise and celebrate these behaviours in themselves and their peers. They are highly engaged in their learning and have the confidence to pursue their own individual interests, as well as having the empathy to support others.

### Learning Environment

Our unique enabling environments: our classrooms and indoor and outdoor provision, provide safe and calm spaces which children seamlessly free flow between. Children are motivated to apply their knowledge in a meaningful context and empowered to take ownership and be responsible for recording their own learning. Our high quality, open ended resources encourage children to work creatively and provide opportunities to develop their individual talents. Our expert staff provide quality questioning to scaffold and extend learning. Provision also enables children to practise and continually reinforce their oracy and work collaboratively. Our children are taught to manage their own time, explore, take risks and effectively problem solve. All children's work is celebrated and they are encouraged to reflect on their achievements.

### Adults

Adults in our learning environments are powerful learning facilitators who develop positive relationships with the children and are intrinsically aware of the needs and strengths of individual children. All staff demonstrate a secure subject knowledge across the curriculum and know how to scaffold and deepen learning. Oracy is at the heart of each interaction and our expert practitioners carefully model grammatically accurate sentences and ambitious vocabulary. Our KS1 team is uniquely placed to communicate openly and effectively with each other to provide an outstanding learning environment which evolves with the needs and interests of the children. All staff share expertise and support each other to further develop their skills and are able to reflect on their own practice.

## Key Stage One

### Strength and Depth

We use small steps in our whole class learning and responsive same day targeted intervention. Literacy interventions are designed to ensure that all children are given opportunities to fulfill their potential. These interventions are highly responsive to formative assessment and are structured so that children make rapid progress. By interleaving our key concepts in each subject, all children have opportunities to strengthen and deepen their learning and understanding. Our children experience the journey of moving from novice to expert through careful scaffolding and modelling across the curriculum.

### Teaching

Our curriculum drivers: **diversity, environment and opportunities**, have been carefully chosen to build on the knowledge and experiences of our children and these shape our inclusive and diverse curriculum. This ensures our children follow a consistent journey from Early Years into Key Stage One. Across the curriculum, we encourage our children to think like authors, mathematicians, scientists, geographers, historians and artists using subject-specific key concepts. These key concepts are taught and revisited through subject topics in each year group and across the key stage which allows our children to embed learning into their long-term memory. Our children's progress through the key concepts is rigorously assessed through assessment for learning and 'milestones' which show what children have learnt. Our children split their time between structured teaching sessions and child-led learning in our enhanced provision. Our quality first teaching is delivered through a combination of whole class and small group teaching which is flexible to account for the strengths and next steps of individual children. This allows us to provide instant feedback and ensures that gaps are diminished as soon as possible.

# Feedback Policy

At Uplands Infant School we value each child and every aspect of their education. We are committed to providing enabling environments that are uniquely suited to individual learners with responsive, skilled and passionate staff to further learning.

## Aims

At Uplands Infants we believe that marking and teacher feedback is an integral part of the teaching and learning process. Teacher commentary and verbal feedback enables our practitioners to inform the children of their achievements, address misconceptions and develop children to become reflective learners.

## Purposes of Feedback

- To recognise, encourage and reward children's efforts and celebrate successes to increase self-esteem
- To provide a dialogue between the practitioner and child specific to the knowledge being taught
- To enable the child to understand ways in which the work can be improved and diagnose next steps
- To provide opportunities for children to up-level and edit their work by following guidance and next steps
- To assess the child's knowledge to enable continuity and progression of learning or to identify intervention
- To evaluate the success of the lesson
- To aid forward planning
- To inform parents or other adults of achievements or gaps in knowledge

## Guidelines

In a Dyslexia Friendly School the pupil's work must be valued for its content and marked in relation to the learning objective.

It is recognised that one to one oral feedback is the most valuable for young children. Whilst working within small groups, feedback will be instantaneous allowing the child to respond immediately.

The marking policy is consistent across the school and is understood and used effectively by all those involved including the children.

Questioning is differentiated according to the age, degree of confidence and skills in speaking English. Questioning may be direct with a yes/no response or gesture however open-ended questioning is a more valuable form of feedback.

## Procedures

- Look for progress and success before areas to develop.
- Link marking to the learning objective/knowledge/ success criteria and refer to these when giving verbal or written feedback.
- For SEND children, link marking to targets including individual and group targets.
- Look for persistent errors and patterns of error, rather than every error in the piece of work.
- Spelling should always be addressed where it is a word that uses the rules the child has been taught or is a common exception word up to a maximum of 3 per piece of work.
- Inaccurate grammar must always be addressed.
- Not all work can be 'quality marked' as we recognise that the majority of feedback will be verbal and instantaneous. Practitioners must decide whether work will be given detailed attention, however all work must be acknowledged using the marking symbols.
- All work within KS1 books has a learning objective at the top of the page and where this is met, it is highlighted yellow, where this is not met teachers will not highlight the objective and will provide a comment and these children will be further targeted.

## Effective marking and feedback strategies

### 1. Verbal Feedback

Best practice would always involve an oral dialogue between child and teacher, focussing on successes in achieving the learning intention and steps for improving the work. Work will be marked alongside discussion with the child and any additions or revisions highlighted and addressed immediately.










### 2. Success Criteria Checklists

Success criteria checklists can be used in all subjects and may include columns for peer/self-assessment and teacher assessment. These should be differentiated where appropriate. A success criteria check list will be used for all extended pieces of writing.

### 3. Peer Marking

(In Key stage 1) Children are encouraged to support each other and feedback on learning and achievement in relation to the learning objective and success criteria. Children should point out things that they like and then suggest ways that they can improve the piece.

#### 4. Recording Strategies

<b>Marking</b>	
	Learning Objective Achieved
	Next Step
	Spelling mistake (Up to 3 in one piece of work)/ mis-formed letters or numbers
	Grammatical error/improve this word
	Missed punctuation or it's in the wrong place
	Independent work
	Supported to complete work
	Correct computational work
	Computational work needs checking

All work must be dated.  
Work must be initialled by the member of staff marking.

- As a minimum response all written work should be initialled and to acknowledge it has been seen.
- All supported work must be acknowledged.
- Computational work in maths can be ticked if correct and marked with a dash to signify that the answer needs to be checked.
- Smiley faces/stickers can be used if appropriate to indicate good effort.
- Comments can be made for teachers own assessment and targeting purposes.
- Work evidenced via See Saw will be acknowledged by the teacher- this could be through written feedback, an audio comment or a 'like'.

It has to be recognised that detailed feedback involving an oral dialogue is not always possible and distance marking is sometimes the only realistic strategy (recording strategies for distance marking are the same as those outlined above).

Feedback needs to indicate areas where improvements or next step targets are to focus and this may not be the same piece of work for all children in the class.

It is imperative that children are allowed the time to reflect on the feedback and make improvements to a specific piece of work.

## Foundation Stage Evidence

- All evidence must be signed and dated except tick lists
- There is a range of evidence – post-its, photos, children’s work, focus observations and tick lists
- All 7 areas of learning and the characteristics of effective learning must be reflected within the evidence provided
- All work must be completed independently
- Next steps are evident within tick lists, guided reading records and within pieces of writing
- Evidence must be from more than one practitioner
- Parent voice is evident
- Children’s input is evident and is written verbatim.
- Children’s achievements/what they are doing well are commented on.
- The school marking policy is used- initials, date and I or S. Highlighters will be used within guided writing where appropriate.

# Learning Environment Policy

## Rationale

A consistently high standard within our learning environment is a key element in our vision of being a quality learning community, where expectations are high and children make good progress. The learning environment should be well-organised and uncluttered. It should also challenge, celebrate and facilitate learning and encourage independence across the age ranges. Our environments are a safe, supportive space that is responsive to individuals needs allowing children to discover, collaborate and take risks.

## Aims

At Uplands Infant School our aims for the learning environment are:

- To value and enhance children's work
- Reflect the vision and aims of the school
- To celebrate achievement
- To increase children's self-esteem and pride in their work
- To motivate children by setting high standards
- To create a stimulating teaching and learning environment
- To arouse curiosity, pose questions and stimulate enquiry
- To reflect and value different levels of achievement and cultural backgrounds
- To inform and inspire parents, carers, governors, teachers and visitors to our school
- To encourage children to respect and take care of resources and their school

## Organisation

Learning spaces are calm, welcoming and offer a stimulating environment where high value is placed on quality learning. Children are aware of acceptable noise levels for learning and teachers help to maintain this by example. All staff have a responsibility for the environment and work collaboratively to ensure these areas are kept well labelled and tidy to allow children to self-select resources. Children are taught about the Golden rules and know how to tidy up after themselves and where resources belong. All learning books are labelled and contain the marking policy (See appendix)

Work which is representative of all children, of all attainment levels, is displayed and valued.

## Learning Walls

### Maths

Key mathematical vocabulary currently being used

Different representations of number eg five/tens frames/ part part whole/ bar model

Crib sheets

Sentence Stems

Hundred square

Number track/Number line

### Writing

Document Number: 59

Version: 2

Sept 2020

## Key Vocabulary

Evidence of current guided/modelled writing

Punctuation bunting

Lower case cursive alphabet is displayed alongside capital letters

GPC chart (Y2)

## Phonics

KTC Mantras

Sight words alphabetically displayed near where shared reading/guided writing happens

Phonic display shows vowels, consonants, digraphs and trigraphs

## Oracy

Question words

End of year oracy expectations for the Four Oracy Strands (physical, Linguistic, Cognitive, Social & Emotional) (Taken from Uplands Oracy Progression of skills document)

Guidelines for talk (Created collaboratively with children)

Sentence Starters for expressing needs and feelings and the different talk roles of instigator, clarifier, challenger, builder and summariser (appropriate for year group taken from Uplands Oracy Progression of skills document) (The definition of each role will need to be taught explicitly before added to the display)

Proof of listening and listening ladder poster (To be displayed near whiteboard and referred to during carpet discussions)

## Reading area

Must be enticing to children

Contains a set of year group author books

Includes a range of fiction and non-fiction texts

List of books the children have read in class sorted into themes

Children's comments about books they have read

## Behaviour

School golden rules

Learning behaviour stars and sanctions at child's height

## Generic display

Marking policy

E-safety SMART rules

There will be a designated space where learning and achievement is displayed. This work does not need to be mounted as it is expected to develop rapidly and be changed frequently in response to the learning undertaken in class. All classes will also have at least one area where on-going work that showcases the learning journey that each class has been immersed within.

Nursery will also have:

- An area to display “Song” and “ Story” of the week
- Development matters displayed in the main room
- visual timetables displayed where appropriate
- Key worker groups displayed in main room and cloakroom

Maths Pack/ each table

Blank part whole diagram

Tens frames

Double sided counters

Number line

Foam tens frames

Bead strings to 50 (Y1)

Literacy Pack

Lollipop stick

Writing grips

Ph2/3 sound mats

Sight word mat alphabetically organised

Sound mat for sound families/GPC chart

The learning environment around the school is the responsibility of ALL staff. Displays around school must be maintained and ensure that they are kept fresh and appealing. They will be changed on a regular basis under the direction of SMT.



# Presentation Policy

## Aims

- To establish high expectations and pride in everything we do – both of ourselves and of the children.
- To create consistency in standards of presentation across the school.
- To create a clear and consistent set of guidelines for the presentation of children's learning.

## Objectives

- To motivate each individual to present their work in the best possible way.
- To enable children to recognise work that is presented to a high standard.
- To ensure that each child knows the standard of presentation that is expected of them.

## Guidelines

Staff will ensure that presentation of work is actively taught. It should be a main focus at the start of each academic year and also referred to throughout the year.

- All handwriting which is on display for the children; on the interactive whiteboard, books, flip charts, display etc... should be legible, consistently formed and neat. Teacher modelled writing should be using cursive script.
- All children's work must be marked using the agreed marking policy.
- Pencils should be used in all work books.
- Handwriting pens may only be used for final pieces of work at the class teacher's discretion.
- Writing produced within continuous provision may be completed using the child's choice of writing implement.
- Draw one neat line through mistakes.
- Rubbers only to be used under direction of the teacher.
- Children to write short date on each piece of work- EY's to begin writing short date within guided writing books
- At the start of a new piece of work, miss a line under the last piece of work, rule off and start on a new line. Children will be taught how to use a ruler to draw lines in key stage one.
- Children do not write in margins.
- Leave one line between each paragraph.
- Incorrect letter formation must be addressed immediately within KS1. Within EY's incorrect letter formation will be addressed when that letter shape has been taught and at a maximum of 3 within a piece of work.
- Staff will emphasise correct letter formation through regular handwriting lessons using cursive script.

- Green pens to be used by children in KS1 to show where they have responded to teacher feedback or where they have edited their own work.

### Layout in mathematics

- Short date should be written on each piece of work
- Work should be presented in pencil
- One line to be put through a mistake and corrected at the side rather than using a rubber
- Incorrect number formation must be addressed immediately. Within EY's incorrect number formation will be addressed when that numeral has been taught and at a maximum of 3 within a piece of work.
- Children will be taught to use 1 number per square
- However, the emphasis in mathematics should be on practical work, and work for presentation should be to demonstrate skills rather than as part of the main learning process.

Staff will ensure presentation of work is rewarded in line with the school behaviour policy and work that does not meet the required standard will be re-written.

Occasionally a decision will need to be made to personalise the presentation expectations for a child who has specific needs and where these expectations could be a barrier to their progress.

## Monitoring and Review

*The day to day monitoring of this policy is the responsibility of the Head teacher. This policy will be reviewed every year or earlier if considered necessary.*

Agreed Date: Sept 2022  
Review Date: Sept 2023

Signed:  Head Teacher

## Appendix 1 - Observation Prompts for Effective Teaching

<b>Subject Knowledge And Assessment</b>	<ul style="list-style-type: none"><li>• Excellent subject knowledge and understanding of the subject and related skills with cross-curricular references.</li><li>• Prior learning is assessed systematically and accurately.</li><li>• Lesson fits into a sequence of teaching</li><li>• Understanding is checked throughout the lesson; changes to task are timely and appropriate and effective questioning is evident throughout.</li><li>• Systems are in place to involve all children in responding to feedback and acting upon it.</li><li>• Learners are confident and critical in assessing their own and others' work and to set targets for improvement.</li></ul>
<b>Teaching</b>	<ul style="list-style-type: none"><li>• Content and level of work is appropriate to all learners needs.</li><li>• The learning objectives are clear</li><li>• Lessons are imaginative and clear teaching strategies are used appropriately.</li><li>• Teaching has a purpose and contexts are given.</li><li>• Expectations are consistently high for ability and age</li><li>• Intervention and support are appropriate and have notable impact.</li><li>• Expert use of questioning to: engage thinkers, extend ideas, share ideas/opinions and to probe and clarify depth of understanding. Responds well to learner's questions.</li><li>• Misconceptions are teased out and are used to re-shape tasks to improve learning eg use of mini plenaries.</li><li>• There is effective scaffolding for those who find it difficult or may find it difficult</li><li>• Teaching of literacy, numeracy and other skills are exceptional and every opportunity is taken to develop skills and make links with other subjects.</li><li>• Opportunities for oracy and development of vocabulary are well planned throughout the lesson</li><li>• Manages adult support effectively- they are involved in planning, good communication between staff is evident and TA's are deployed effectively to enhance/support learning.</li><li>• Teaching consistently deepens pupils' knowledge and understanding and allows them to develop a range of skills.</li><li>• Effective use of differentiation and pace as appropriate.</li><li>• Resources are well matched to the learning</li></ul>

<b>Learning and Progress</b>	<ul style="list-style-type: none"> <li>• The children are clear about what is expected of them and focused on their learning</li> <li>• Children show high levels of enthusiasm, interest, resilience, confidence and engagement.</li> <li>• Children know what they need to do to succeed and are able to work independently and are further challenged when an adult is present.</li> <li>• Classroom activities assist learning</li> <li>• All groups of children participate and make rapid progress including disadvantaged groups.</li> <li>• There is provision for the timing of activities, including reflection, questions or a plenary review of lesson content.</li> <li>• Children are given the opportunity to verbalise ideas, reason, talk with others, self-assess, correct and modify thinking and the opportunity to recall learning is given</li> <li>• Specific praise is evident.</li> <li>• SMSC progress within the lesson</li> <li>• Teaching methods give enough time for pupils to apply what they are learning or practice new knowledge/processes</li> </ul>
------------------------------	---

<b>Attitudes to Learning/ Behaviour</b>	<ul style="list-style-type: none"> <li>• Pupils attitudes to learning are exemplary.</li> <li>• There is a very high level of engagement, courtesy, collaboration and co-operation evident.</li> <li>• There is a systematic, consistently applied approach to behaviour management.</li> <li>• There is an exceptionally positive climate for learning.</li> <li>• Children can work independently and confident to ask questions</li> <li>• Low level disruption is uncommon.</li> </ul>
---	--

<b>Supporting Pupils with SEND</b>	<ul style="list-style-type: none"> <li>• The teacher has effectively differentiated for the needs of pupils with SEN</li> <li>• The teacher has up to date information about the SEN of pupils in the class and knows how to support them using appropriate strategies.</li> <li>• Support staff have effectively been deployed and know how to support the individual</li> <li>• SEN children are engaged in learning, included in whole class teaching where possible and specific feedback is used to aid improvement.</li> </ul>
------------------------------------	--

### Personal Attributes

- The teacher is able to be seen, heard and understood by all pupils.
- Effective use of voice.
- Is the teacher's positioning and movement around the classroom conducive to learning or a distraction from it?
- Enthusiastic about what is being taught
- Engages learners with teaching style
- Has excellent teacher presence.
- Has developed an excellent rapport with the children and is warm and friendly.
- Communicates knowledge, information and skills with energy and clarity.
- Creates a positive learning environment.
- Demonstrates all of the values and behaviours of a professional teacher.
- Is reflective about own practice

## Appendix 2 - Uplands Infants – Lesson Observation proforma

Teacher's Name:		Observer's name:		Date:	
<b>Strengths:</b>					
<b>Areas for Development:</b>					
<b>Suggest a Professional Development Need:</b>					

Lesson observation discussion prompts:

How is the mathematics represented and the structure exposed?

-

Context of the lesson:

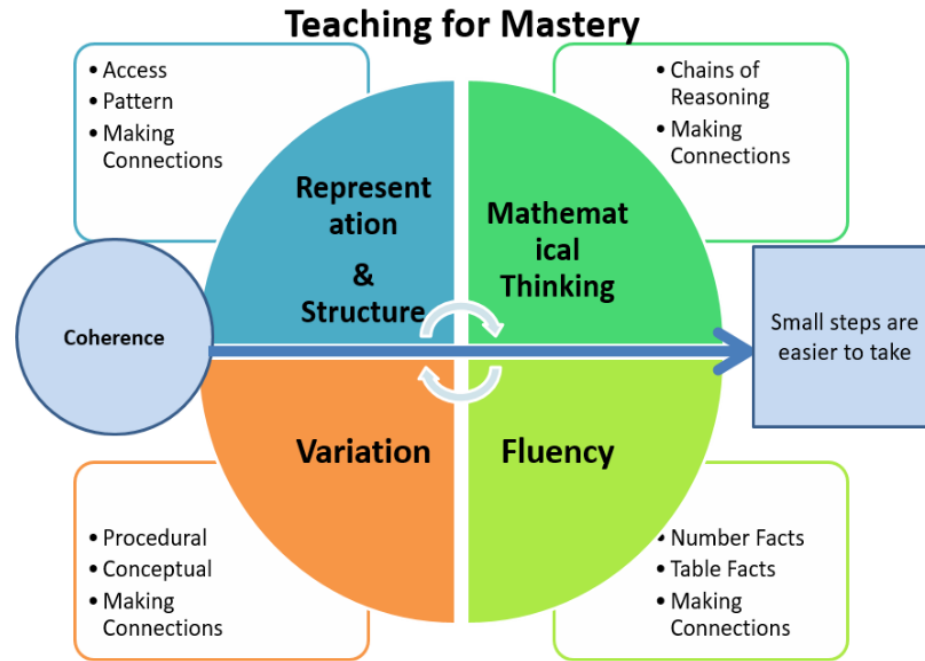
-

How were the questions carefully crafted to expose key learning? How was the concept represented to secure understanding? What changed? What stayed the same?

-

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Appendix 3 – Teaching for Mastery



How do the children deepen their understanding? When did the children have opportunity to reason and make connections?

-

What were the small steps throughout the lesson?

-

Other observations:

Questions to ask:

Strategies/ideas/techniques I will try as a result:



# Appendix 4 - Multi-focus learning walk

LEARNING WALK EVIDENCE			
Member(s) of staff observed			
Observer(s)			
Date and time			
Subject		Year/Class	

FOCUS OF WALK/ KEY QUESTIONS
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>

QUESTIONS WITH PUPILS	
Pupil(s) spoken to	
<ul style="list-style-type: none"><li>• Pupils are positive about their learning</li><li>• Pupils are motivated to learn</li><li>• Pupils know what they're learning about, not just what they're doing</li><li>• Pupils are aware of their strengths/weaknesses in this subject</li><li>• Pupils feel they get helpful feedback from the teacher</li></ul>	
Additional comments:	

## LEARNING ENVIRONMENT

- The environment is uncluttered and well organised
- The seating arrangements are effective
- Displays reflect the current learning journey of the class
- Displays reflect the work of all pupils
- Scaffolds and prompts for learning are clearly visible in the classroom
- Resources to support learning are readily available (e.g sound mats, manipulatives)
- Children are independent and encouraged to self-select- resources are at child friendly height
- Each classroom has a well-stocked reading area containing fiction/non-fiction/ books of interest/ books by the same author
- Mark Making materials are accessible throughout the learning environments
- The classroom environment help support the classroom routines

Additional comments:

## MARKING AND ASSESSMENT

- Praise and verbal feedback is specific, used effectively and in line with the school's marking and assessment policy
- There is a range of assessment for learning including quality questioning, opportunity for reasoning, independently reviewed work and possibly peer on peer assessment.
- It is clear how learning objectives and success criteria are being applied to promote pupils' learning

Additional comments:

## BEHAVIOUR

- Pupils' behaviour is managed well
- There are clear rules that are consistently enforced using the school behavior policy

Additional comments:

## BOOK SCRUTINY

- Pupils are making progress and their work is improving
- Teachers feedback immediately and children respond effectively to feedback
- The work is presented following the presentation policy
- Marking adheres to the school's marking policy

Additional comments:

## COMMUNICATION AND LANGUAGE

- Noise levels are appropriate
- There are spaces and opportunities for talking within the environment
- Language is displayed within the environment- labels, prompts, vocab
- Oracy and expectation of grammatically accurate sentences is a priority
- There is the opportunity for imaginative role play
- Adults model the type of language they would want to hear, support children to ask key questions to facilitate thinking and learning, extend and expand on what children say, introduce and explain new words for learning and specific subject areas.
- Labels/photographs/pictures/symbols support communication

Additional comments:

## SUMMARY OF LEARNING WALK

What went well

Even better if

## Appendix 5 - EYFS learning walk template

LEARNING WALK EVIDENCE			
<b>Member(s) of staff observed</b>			
<b>Observer(s)</b>			
<b>Date and time</b>			
<b>Prime/specific area of learning and development</b>		<b>EYFS class:</b>	

FOCUS OF THE WALK/KEY QUESTIONS

QUESTIONS WITH CHILDREN	
<b>Children spoken to</b>	
<ul style="list-style-type: none"><li>➤ Children are positive about their experiences</li><li>➤ Children are motivated to learn, play and explore</li><li>➤ Children know what they're doing and begin to acknowledge that they're learning</li><li>➤ Children are increasingly aware of their strengths and emerging preferences</li><li>➤ Children feel they get help from adults when needed</li></ul>	
Additional comments:	

## LEARNING ENVIRONMENT

- Priorities for development are evident within the environment- track back from planning- can planning be seen within the provision
- Resources are accessible, differentiated, open ended and flexible
- Children are confident to self-select
- Children have the physical space and tools they need to support effective learning- where is everything positioned and why?
- The environment is secure and there are no safeguarding concerns (i.e., no obstructed views)
- There are between 9-11 areas of provision set up (linked to assessment) and are recognisable within the space
- Staff can articulate why it is there and how it is set up
- For each activity: it is appropriate to their current stage of learning, children are engaged, attaining and making progress
- There are opportunities to practice, re-enforce, consolidate, extend and challenge learning
- For each activity: it is purposeful, holds the children's attention, is interest led and differentiated

Additional comments:

## DIFFERENTIATION AND CHALLENGE

- Pupils with SEN and EAL are well supported
- Key groups of pupils are known to staff and materials/resources and strategies are in place to support and challenge these individuals
- Staff can articulate common play behaviours within areas and are aware of the potential for learning both when facilitated by and in the absence of an adult

Additional comments:

## ADULT INTERACTIONS

- Practitioner uses a variety of interaction strategies including commentating through self-talk and parallel talk.
- Practitioner models and verbalises their thinking, uses open ended questioning and extends vocabulary and language structures.
- Practitioner can articulate strengths and gaps in learning and confidently talk about how the provision meets the needs of the children
- Prompts/scaffolding are used effectively
- The pace of activities ensures maximum engagement for all children
- There is an appropriate balance of child and adult-initiated activities
- Staff ensure that there are appropriate resources to facilitate learning and model how to use these
- Adults are confident in knowing when to stand back and when to intervene
- Children's responses are valued and respected by adults

Additional comments:

## CHARACTERISTICS OF EFFECTIVE LEARNING AND BEHAVIOUR

- Behaviour is well managed using the school behaviour system
- There are clear rules displayed and these are consistently enforced
- Provision allows children to demonstrate the characteristics of effective learning
- Resources and opportunities which are stimulating and open ended are provided
- Opportunities for uninterrupted involvement are created
- Children's contributions are valued

Additional comments:

## COMMUNICATION AND LANGUAGE

- › Labels/photographs/pictures/symbols support communication
- › Children are supported and encouraged to express themselves and build confidence
- › Children have the opportunity to speak and listen in a range of situations
- › Staff consider each child's communication and language needs
- › Noise levels are appropriate
- › There are spaces and opportunities for talking within the environment
- › Language is displayed within the environment- labels, prompts, vocab
- › Oracy and expectation of grammatically accurate sentences is a priority
- › There is the opportunity for imaginative role play
- › Adults model the type of language they would want to hear, support children to ask key questions to facilitate thinking and learning, extend and expand on what children say, introduce and explain new words for learning and specific subject areas.

Additional comments:

## PHYSICAL DEVELOPMENT

- › Children have opportunity to develop coordination, control and quality of movement including proprioception and balance, crossing the midline, bilateral co-ordination, fine motor strength, dexterity and hand and eye co-ordination.
- › Children have the opportunity to be active and space for energetic play is provided
- › Opportunities and resources are provided to meet the 'pivot' developmental stage of all children.
- › Practitioners are able to articulate how opportunities for all 'pivot' developmental stages are fostered across the indoor and outdoor environment and in all areas of provision.
- › Music is used to stimulate spontaneous and rhythmic movements.
- › A range of resources, tools and materials that promote the development of manipulative skills are provided.
- › Children have opportunities to mark make and write in all areas of provision
- › Children are helped to understand the importance of keeping healthy including physical activity, hygiene and healthy eating.
- › Children are helped to understand how to stay safe and use resources safely
- › A place for rest and quiet is available
- › Opportunities for independence are created through routines and expectations (self selection, hand washing, toileting, pouring own water, snack and fruit, putting on and taking off coats)
- › Water is available for children to drink at all times

Additional comments:



## PHYSICAL DEVELOPMENT

## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Child and Practitioner relationships are strong, warm and positive.
- Children are helped to develop a positive sense of themselves and respect for others
- Practitioner facilitates independence, perseverance and self –help skills.
- Practitioner responds to children’s needs, ideas, feelings and behaviour with sensitivity.
- Children are involved in decision making
- Practitioner actively models and teaches desired social skills/behaviour including sharing, taking turns, cooperation and collaboration.
- Practitioner provides learning opportunities and support children to express and manage their feelings
- Practitioner and provision facilitates opportunities to develop the Characteristics of Effective Learning to support children’s resilience and confidence
- Behaviour is well managed using the school behaviour system
- There are clear rules displayed and these are consistently enforced

Additional comments:

## POSSIBLE AREAS OF PROVISION

Skills provocation  
Enhancements linked to topic/theme  
Transient Art  
Small world  
Deconstructed role play  
Construction  
Sand tray  
Block Play  
Loose parts tray  
Real tools use  
Painting  
Workshop- junk, D&T, joining, gluing  
Malleable materials  
Mark Making

Water  
Snack area  
Cooking area  
Exploration/invitation area

### SUMMARY OF LEARNING WALK

**What went well**

**Even better if**

## Appendix 6 - SEND Provision: Learning Walk Template

LEARNING WALK EVIDENCE			
<b>Member(s) of staff observed</b>			
<b>Observer(s)</b>			
<b>Date and time</b>			
<b>Subject</b>		<b>Year/Class</b>	

FOCUS OF WALK/KEY QUESTIONS

ENGAGEMENT WITH LEARNING	
<ul style="list-style-type: none"><li>➤ Pupils with SEND are engaged</li><li>➤ There is evidence of learning in the lesson</li><li>➤ Pupils are clear about the learning objectives for the lesson</li></ul> <p>Additional evidence:</p>	<p>Notes:</p>

## PUPIL VIEWS

- What do pupils already know about this topic?
- What new things have pupils learnt today?
- Was there anything in the lesson pupils found hard? If so, what do pupils think would have helped them to learn better?

Additional evidence:

## TEACHING APPROACHES

- The tasks prepared allow pupils to achieve the stated learning objectives
- Teaching is differentiated according to individual learning needs
- There is evidence that lesson plans account for priorities identified in education health and care plans
- Inclusion strategies are being used effectively
- Pupils are given opportunities to develop independence

Notes:

Additional evidence:

## SUPPORT STAFF

- How are additional support staff being used?
- Is this enabling pupils with SEND to become effective learners?

Additional evidence:

## LEARNING ENVIRONMENT

<p>Classroom displays support learning</p> <p>Pupils' work displayed on walls is of good quality</p> <p>Displays reflect the work of all pupils</p> <p>Scaffolds and prompts for learning are visible in the classroom (e.g. work lists, instruction checklists, visual timetables)</p> <p>There are supportive resources and equipment available (e.g. manipulative maths equipment, communication support)</p> <p>There is sufficient lighting and ventilation</p> <p>Pupils can move around the classroom safely</p> <p>The environment is emotionally safe and pupils can take risks and make mistakes in their learning</p> <p>Additional comments:</p>	<p>Notes:</p>
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## SUMMARY OF LEARNING WALK

<b>What I have learnt from this learning walk</b>	<b>What are the implications for SEND policy and practice</b>

## Appendix 7 - Classroom environment: learning walk

LEARNING WALK EVIDENCE			
<b>Member(s) of staff observed</b>			
<b>Observer(s)</b>			
<b>Date and time</b>			
<b>Subject</b>		<b>Year/Class</b>	
FOCUS OF WALK/KEYQUESTIONS			

LEARNING ENVIRONMENT	
<ul style="list-style-type: none"><li><input type="checkbox"/> The environment is uncluttered, tidy calm and welcoming</li><li><input type="checkbox"/> The seating arrangement enables all children to see the teacher</li><li><input type="checkbox"/> Furniture and equipment is in good condition</li><li><input type="checkbox"/> There are no obvious safety issues, including tripping hazards (e.g. electrical leads across the floor, bags and coats stored unsafely)</li><li><input type="checkbox"/> Children know where resources are kept, they are well labelled and children are able to self-select</li><li><input type="checkbox"/> Children demonstrate the ability to tidy away resources and equipment independently</li><li><input type="checkbox"/> Resources to support learning are readily available (e.g. maths and phonic packs, sharp pencils, rulers)</li><li><input type="checkbox"/> Noise levels are conducive to learning and transition times are managed effectively</li><li><input type="checkbox"/> There is space for privacy/ areas for children to have quiet time</li><li><input type="checkbox"/> Role play areas are available</li><li><input type="checkbox"/> Lighting is effective</li><li><input type="checkbox"/> Good quality resources/ toys are available and these have been replenished</li><li>• What special areas (e.g. areas for group work) have been created and how are they used? Are learning areas clearly defined?</li><li>• In what ways does the classroom arrangement support the development of independence?</li><li>• Is all of the space used to best advantage? Is there any 'dead' space? Is there too much furniture?</li></ul>	
<b>Additional comments:</b>	

## DISPLAYS

- Displays reflect current topics and/or key curriculum target focuses
- Displays reflect and value the work of all pupils and is representative of the learning currently happening in the classroom/provision
- Displays reflect high standards and expectations
- Scaffolds and prompts for learning are clearly visible in the classroom
- Any displayed vocabulary is referred to and used within teaching
- Learning walls for maths, writing, phonics and oracy are up to date and used as a teaching tool (see Learning Environment policy for breakdown of expectation for each of these areas)
- The Behaviour system, the school golden rules, the marking policy and e-safety rules are all displayed
- The Reading Area is well resourced with appropriate fiction and non-fiction texts, the class also have access to Year group author and book spine books and displays show books that the children have been reading, comments the children have made and links books to the themes into which they fit

**Additional comments:**

## SUMMARY OF LEARNING WALK

What went well	Even better if

## Appendix 8 - KS1 Continuous Provision Pro-Forma

<u>Continuous Provision</u> Are priorities for development evident in the environment? Track back from planning- can the planning be seen in the provision? Stand back, where is everything positioned and why? Are resources accessible, open-ended and flexible?	<u>Comments</u>
<p><b><u>Attainment audit</u></b> Are the children engaged? Are the children making progress? Is it appropriate to their current stage of learning? Are the children attaining? Are there opportunities for children to practice, re-enforce, consolidate, extend and challenge learning?</p> <p><b><u>For each activity, is it...</u></b> Purposeful? Holding the children's attention? Interest led? Differentiated? Are children engaged? Are progress and attainment evident?</p> <p><b><u>Adults</u></b> Can articulate strengths and gaps? Can talk you through how the provision meets the needs of the children? Do they ensure children have the right resources to support learning? Are staff able to confidently articulate their journey and their current provision? eg- let me talk you through why I've got what I've got and why I have put it out.</p> <p><b><u>Do adults:</u></b> Know when to intervene and when to stand back? Model language effectively and extend children's language? Use open ended questions? Model use of the resources? Showcase achievements and help re-cap on prior learning?</p>	



## Display

Do they showcase same techniques with different outcomes- applied learning?

Is there a range of child-led learning?

Does the space represent the teaching and learning that happens in the classroom?

Are displays to support learning used effectively?

Do displays improve children's self-esteem?

Photo's? Children's work etc?

## Appendix 9 - Learning Book Monitoring

Differentiation		
	Strengths	Development Points
Evidence of matching work/skills to the level of the child		
Evidence of high expectations and challenge for all		
Evidence of differentiation for SEND/New Arrivals		
Marking		
All work is marked and up to date using the school marking policy		
Teacher commentary is specific to the knowledge being taught.		
Next step comments ensure progress and acted upon- it may be obvious where a practitioner has provided instantaneous verbal feedback		
Spelling is always addressed where the child should be able to spell that word accurately (max 3 per piece)		
It is clear what the LO is and where that LO has been met		
Evidence of up-levelling, proof reading, editing, making revisions		
As a minimum response all written work is initialled		
It is clear where work is independent or supported		
Presentation		
Reinforcement of good presentation is evident- work re-written if necessary		
Work is underlined with a ruler and dated using the short date		

Handwriting/ letter/number formation is addressed		
Children are writing on the lines		
One neat line is used to cross out mistakes		
Work is neatly stuck into books		
Pencils are used for main writing work and green pens are used for editing. Different writing implements may be used within continuous provision.		

Learning		
	Strengths	Development Points
Evidence of non-core subjects		
Progression and evidence of teaching sequences of lessons		
Appropriate progression and calculations in mathematics		
Have lessons that have no physical outcome in books been referenced? For example – photos to reference a practical activity/story maps/ word bank/drama		
Is there sufficient work within a cycle/unit or topic?		
Are missing days accounted for- eg absences recorded but empty worksheets are not stuck in		
Is there evidence that the children have been productive enough during lessons? (Relevant to age group and ability).		
Is there evidence activities give children some choice in how they achieve an objective? Eg through writing,		

drawing, storyboard, poster etc.		
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## Appendix 10 - EYFS Learning Evidence scrutiny proforma

**Class:**





























**Date:**

<b>CRITERIA</b>	<b>COMMENTS</b>
All evidence is signed	
There is a range of evidence eg tick lists, photos, observations, target tracker	
The 7 areas of learning are reflected	
Characteristics of effective learning are reflected within the evidence	
Child voice is evident and written verbatim	
All evidence is independently completed	
Next steps – are clear and teachers can articulate children’s next steps towards their target.	
Evidence from a range of practitioners	
Parent voice is evident	
Correct use of marking policy for guided writing	
Age and stage of child’s development is evident on tick lists and observations	
Neat handwriting, correct grammar and spelling used by practitioners	
<b>Next steps:</b>	

Appendix 11 - Phase 2 letters and sounds mat

					
s	a	t	p	i	n
					
m	d	q	o	c	k
					
ck	e	u	r	h	b
					<p>Can you look at the letters and make the sounds?</p>  
f	l	ff	ll	ss	

Appendix 12 - Phase 3 letters and sounds mat

					
j	v	w	x	y	z
zz					
zz	qu	ch	sh	th	ng
					
ay	ee	igh	oa	oo	ar
					
or	ur	ow	oi	ear	air
		<p>Can you look at the letters, make the sounds and blend the sounds together?   </p> <p>Can you say the word, finger the word then write the word? </p>			
er	oo				




Can you look at the letters, make the sounds and blend the sounds together?








## Alternative Spellings Mat



Can you say the word, finger the word then write the word?






My <b>x</b> Sound Family		
		
robot	cherry	wrist
x	xx	wx


My <b>ch</b> Sound Family	
	
chips	catch
ch	tch




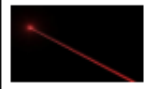

My <b>f</b> Sound Family		
		
flower	off	photo
f	ff	ph





My <b>w</b> Sound Family	
	
worm	wheel
w	wh






My <b>ck</b> Sound Family			
			
caterpillar	kangaroo	sock	school
c	k	ck	ch

My <b>m</b> Sound Family		
		
mountain	hammer	thumb
m	mm	mb

My <b>n</b> Sound Family			
			
net	penny	knight	gnome
n	nn	kn	gn

My <b>z</b> Sound Family				
				
zig-zag	buzz	sneeze	laser	cheese
z	zz	ze	z	ze

My <b>j</b> Sound Family			
			
jack in the box	giant	cage	bridge
j	g	ge	dge

My <b>s</b> Sound Family				
				
snake	grass	horse	city	ice
s	ss	se	c	ce

Can you look at the letters, make the sounds and blend the sounds together?



## Alternative Spellings Mat

Can you say the word, finger the word then write the word?



My <b>oa</b> Sound Family				
coat	toe	snow	bone	go
oa	oe	ow	o-e	o

My <b>air</b> Sound Family	
chair	square
air	are

My <b>ough</b> Sound Family			
fork	claw	sauce	daughter
or	aw	au	ough

My <b>igh</b> Sound Family				
light	tie	kite	tiger	fly
igh	ie	i-e	i	y

My <b>ear</b> Sound Family	
tear	deer
ear	eer

My <b>ue</b> Sound Family			
argue	cube	dew	unicorn
ue	u-e	ew	u

My <b>ee</b> Sound Family					
bee	beach	key	lolly	me	field
ee	ea	ey	y	e	ie

My <b>oo</b> Sound Family				
moon	blue	screw	June	soup
oo	ue	ew	u-e	ou

My <b>ay</b> Sound Family				
tray	rain	cake	acorn	grey
ay	ai	a-e	a	ey

My <b>er</b> Sound Family			
her	bird	turn	worm
er	ir	ur	or



## Appendix 14 - KTC Learning Walk Proforma

Area within KTC observed	Comments
<b>Phonics</b>	
Structure of the lesson is clear	
Pronunciation of sounds are pure	
Individual children are targeted	
Differentiation is evident	
Mantra's are used effectively and children know them well	
Effective management of the session- position, size of text, interactivity of children	
<b>Shared Reading</b>	
HFW's are practised and located in the text	
The teacher is intensively modelling the thought processes, decision making and use of strategies	
Reading is interactive and children contribute to the session	
Reading strategies are specific and matched to the children's abilities	
The text is within children's comprehension level but above the independent level of the majority	
Questions are differentiated to include all children	
Effective management of the session- position, size of text, interactivity of children	
<b>Guided Reading</b>	

There is a quality book introduction	
There is a clear strategy check evident	
Adults supports children during ind reading to apply strategies and challenges them	
Children are able to evaluate how they have used strategies to aid their reading	
Questions are appropriate and there are a range of different types	
Book is appropriate to level of children's reading ability (9/10 words read ind)	
<b>Shared/Guided Writing</b>	
Sentences are rehearsed and modelled verbally before writing is scribed	
Teacher constantly and cumulatively re-reads to gain a flow from one sentence to another and to check for errors.	
Teacher develops and refines children's ideas	
Children are encouraged to make contributions eg vocab choice, punctuation, conjunction, style and voice appropriate to the text	
There is a clear success criteria appropriate to the needs of the children	
Working at a level beyond independent writing	
There are opportunities for writing within the environment	
Strengths	
Areas for Development	

Some weaker readers require additional teaching, this could include:

An additional session of phonics/shared/guided reading

Ph 2 catch up intervention

Applying long vowel intervention

EAL Intervention Group

Oral blending and segmenting intervention

Early Word Intervention- where phonics is not working

Children new to Reception have an intense 6 weeks of PH1 phonics on entry

Monitoring is carried out through:

Observations

Team Teaching

Learning Walks

External specialists

Drop In

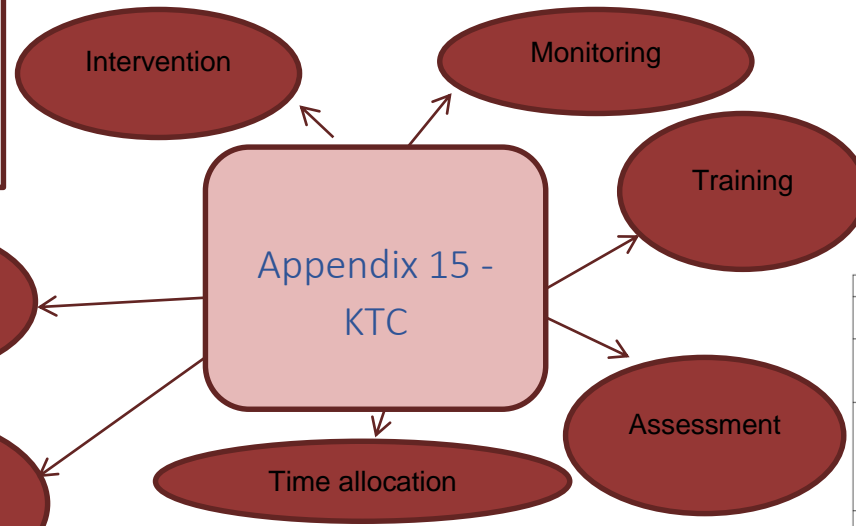
Training and videos

Moderation

All staff are fully trained in all of the areas within KTC. Training is repeated each year for new staff or for refresher training. There is a KTC lead in school and all SMT are also trained in monitoring KTC. There is expertise within school for practitioners to observe one another and can also visit other KTC schools to observe good practise. We have a link school- Shenton Primary that also provides additional support and external feedback. 2019/2020 Ann Smallberger has worked with our school to adapt timetabling and improve teaching. KTC videos are accessible online for further CPD.

KTC is a quality first approach to teaching phonics, reading and writing in Early Years and KS1.

KTC phonics is based on Letters and Sounds with a comprehensive lesson plan that teaches children to hear, read, write and apply phonemes in reading and writing. The approach gives teachers the structure of lessons, resources and assessments.



All Children have at least:

Phonics

1x20 min session daily with a re-cap session

Shared Read

3x20 min sessions weekly EY's, 2xYr 1, 1x session Y2

Guided Reading

1 x session weekly Rec-Y2

Shared/Guided Write

2x shared writing/ 1x guided writing session weekly Rec

1xshared write, 1x guided write- KS1

	Autumn	Spring	Summer
Nursery			Be able to orally blend and segment
Reception	Using and applying ph 2 in reading and writing	Using and applying ph 3 up to 'tr' in reading and writing	Using and applying ph 3 long vowel sounds in reading and writing
Year One	Consolidate reading mono-syllabic words and apply adjacent consonants in reading and writing	To use and apply ph 5 phonics in reading and writing	To use and apply ph 5 phonics in reading and writing
Year Two	To use and apply alternative pronunciations and spellings in reading and writing	To use no-nonsense grammar to learn spelling rules and apply in reading and writing	To use no-nonsense grammar to learn spelling rules and apply in reading and writing

All assessments for GPC and sight word reading are carried out at regular intervals in accordance with the scheme and carefully analysed. Revision lessons are planned to then fill these gaps. Guided reading levels directly correspond to the child's current reading capability.

## Appendix 16 - Shared Reading Checklist - Nursery

<p><b>Book introduction</b></p>	<ul style="list-style-type: none"> <li>- Reading finger under the word</li> <li>- Read the title to the children x2</li> <li>-Look at the front cover and predict what the book could be about. If in middle what has happened so far.</li> <li>-The adult ensuring that the children use Talk Partners and the adult gives the children the sentence starters to answer the question.</li> <li>- The children may chorally repeat the sentence starter</li> <li>-Relate to children's own experience.</li> <li>-Sight words, see the word, say the word. Do in different voices.</li> </ul>
<p><b>Strategy check</b></p>	<ul style="list-style-type: none"> <li>• Front of book, back of book</li> <li>• Is the book the correct way up?</li> <li>• Where do I begin reading?</li> <li>• Identify between print and illustration</li> <li>• Which way to go L to R</li> <li>• Illustrations aid print and understanding (cross check with the picture)</li> <li>• Return sweep</li> <li>• Read left page before the right</li> <li>• One to one matching by using a reading stick</li> <li>• A letter</li> <li>• A word</li> <li>• Punctuation (eg full stop/ exclamation mark)</li> <li>• Capital/lower case letters</li> <li>• Some letter/sound links</li> <li>• Some high frequency words</li> </ul>
<p><b>Shared Reading</b></p>	<p>The adult models the concepts of print and the reading strategies above.          All children are joining in.          New vocabulary is explained          The adult ensures that the children are interactive in the reading by finding sight words in the text, doing actions of the characters etc</p>
<p><b>Responding to the text</b></p>	<ol style="list-style-type: none"> <li>1. An oral question.</li> <li>2. A question that they have to find the word in the text to answer it.</li> <li>3. An opinion question which the adult gives the children the sentence structure to answer the question.</li> </ol>

# Interactive strategies

- Buzz pairs
- Actions

## Appendix 17 - KTC Shared Reading Checklist

<p><b>Book introduction</b></p>	<ul style="list-style-type: none"> <li>- Reading finger under the word</li> <li>- Read the title to the children.</li> <li>-Look at the front cover and predict what the book could be about. If in middle what has happened so far.</li> <li>-The adult ensuring that the children use Talk Partners and the adult gives the children the sentence starters to answer the question.</li> <li>- The children may chorally repeat the sentence starter</li> <li>-Relate to children's own experience.</li> <li>-Sight words, see the word, say the word. Do in different voices.</li> </ul>
<p><b>Strategy check</b></p>	<p><u>Strategies for Decoding</u></p> <ul style="list-style-type: none"> <li>• What can you do if you come to a word that you cannot read? (<b>look at the letters, make the sounds and blend the sounds together and we cross check with the picture</b>)</li> <li>• What can you do when you come to a long word that you cannot read? (<b>look for the little words in the big word</b>)</li> </ul> <p><u>Meaning</u></p> <ul style="list-style-type: none"> <li>• If I come to a sentence and it doesn't make sense. What am I going to do? (<b>go back and read the next sentence again</b>)</li> <li>• If I still can't read it- <b>I can read the sentence and go back and read both sentences</b></li> <li>• If I still can't read it- <b>Read the sentence before, the sentence and the following sentence to work out the meaning.</b></li> </ul> <p><u>Punctuation</u></p> <ul style="list-style-type: none"> <li>• What will you do when you see a <b>full stop?</b></li> <li>• Interpreting words in bold, capitals or italics and adjusting expression accordingly</li> <li>• Using the punctuation in the text             <ul style="list-style-type: none"> <li>-using expression at an exclamation mark (surprise, excitement etc.) Pause for a comma. Raise voice at the end of a question.</li> </ul> </li> <li>• Using expression for inverted commas</li> </ul>
<p><b>Shared Reading</b></p>	<p>The adult models the concepts of print and the reading strategies</p> <p>'How can we check that word is___?'</p> <p>'What strategy can we use to read this word?'</p> <p>All children are joining in.</p>

	<p>New vocabulary is explained</p> <p>The adult ensures that the children are interactive in the reading by finding sight words in the text, doing actions of the characters etc</p> <p>If lots of blending and segmenting, then re-read the sentence again.</p>
<p><b>Responding to the text</b></p>	<ol style="list-style-type: none"> <li>4. An oral question.</li> <li>5. A question that they have to find the word in the text to answer it.</li> <li>6. A question that they have to find a sentence in the text to answer it (From Summer Term in FS2).</li> <li>7. A grammatical question (From the Summer Term in FS2).</li> <li>8. An opinion question which the adult gives the children the sentence structure to answer the question.</li> </ol>
<p><b>Interactive strategies</b></p>	<ul style="list-style-type: none"> <li>- Buzz pairs</li> <li>- Actions</li> </ul>

## Appendix 18 - Shared & Guided Reading Planning – Pink

Week Beginning:	Pink band text	Teacher:
	Children (no more than 5):	Group:
<b>Book Introduction</b> (No longer than 5 minutes)	<ul style="list-style-type: none"> <li>• <b>Show me your reading finger</b></li> <li>• <b>Where does it go?</b></li> <li>• <b>Put your finger under the title x2</b> (while you give the book out). Make sure chd have put their finger under the first word of the title.</li> <li>• Read title together</li> <li>• <b>What can you see on the front cover? I can see _____</b></li>   <li>• <b>Ask experience question related to the book.</b></li> </ul>	<b>NOTES:</b> makes notes on what the children <b>cannot do</b> .
<b>Strategy Check</b>	<b>Strategies for Decoding</b> <ul style="list-style-type: none"> <li>• What can you do if you come to a word that you cannot read? <b>(look at the letters, make the sounds and blend the sounds together and we cross check with the picture)</b></li> <li>• What can you do when you come to a long word that you cannot read? <b>(look for the little words in the big word)</b></li> </ul>	
<b>Independent Reading</b>	<ul style="list-style-type: none"> <li>• Read title page together again</li> <li>• Turn page ask <b>put your hand on the page we are going to read first.</b></li> <li>• <b>Put your finger under the writing</b> (at the beginning of the sentence)</li> <li>• T to read sentence ch to follow with reading finger, then ch to read sentence again with teacher. Discuss pictures on page and what is happening in the story.</li> <li>• Ask chd to read simple words independently and then ask them how they read the word.</li> </ul>	
<b>Responding to the text</b> (questions-oral, find the answer, give an opinion, sentence structure)	<ul style="list-style-type: none"> <li>• Find the word <b>(choose sight word in the text)</b></li> <li>• Find the picture of _____</li> <li>• Find the letter sound _____</li> <li>• OPINION Q- Ask chd a question linked to the text and then provide chd with a sentence structure.</li> </ul> <p>Example                      OPINION Q- What do you like doing at home? I like _____</p>	
<b>Next steps</b>		



## Appendix 19 – Guided Reading - Pink

<b>Week Beginning:</b>	<b>Reading Recovery Level and Text:</b>	<b>Teacher:</b>
	<b>Children (no more than 6):</b>	<b>Group:</b>
<b>Focus:</b>		<b>Assessment notes</b>
<b>Book Introduction</b> (No longer than 5 minutes)	<ul style="list-style-type: none"> <li>• All read the title of the book together– and clarify</li> <li>• Relate to own experiences</li> <li>• Ask children a question related to title/picture</li> <li>• Model sentence structure –eg I went on a plane to _____ children to respond with their sentence</li> <li>• Debug the book for the children by only showing the pictures – only give them the sentence structure once or twice</li> <li>• Then the teacher asks the question eg ‘What is up in the sky now?’ get the children to repeat key vocabulary chorally and individually</li> <li>• Leave the children in suspense at what might be on the last page</li> </ul>	
<b>Strategy Check</b>	<p><u>Where does your Reading Finger go?</u></p> <ul style="list-style-type: none"> <li>• Under the words</li> </ul> <p><u>What do you do if you can’t read a word?</u></p> <ul style="list-style-type: none"> <li>• Look at the first letter, make the sound and cross check with the picture</li> <li>• Look at all the letters, make the sounds, blend the sounds together and cross check with the picture</li> </ul>	
<b>Independent Reading</b>	<ul style="list-style-type: none"> <li>• Hand books out</li> <li>• Put your finger under the title, let’s all read it together</li> <li>• Put your finger on the word that says up</li> <li>• Repeat for title page</li> <li>• Ask children to read the book independently and dip in and out as necessary to support</li> <li>• Ask the children to put their reading finger under high frequency words (in, the, up)</li> <li>• Ask children how they read particular words – if they explain the strategy, ask them to show you</li> </ul>	
<b>Returning to the Text</b>  (how will you address any problems from	<ul style="list-style-type: none"> <li>• Observe during independent reading to see what needs to be reinforced during shared reading session</li> <li>• What words did children find difficult? Ask them to explain how they read them</li> </ul>	

<p><b>independent reading)</b></p>		
<p><b>Responding to the text</b>  (questions- oral, find the answer, give an opinion, sentence structure)</p>	<p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. (oral)</li> <li>2. (find the picture) (put your finger under the word)</li> <li>3. Opinion question for children to respond in full sentences Model sentence structure</li> </ol>	

## Appendix 20 - Guided Reading – Red

Week Beginning:	Red band text	Teacher:
	Children (no more than 6):	Group:
<b>Book Introduction</b> <b>(No longer than 5 minutes)</b>	<ul style="list-style-type: none"> <li>• T to hold book and show chd (not to give books out yet) Rdg finger</li> <li>• T Read title x2 to chd ask chd to read with you</li> <li>• Introduce character names and talk about front cover-</li> <li>• Own experience- T to ask chd a question related to the book.</li> <li>• T to then talk about pages in book up till page _____. (Do not show sentences to chd or read book till the end, let chd read to see what happens in the end) Talk about each page and give prompts to read words they may find difficult</li> </ul>	<b>NOTES:</b> makes notes on what the children <b>cannot do</b> .
<b>Strategy Check</b>	<b>Strategies for Decoding</b> <ul style="list-style-type: none"> <li>• Where will your reading finger go? (under the word)</li> <li>• What can you do if you come to a word that you cannot read? <b>(look at the letters, make the sounds and blend the sounds together and we cross check with the picture)</b></li> <li>• What can you do when you come to a big word that you cannot read? <b>(look for the little words in the big word)</b></li> <li>• If I come to a sentence and it doesn't make sense. What am I going to do? <b>(go back and read the next sentence again)</b></li> <li>• What will you do when you see a <b>full stop?</b></li> <li>• Look out for any problems chd have with rdg any words.</li> </ul>	
<b>Independent Reading</b>	<ul style="list-style-type: none"> <li>• Hand out books and chd to start reading independently.</li> <li>• Teacher to dip in and out to support and ask-</li> <li>• How do you know that word is ___?</li> <li>• What can/did you do to read that word?</li> <li>• Encourage chd to use the vocab of the strategy check.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Did anyone have any problems with reading any words in the book? Chd find that word</li> </ul> <p>Ask questions-</p> <ul style="list-style-type: none"> <li>• Oral- _____</li> <li>• Find the word- _____</li> <li>• Find the sentence- _____ (make sure chd point to the beginning of the sentence)</li> </ul>	

<b>Responding to the text</b> <b>(questions-oral, find the answer, give an opinion, sentence structure)</b>	<ul style="list-style-type: none"><li>• Opinion (question linked to the text)- _____</li><li>• (provide chd with sentence structure)</li></ul>	
<b>Next steps</b>		

## Appendix 21 – Guided Reading – Yellow

<b>Week Beginning:</b>	<b>Yellow band text</b>	<b>Teacher:</b>
	<b>Children (no more than 6):</b>	<b>Group:</b>
<b>Book Introduction</b> <b>(No longer than 5 minutes)</b>	<ul style="list-style-type: none"> <li>• T to hold book and show chd (not to give books out yet) Rdg finger</li> <li>• T Read title x2 to chd ask chd to read with you</li> <li>• Introduce character names and talk about front cover-</li> <li>• Own experience- T to ask chd a question related to the book.</li> <li>• T to then talk about pages in book up till page _____. (Do not show sentences to chd or read book till the end, let chd read to see what happens in the end) Talk about each page and give prompts to read words they may find difficult</li> </ul>	<b>NOTES:</b> makes notes on what the children <b>cannot do</b> .
<b>Strategy Check</b>	<p><b>Children do not use reading finger anymore.</b></p> <p><b>Strategies for Decoding</b></p> <ul style="list-style-type: none"> <li>• Look at the letters, say the sounds and blend the sounds together.</li> <li>• Look at the letters, say the sounds and blend the sounds together and cross check with the picture.</li> <li>• Look for smaller words in bigger words</li> </ul> <p><b>Strategies for Meaning</b></p> <ul style="list-style-type: none"> <li>• Reread the sentence for meaning</li> <li>• If still not sure of the meaning of a word, read the sentence again</li> <li>• Then read the next sentence and then reread both sentences again</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Interpreting words in bold, capitals or italics and adjusting expression accordingly</li> <li>• Using the punctuation in the text               <ul style="list-style-type: none"> <li>- use big voice for bold print</li> <li>-taking a breath at a full stop</li> <li>-raising your voice at the end of a question</li> <li>-using expression at an exclamation mark (surprise, excitement etc.)</li> <li>-change voice for inverted commas</li> </ul> </li> </ul>	
<b>Independent Reading</b>	<ul style="list-style-type: none"> <li>• Hand out books and chd to start reading independently.</li> <li>• Teacher to listen to each child read individually.</li> <li>• How do you know that word is ___?</li> <li>• What can/did you do to read that word?</li> <li>• Encourage chd to use the vocab of the strategy check.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Did anyone have any problems with reading any words in the book? Chd find that word. Ask questions- (AF2/ AF3)</li> <li>• Oral- _____</li> </ul>	

<p><b>Responding to the text</b></p> <p><b>(questions-oral, find the answer, give an opinion, sentence structure)</b></p>	<ul style="list-style-type: none"> <li>• Find the word- _____</li> <li>• Find the sentence- _____ (make sure chd point to the beginning of the sentence)</li> <li>• Opinion (question linked to the text)- _____ (provide chd with sentence structure)</li> </ul>	
<p><b>Next steps</b></p>		

## Appendix 22 – Guided Reading – Blue +

Week Beginning:	Colour Band and Text:	Teacher:
	Children (no more than 6):	Group:
<p><b>Book Introduction</b> (No longer than 5 minutes)</p>	<ul style="list-style-type: none"> <li>• <b>Seat children who read at a similar pace together</b></li> <li>• <b>Read the title x 2</b></li> <li>• <b>What do you think the front cover tells us in relation to the title?</b></li> <li>• <b>Relate to own experiences</b></li> <li>• <b>If in the middle of a book</b> ask children to summarise what they have read so far in i.e.3 points. Give children the language such as first, next, then etc.</li> </ul>	<p><b>NOTES:</b></p>
<p><b>Strategy Check</b></p>	<p><b>‘What do you do, if you can’t read a word?’</b>  <b>Strategies for Decoding –</b></p> <ul style="list-style-type: none"> <li>• I can look at the letters in the word, make their sounds ,blend them together</li> <li>• I break words into chunks/syllables and put them together and read them</li> </ul> <p><b>‘What do you do, if you read a sentence and it doesn’t make sense?’</b>  <b>Strategies for Meaning -</b></p> <ul style="list-style-type: none"> <li>• I go back to the beginning of the sentence and reread it.</li> <li>• <b>If it still does not make sense</b>, I can read to the end of the next sentence and then go back and reread both sentences to help me understand the meaning</li> <li>• <b>If it still does not make sense</b>, I can read the sentence before, the sentence and the following sentence and use these to try and work out the meaning</li> <li>• I can look at the <b>punctuation</b> and reread the sentence using it to help me understand the meaning better</li> </ul>	
<p><b>Independent Reading</b></p>	<ul style="list-style-type: none"> <li>• <b>Ask children to read to page ____.</b></li> <li>• Remind them to mumble or whisper as they read</li> <li>• Hear a few children read</li> <li>• If children finish reading, pairs can read together, checking for expression</li> <li>• <b>Clarification: Are there any words that you need clarifying?</b> When clarifying read the whole sentence the word is in first. Read next sentence etc. Model the strategies.</li> </ul> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• <b>Include questions where children give literal responses, responses where they find word or phrases in the text, True or False statements, opinion question or predict</b></li> <li>• <b>When answering questions; No hands up, fingers in the book.</b></li> <li>• <b>When finding phrases in the text; children to put finger at beginning and end of phrase</b></li> </ul>	
<p><b>Returning to the Text</b></p> <p><b>Responding to the text</b> (questions- oral, find the answer in the text, give an opinion/predict,)</p>	<ul style="list-style-type: none"> <li>• <b>Now ask children to read to page ____.</b></li> <li>• Remind them to mumble or whisper as they read</li> <li>• Hear a few children read</li> <li>• If children finish reading, pairs can read together, checking for expression</li> <li>• <b>Clarification: Are there any words that you need clarifying?</b> When clarifying read the whole sentence the word is in first. Read next sentence etc. Model the strategies.</li> </ul> <p><b>Questions:</b></p>	
<p><b>Follow up task</b></p>		

## Appendix 23 – Shared & Guided Writing Overview

### SHARED WRITING – Requirements

Elements from each part of the sequence should be evident when doing shared writing  
(how this is done depends on the ability of the children)

<p><b>Introduction</b></p> <p><b>Setting of Context</b></p>	<ul style="list-style-type: none"> <li>• Reading of sight words</li> <li>• Recap the context of the writing – Show children pictures/visuals</li> <li>• Model the sentence structure you expect the children to use and rehearse chorally on fingers before you model your own for the children</li> <li>• Compile a list or mind map responses that the children will be able to steal from during guided or independent writing – can use TA as a scribe to record children’s responses</li> </ul>
<p><b>Strategy Check</b></p>	<ul style="list-style-type: none"> <li>• Starting point for writing (top left hand corner of the available space)</li> <li>• Capital letter, finger spaces (get children to move it each time) and full stops (use the actions we have agreed and physical resources for children to move)</li> <li>• Capital letters twice the size of lower case letters</li> <li>• Words sitting on the line</li> <li>• Orally rehearse sentence at least three times before starting to write (on heads, shoulders, noses, fingers etc)</li> <li>• Count the number of words in the sentence that you will write and record on the paper</li> <li>• Phonetically plausible words - How are we going to right the word? Say the word, robot the word, write the word (if teaching Phase 2 or 3) Say the word, finger the word, write the word (if teaching Phase 4 or 5) – make the link between phonics and writing</li> <li>• Children using syllables to help teacher write difficult words (de-li-cious) – ensure children clap/tap the syllables and not finger them</li> <li>• Sight words – written using letter names only</li> <li>• Return sweep – where to write once the line is full - no finger is space needed</li> <li>• Continually rereading what has been written using reading stick (make link between reading and writing)</li> <li>• Writing must make sense</li> </ul>
<p><b>Shared Writing</b></p>	<ul style="list-style-type: none"> <li>• When asking child what goes at the beginning of the sentence, get all children to do the action and chorally say ‘capital letter’</li> <li>• When asking child to show finger space, get all children to show the movement and chorally say ‘finger space’</li> <li>• When asking child to show where to use the full stop, get all children to do the action and chorally say ‘full stop’</li> <li>• When a child is writing a sight word, get all children to the write the sight word in the air, on their hands, on their knee on the carpet (vary throughout the writing) whilst saying the letter names</li> <li>• Ensure that you air write correctly in terms of what the children see (this may mean you have to mirror write the word)</li> <li>• Children could be writing the sight words on whiteboards if they need additional practice</li> <li>• Lower ability children in Year 1 could still find the sight words from a range given</li> <li>• If children make a mistake when writing, you must sensitively correct it</li> <li>• Allow children to write words that may use an incorrect alternative digraph as long as their attempt is phonetically plausible (ch-er-ch instead of ch-ur-ch) – you only need to correct the incorrect part but tell children they will learn the alternative when they are in Year 1</li> </ul>
<p><b>Use of Talk Partners</b></p>	<ul style="list-style-type: none"> <li>• Model the sentence structure you expect the children to use and rehearse chorally on fingers before you model your own for the children</li> <li>• Encourage children to use their fingers when saying their own sentence in talk partners</li> <li>• During ‘talk partner’ time, listen out for words you can put into your sentence that are phonetically plausible</li> <li>• If you don’t hear what you need, use the TA as a ‘plant’ in the group and ask them what they would say so you can use that</li> </ul>
<p><b>Editing</b></p>	<ul style="list-style-type: none"> <li>• Get the children to come and be an ‘inspector’ to check the sentences</li> <li>• Teacher writes capital letter, draws finger space and full stop for children to edit against – tick when identified</li> <li>• Count the number of words in the sentence and check against the number recorded on the paper</li> </ul>



<b>Choosing your sentence</b>	<ul style="list-style-type: none"><li>• Ensure your sentence has at least two words that are phonetically plausible (not necessarily spelt correctly)</li><li>• There must be a good balance between number of sight words and other words</li><li>• In F1, ask children for the sound they <u>hear</u> at the beginning of words that are not sight words as they haven't learnt any GPC's yet</li></ul>
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## Guided Writing

Teaching is differentiated and individually supportive for small groups.

Teaching allows children to try and see if they can do it.

Teaching could include:

Directionality

Finger spacing

Writing from top to bottom of the page

Return Sweep

Capital Letters

Punctuation

Letter formation

Using phonological knowledge

Demonstrating how to access and use HFW's

New vocabulary

Re-reading to check writing makes sense

Sentences and phrases eg extending ideas

Modelling grammar

Editing work

LA may be given word choices to choose from

HA should be extended with longer sentences containing more information

## Appendix 24 - Questions to ask pupils during learning walks

QUESTION	AREA(S) OF EVALUATION	FOCUS OF THE QUESTION
Do you think what you can do in class is easy or hard?	Teaching and learning	Stretch and challenge
Do you always have these toys/ things/ activities or do they change? How do they change?	Teaching and learning	Variety of activities
What does your teacher do that really helps you to learn?	Teaching and learning	Matching of learning to learners' needs
What's the best thing that (teacher/ TA name) does to help you learn?	Teaching and learning	Matching of learning to learners' needs
What kind of things does (teacher/ TA name) say to help you? What do they say you are good at? What do they say you need to remember to do?	Teaching and learning Leadership and management	Marking and assessment Application of school policy
Can you show me some examples of feedback that your teacher gave to help you? what do you then do to improve your work?	Teaching and learning Leadership and management	Marking and assessment Application of school policy
What do you do when you get stuck, or if you finish work before others?	Teaching and learning	Differentiation
Can you show me a piece of work you have done for this teacher, or in this subject, that you are particularly proud of? What makes this piece of work special?  Can you show me some of the best things you have done or make you proud?	Teaching and learning	Teacher/pupil expectations

QUESTION	AREA(S) OF EVALUATION	FOCUS OF THE QUESTION
Are some children given different work from that of other children in the class? Why is that?	Teaching and learning	Differentiation
Does the teacher correct your spelling, punctuation and grammar? If so, can you show me? What do you have to do if you get these wrong in a piece of work?	Teaching and learning Leadership and management	Literacy across the curriculum Teacher expectations
How often do you read aloud in this subject? Is this to the teacher or to the class? What sort of things do you read?	Teaching and learning Leadership and management	Literacy across the curriculum
Can you show me a piece of writing that you have done in this subject?	Teaching and learning Leadership and management	Literacy across the curriculum

QUESTION	AREA(S) OF EVALUATION	FOCUS OF THE QUESTION
What is the most amazing thing that you have learned in this subject/with this teacher?	Teaching and learning Leadership and management	Spiritual, moral, social and cultural development (SMSC)
Would you be able to talk to somebody in school if you were upset?	Pupil behaviour and welfare Leadership and management	Safeguarding
Do children behave well in your class? What happens if children do not behave well?	Teaching and learning Pupil behaviour and welfare	Behaviour for learning
What does your teacher do if you behave well/work hard?	Pupil behaviour and welfare Leadership and management	Consistency Equality and diversity
Do you get any extra help with your work if you need it?	Teaching and learning Leadership and management	Support for pupils with special educational needs (SEN) and for pupils eligible for pupil premium
Does anyone else other than your teacher help you with your work? How do they help you? What difference have they made?	Teaching and learning Leadership and management	Support for pupils with SEN and for pupils eligible for pupil premium