COPENHAGEN PRIMARY SCHOOL

Where learning's an adventure

Teaching and Learning Formative Assessment Policy

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Tell me and I forget. Teach me and I remember. Involve me and I learn.
- Benjamin Franklin
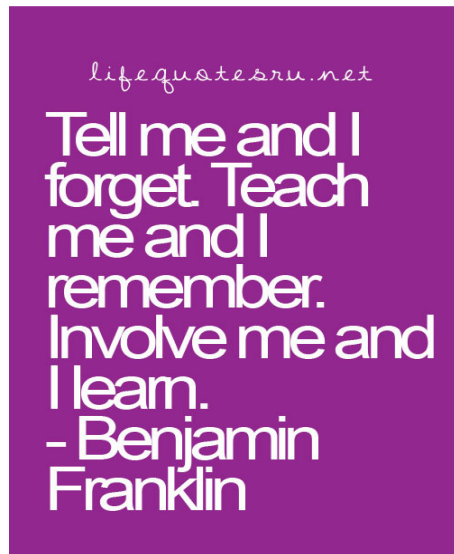
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Teaching and learning policy

Introduction:

At Copenhagen Primary School you will find…

Our Teaching and Learning Policy aims to ensure that the children at our school will experience a high quality teaching and learning experience which will lead to consistent progress in achievement.

Aims

Aims of the Teaching and Learning Policy:

- To enable the acquisition of skills, knowledge and understanding which will be used for all future learning
- To promote, facilitate and enable the inclusion of children with disabilities and special educational needs
- To provide a safe, caring and supportive environment
- To provide a broad and balanced curriculum which is differentiated to match teaching to children's needs
- To promote a wide range of creative experiences which enable children to make full use of their imagination in gaining the sense of the possibilities that their own creative engagement with the world can bring
- To develop lively and enquiring minds through encouraging children to question and discuss issues, in order to make informed decisions
- To nurture self-esteem so children are motivated to learn and to develop an ability to co-operate and work with others
- To recognise and respect individual religious and cultural values and to celebrate the rich diversity within our multi-faith community
- To promote positive attitudes, good behaviour and moral understanding, and to establish a sense of pride and achievement in being part of our school community
- To nurture a sense of caring for others and to distinguish between right and wrong, and to be aware of the consequences of any action
- To encourage children to make positive choices about their own physical well being
- To work in full partnership with parents
- To ensure equal opportunities are addressed throughout all aspects of the school day
- To create opportunities where children can develop a sense of awe and wonder

At Copenhagen we believe effective learning takes place when:

- Children feel that they are valued and actively involved in their own learning
- Children are aware of what they are learning and how it will impact their wider development of skills
- Relationships are built on mutual respect and tolerance
- Children are continually encouraged by their teachers and their achievements are celebrated
- There is a common awareness of high standards of self-discipline
- The environment children are working in is stimulating and comfortable
- Lessons are well prepared, with tasks and resources appropriate to the children's needs

To ensure effective learning is taking place, we evaluate the quality of all lessons by observing the extent to which the:

- Clear Learning Intention: We are learning to….. and success criteria are shared and understood by all children
- Pitch is suitable for all abilities
- Pace is brisk
- Assessment for Learning is used to ascertain children's knowledge of their progress during the lesson
- Progress for all children is good
- Productivity is high
- Next steps to learning are identified and clearly explained to the children for them to move their learning forward

We aim to help our children to:

- Enjoy their learning through experiencing success and by increasing their self esteem
- Become independent and confident learners who take increasing responsibility for their own learning
- Become resilient, reflective, resourceful and reciprocal learners
- Feel secure and comfortable in school
- Acquire the necessary skills for learning, now and in the future, by developing lively, enquiring minds and the ability to question, share ideas and work co operatively
- Access a rich, balanced and relevant curriculum in a variety of ways. This includes encouraging creativity and self-expression

- Develop an understanding and respect of other beliefs, cultures and ways of life.

To achieve these teachers will:

- Create a pleasant, well ordered, stimulating learning environment
- Plan and deliver learning sequences of active learning
- Clearly describe the learning intentions and success criteria of lessons
- Differentiate work by tasks rather than amount
- Help children to move from being dependent learners to independent and collaborative learners
- Have high expectations
- Help children to identify their own successes
- Celebrate success
- Share targets and next steps to learning with the children
- Use the school's tracking systems (Target Tracker and APP) to inform their grouping, differentiation and planning for individual needs
- To promote high quality teaching and learning across the school
- To raise standards by ensuring consistency and continuity of teaching and learning
- To ensure all children are included, motivated and engaged in their learning through multiple and varied speaking and listening opportunities
- Use various AFL strategies to monitor progress within and across learning

Parents will work towards the schools aim by:

- Ensuring that children attend school regularly and punctually
- Ensuring children bring appropriate equipment to school, e.g. reading book bags and PE kits
- Offer encouragement and praise towards their children's achievements
- Participate in discussions concerning their children's progress and attainments
- Ensure early contact with the school to discuss matters which could affect a child's happiness, progress or behaviour
- Supporting children with reading and other school related activities
- Giving due importance to homework

Equal Opportunities

In accordance with the school's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their statement of SEN
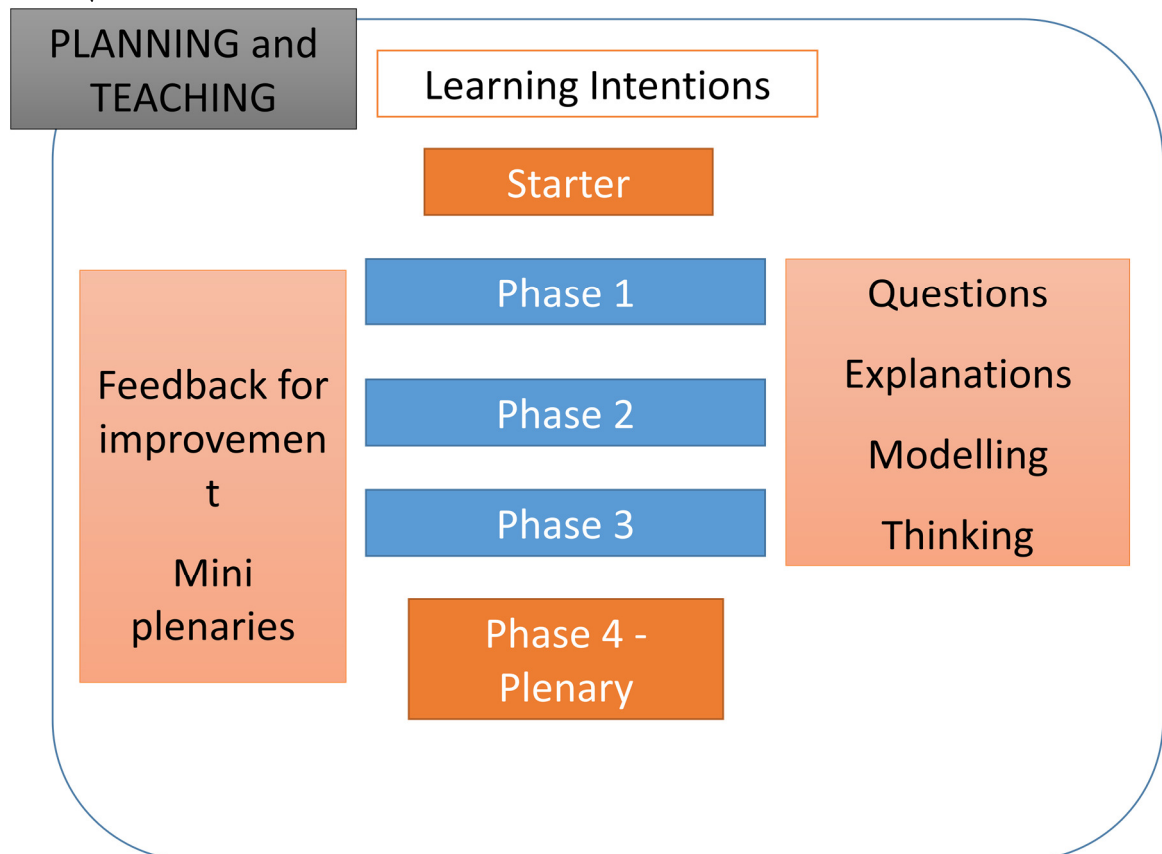
indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age.

Quality First Teaching

What is a good lesson?

We have a basic lesson structure that all teachers adhere to. However, we recognise that on occasion lessons need to be structured differently to maximise use of resources and learning.

The four phase lesson structure:

PLANNING and TEACHING

Learning Intentions

Starter

Phase 1

Phase 2

Phase 3

Phase 4 - Plenary

Feedback for improvement

Mini plenaries

Questions

Explanations

Modelling

Thinking

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

- ☐ Phase One: set the scene, place learning in a wider context, link to prior learning; review previous lesson; provide the 'big picture', share learning intentions.

- ☐ Phase Two: pupils receive new information; instruction/exposition; (teaching)

- ☐ Phase Three: pupils make sense of information; processing; understanding;(learning)

- ☐ Phase Four: review information (plenary).

Explanation

- ☐ Precise interpretation of the fourphase structure will inevitably be very different in different situations. Age, ability, timing of the lesson, subject area and the particular focus for the lesson will all have a significant impact.
- ☐ The boundaries between the phases will almost certainly be blurred.
- ☐ Teachers may well scroll through the phases more than once during the lesson. For example, after a short period of exposition, pupils may be engaged in an activity designed to help them make sense of new material. This may be followed by another period of exposition and an appropriate exercise. (mini -plenaries)
- ☐ The phases are not always sequential. Review, for example, is not confined to the end of the lessons. Good teachers weave review through the entire lesson and know that success criteria are only successfully when repeated and referred to throughout the lesson.
- ☐ Teaching and learning is not the same thing. Encountering information is not the same as understanding it. While the stages are inextricably linked, they are separate processes. This must be reflected in the lesson.

Phase 1- Introduction

- Creating a purposeful atmosphere or placing learning in a wider context
- Engaging and tapping into children's interest
- Links made to prior knowledge
- Cross- curricular links
- Learning intentions and success criteria are shared

Phase 2- Direct Teaching Input

- Children receive new information
- Exposition broken into chunks appropriate to concentration span and is broken up by activities to help develop understanding
- Variety of open and closed questions used to assess progress and understanding (AFL)
- Vocabulary displayed and used
- Strategies are modelled by both teachers and pupils

Phase 3- Learning activities/ Processing of information
- Pupils make sense of the information
- Tasks designed to enable children to develop understanding and to help teachers assess learning through assessment for learning strategies
- Opportunities provided for children to experiment with concepts, ask questions and learn in their preferred learning style

Phase 4- Plenary to consolidate learning
- Reviewing what has been learnt
- Reflecting on how it has been learnt
- Links made to the learning intention and success criteria
- Links made to the next steps for learning

A Detailed Guide to our Lesson Structure

Phase 1- Introduction

Although this is relatively short in duration it includes a number of key features. The emphasis on this phase is on;

Creating an appropriate working atmosphere

Children will not learn if they are not in an appropriate state to learn. We use a range of strategies to establish a climate conducive to learning including:
- Creating a classroom environment that is stimulating, reassuring and organised
- Being fully prepared for lessons
- Ensuring resources are prepared and on tables in advance of lessons
- Other adults to sensitively engage with a pupil who is not 'ready to learn'
- Greeting pupils with a smile!

Linking the lesson to prior knowledge

Linking the lesson to prior knowledge, e.g. reviewing previous lesson by, for example;

- *Think about the three most important things you learnt in the last lesson – now tell your partner.*
- *In two minutes, I am going to ask you what you learnt last lesson. You may talk to your partner if you wish.*
- *Today's lesson is about the water cycle. Jot down on your whiteboards what you already know. Work in pairs.*

Providing an overview

The brain is more likely to absorb details when it can place them within a wider context. This is often referred to as **'providing the big picture first'.** IPC Learning walls in all classes include a topic map to enable pupils to see the 'bigger picture'. Children add their own questions and answers to the learning map and are encouraged to carry out their own independent research at home.

Sharing learning intentions with pupils

Students must know exactly what they are going to learn and what is expected of them by the end of the lesson. For learning intentions to be shared effectively, teachers must:

- Move away from saying 'Today we are doing'… and instead say 'By the end of today's lesson you will all know/be able to/understand…'.
- Make learning intentions specific
- Use child-friendly language – there is little point in sharing learning intentions if students don't understand what you mean.
- Refer to them: at the start of the lesson, during the lesson and during the review phase.

Triggering the brain

The brain will tend to notice things if has been primed to look for them. Beginning a lesson by saying;

'Today when I am reading I want you to listen out for some really powerful adjectives that you can use in your own writing later on '

or

'For homework tonight, I am going to be asking you to write down the functions of the different parts of a plant – you will find out what they are in today's lesson'

This will increase the chances of pupils doing exactly that.

When we capture the imagination and stimulate curiosity in the first few minutes of the lesson, we go a long way to ensuring a high quality learning experience.

Phase 2- Direct teaching input

The emphasis at this stage is to provide the children with new information or new skills. This is the teaching phase. Although we want all children to understand the information as they encounter it, the emphasis during phase two is on providing the new information. New information is delivered in many ways:

- Exposition
- Audio-visual aids – e.g. video clips
- Diagrams, pictures etc
- ICT – CD roms, Internet
- Demonstration
- Modelling
- Books

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

We use a number of techniques across our school to ensure that the quality of input in phase two is kept high.

Periods of exposition are short

Children have limited concentration spans. A widely used and useful rule of thumb is that concentration span will be about two minutes in excess of chronological age. Periods of exposition are therefore kept short and punctuated by regular breaks or activities. In general terms, significantly more learning will take place when new information is transferred and explained in three bursts of ten minutes than in one thirty minute session.

More than one 'beginning' is created

Pupils tend to remember more from the beginning of an experience. When exposition is chunked into 10-15 minute slots, a number of *'beginnings'* are created in the lesson. Make the new start obvious. Use phrases such as, *'Now we are moving on to …'* or *'The next activity we are going to be doing …'. 'I want you to move back to the carpet for the*

Questioning

Although phase two is principally about exposition and delivering new information, it should be punctuated by regular questioning.

Ask regular closed questions during the input. This will keep pupils alert and provide instant feedback as to whether they have heard correctly and have understood – although at a shallow level. Asking too many open questions during an explanation can easily take a lesson off on inappropriate tangents. It also allows an individual to take the lesson off in a direction that causes other students to lose their train of thought.

Ask open questions before and/or after an input. Posing an open question at the start of an explanation will prime the brain to notice detail and begin to form an answer, even at a subconscious level, during the input. Asking an open question at the end of an input takes the learning into phase three and is designed to develop and assess deeper understanding.

The input phase is punctuated with activity (model whatever you want the children to do)

Punctuate the input of new information (phase two) with activities designed to help pupils make sense of it (phase three). This kind of integrated, alternating pattern of 'phase two, phase three, phase two, phase three' can often be more effective than an extended period of explanation.

For example, a teacher might be modelling how to write complex sentences. She might ask the children to work with a partner to write one together on a mini whiteboard before continuing with further instruction.

New information is presented in several ways (VAK)

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

We aim to make learning multi-sensory so that pupils have opportunities to learn from seeing, hearing and doing.

Phase 3- Learning activities/ Processing of information

The emphasis in Phase Three is on:
- developing understanding
- demonstrating understanding
- assessing understanding

This is the key phase.

It is the opportunity for pupils to make sense of information. We play a significant role during this crucial phase, encouraging and reassuring at an emotional and guiding level while prompting and challenging pupils towards understanding.

1. Quality of interactions

- It is adults who help pupils make sense of information. The frequency and nature of interactions between teacher and pupils is highly significant. We develop understanding by
- Using open ended questions.
- Providing wait time- pupils need time to think through their answers before replying.
- Providing thinking time by giving an advance warning, such as *'In two minutes I am going to ask you…. '*
- Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups. Pupils then respond with *'We think that…'*.
- Ensuring pupils fully understand the question by asking them to say it back or rephrase it.
- Extending and deepening understanding by asking follow-up questions such as *'What made you think that ?'*
- Asking pupils to identify three possible answers and then select the best one (so they don't always give you the first answer that pops into their head).
- Scaffolding thinking and answering – for example: *'in 2 minutes I am going to ask you X, but before I do, I'd like you to think about (or talk about) A. Now I'd like you to think about B. Now can you respond to my original question.'*

2. Talking

- When we talk we do more than articulate our current level of understanding. The very act of talking forces us to organise our thoughts and so deepens understanding.
- It is partly the reason why we remember so much of what we teach to others
- At our school we believe that Talking is central to learning. All lessons include planned and unplanned opportunities to discuss questions and extend thinking *Think/Pair/Share and Talk to your partner (TTYP)* are regular features in all lessons. Pupils are trained to use appropriate body language when talking to a partner and pupils understand that their TALK is valued as much as their written work.

3. Tasks that engage children and challenge them to think

Making personal sense of information involves re-creating and assimilating it into existing understanding. It is an active process and demands that the learner actually does something, not least at a cognitive level. Activities in the third phase;

- Require children to do something at a cognitive level
- Provide a degree of challenge
- Require students to re-create rather than re-produce information
- Develop understanding
- Allow pupils to demonstrate understanding
- Give the teacher an opportunity to assess understanding.
- Encourage pupils to work both independently and collaboratively
- Encourage pupils to work for a sustained period

Phase 4- Plenary to consolidate learning

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

Review is a key to memory and certainly not confined to the end of the lesson. Good teachers weave review throughout the entire lesson and are constantly referring students back to the success criteria of the lesson, and reinforcing prior learning. Reviewing material is a highly significant part of the learning process, not least because large amounts of information can be forgotten very quickly.

Pupils are actively involved

When teachers summarise what has been learned, the effect on pupils' memories is relatively insignificant. However when the pupils themselves identify what they have learned as the lesson draws to a close, their memories will be given a significant boost.

Reflection

- Encourage pupils to reflect on what they have learned and what has helped them to learn.
- Use prompts like:
  - What did you do today that you found most helpful when you were learning?
  - What did you do today that you found less helpful?
  - If you had to do the task again, how would you do it?
  - If you had to give one piece of advice to someone tackling the same task tomorrow, what would it be?

Throughout all these stages we feel good teaching can be characterized by the following:

- o Challenging but achievable expectations
- o Clear explanations
- o Rigorous pace
- o Varied and flexible teaching styles are used, dependent on the task and the individual needs of the learner. (Visual-Auditory-Kinesthetic)
- o Teachers show secure subject knowledge of the areas they are teaching
- o Teachers have an enthusiastic approach to learning which will help motivate and engage our children
- o Clear focus is given through explicit learning intentions and success criteria
- o Good use of teaching assistants and resources is made to support the children's learning
- o Positive behavior management strategies are used to motivate and encourage pupils to respond appropriately
- o Opportunities for self-evaluation and reflection are built in throughout the session
- o A consistent approach is used, in line with whole school policies and procedures
- o Teachers strive to ensure each and every child makes progress in their learning, regardless of ability in all lessons
- o Learning is linked to pupils' prior skills, knowledge and understanding
- o A range of questioning techniques are used (AFL)
- o Information is presented in short chunks, which enable pupils to maintain their concentration
- o There is good interaction and communication between children as well as adults
- o Creative ideas are valued and actively encouraged
- o Pupil talk is a prominent feature of all lessons

To ensure effective Learning and Teaching is taking place, teachers will ensure planning:

- Follows the agreed school format;
- Is shared with the LSA linked to each class at least 3 days prior to the planned lesson;
- Includes information about tasks to be set, resources needed, the way children will be grouped;
- Is evaluated to inform future planning.
- Having clear learning intentions which are shared with and understood by the children (learning/success criteria)
- Using a range of organizational strategies and teaching methods to suit different learning styles e.g. visual, auditory and kinesthetic (VAK)

- Organizing human and physical resources effectively;
- Making sure that the activities we provide for the children extend their knowledge, skills and understanding;
- Being reflective, reviewing the effectiveness of our teaching and monitoring children's progress.

We believe learning should be:
- **Active**: we structure each lesson into appropriate blocks of time, allowing opportunities for interactive and exploratory learning activities.

- **Reflective**: we use open questions to encourage debate and self assessment at the end of each lesson against the agreed intentions.

- **Progressive**: We practice our skills and learn from our mistakes.

- **Co-operative**: Shared learning, through group and paired activities, is a regular feature of our lessons.

- **Stimulating**: we use a range of teaching and learning styles including auditory, kinaesthetic and visual. We challenge children to move on.

- **Motivating**: we reward and praise effort and achievement

Above all we believe that learning is about 'how to learn' and taking responsibility for your own learning. We seek to develop these skills through a variety of processes.

Key Skills
- Communication
- Working with others
- Problem solving
- Self- improvement
- ICT
- Application of learning

Thinking Skills
- Enquiry
- Reasoning
- Creativity
- Information Processing
- Evaluation
- Motivation
- Self awareness
- Empathy
- Social Skills

Differentiation

This concerns enabling all children to access the whole curriculum and meet challenge and find success. Our staff understand that all children have different strategies for learning. In light of this, within any lesson the teacher will differentiate both the teaching and the learning activities to match the abilities of the children. This will be done in any of three ways...

- By task
- By outcome
- By additional support, through adults or resources

Differentiation is detailed in weekly planning.

Inclusion

At Copenhagen Primary School we believe that every child has the right to develop their full potential, irrespective of ability, race, gender, creed or physical ability. We aim to ensure that, in partnership with parents, we offer all pupils equality of access and opportunity for successful learning.

We recognise and celebrate the diversity of our pupils, staff and parents, who are encouraged to share their experiences and culture to enhance the quality of learning for all. Children's classroom work and displays will celebrate diversities in society.

All children's are entitled to a broad, balanced, relevant and differentiated curriculum. They will be given every opportunity to be successful in their learning and achieve as high a standard as possible.

We actively seek to remove barriers to learning and participation so each pupil can achieve their personal potential.

Teachers need to plan, assess and provide for a wide range of abilities, aptitudes and interests. When planning provision for pupils with Special Educational Needs, Gifted and Talented, or EAL children we recognise the need to:

- Set suitable learning challenges
- Respond to pupils' diverse needs
- Work to overcome barriers to learning

EAL

Where children's first language is not English, teachers will support their learning within the classroom. Pupils at the first stages of learning English will be assessed by the EMA coordinator and an induction programme put in place.

SEN

Pupils who have barriers to their learning and identified Special Educational Needs are provided with support and differentiated learning so they can access the curriculum and continue to make progress and achieve success. This includes children experiencing behavioural difficulties which affect their learning. Once identified, pupils are placed on the SEN register and have an Individual Education Plan which outlines individual targets, strategies and resources for achieving them and parental involvement. These IEPs are reviewed termly. Where required, specialist assessment advice to support teaching and learning is accessed from outside agencies.

Gifted and Talented

Pupils who display a gift or talent in a particular area are identified and provided with opportunities for challenge, both within and beyond school. We aim to enable pupils to develop their full potential.

Learning Environment

At Copenhagen Primary School we believe a successful classroom is calm, welcoming, stimulating and places a high value on learning.

The visual environment within the classroom is crucial and should display work which represents all children of all ability levels. The displays should reflect the taught curriculum and must be changed regularly to sustain interest and discussion.

A positive learning environment should:
- Be welcoming and inviting to children and adults by encouraging interaction and providing opportunities for good communication between home and school. It should reflect cultural and racial diversity.
- Support and challenge learning by ensuring appropriate resources are accessible for the children. Reminding children that they are working towards personal goals and targets in their learning.
- Celebrate achievement and value effort in the display and presentation of children's current learning across the curriculum. It should help raise self-esteem and confidence.
- Be stimulating and thought provoking with the use of interactive displays and resources and different zones within each classroom, which encourage children to explore, investigate and play.
- Be warm, comfortable and clean with the provision of suitable, functional furniture and fittings.

- Create an environment where children feel they belong and can foster a sense of pride within it.
- Be safe and hazard free, both emotionally and physically.
- Promote an appropriate atmosphere for learning supported by the school's expectations and Code of Conduct.
- Be well organized and uncluttered, using available space to the best advantage.

All classrooms must adhere to the school's checklist for classroom content and organization- See Appendix A

Classroom Organization and Management

A well organised and managed classroom is essential if learning and teaching is to be effective. Teachers therefore must:
- Be punctual to and from the playground and to and from assemblies
- Start lessons promptly after registration and check ins and after assemblies
- Ensure the computer is in effective use by children
- Ensure their desk is tidy and all classroom areas are tidy
- Ensure their daily plans are in their rooms.
- Ensure all displays are maintained neatly
- Make sure their reading area is attractive and inviting
- Provide an environment where there are high, yet achievable expectations
- Provide classroom rules which support the learning environment

Routines and Rules
Routines and rules in the classroom contribute to a healthy learning environment.
To be effective they should be:
- agreed by the children and clearly understood;
- fair and consistent;
- realistic and positive;
- kept to a minimum but enforced
- daily activities with which the children are familiar

All rules should result in the children knowing the boundaries of behaviour and should be set within the terms of The Behaviour Policy.

Monitoring in Classrooms – Environment and Displays

Date:
Classroom:
Teacher:
Term 1 2 3 4 5 6

Checklist Area/ display	Developed	To be done by/ comments
Must Haves		
Rotas and timetables		
Restorative Practice Questions and Traffic Lights		
Groups on display		
Reflective Area		
Visual Timetable		
Display		
Wall displays must be backed and kept tidy		
Sasson Primary font in use		
Display consisting of large amounts of children's work		
Displays that are bold, bright, 3D and eye-catching		
Displays that celebrate all children's' 'best work'		
Interactive displays, e.g. use of questioning		
Process displays – planning, drafting and checking		
Photographs giving ownership to children		
Lettering should be clearly written, of appropriate size and a mixture between computer and handwritten		
Displays should be cross-curricular		
Learning Working Wall English and mathematics		
Key vocab boards		
Lesson objective boards		
Formative assessment targets		
Ambitious word display		
Connective display		
Sentence openers display		
Systems for organisation		
Shelves need to be tidy and resources labelled clearly		
All resources should be kept in a central place		

Exercise books should be labelled by the teacher		
Clear and tidy teacher areas		
Name tray labels printed		
Stimulating and inviting book corner with a variety of texts including dictionaries, thesaurus and dual language - including big books, fiction/ non-fiction (arranged alphabetically)		
Alphabet – Read, Write Inc		
Job lists/ helpers		
Current celebrations, e.g. Eid, etc.		
Books labelled with child's name, subject and class		
Profiles accessible and up to date – EYU		
Literacy – FS/ KEY STAGE 1		
Literacy Language and Communication – labelled		
Role play area		
List of high frequency words/ ambitious words display		
Phonics this week		
Read Write Inc sounds displayed		
Big book display		
Story boards		
Poetry		
Puppets		
Book of the week and props		
Listening area		
Writing area		
Flashcards		
Dictionaries and thesauri		
Atlases		
Prompts for writing		
Grammar prompts		
Clear modelled handwriting samples		
Dual language labels/ book related displays		
Book corner		
Literacy – KEY STAGE 2		
Word banks		
Process displays		
Poetry		
Book/ author of the week		
Dictionaries and thesauri		
Atlases		
Prompts for writing		
Grammar prompts		
Clear modelled handwriting samples		
Dual language labels/ book related displays		
Numeracy		

Number line – child height		
Themed display area of topic		
Maths vocabulary		
Clock labelled		
Dual language numbers on display		
Maths resources/ area – labelled		
Times tables		
Sand and water (KS1)		
2D and 3D shapes displayed		
Mathematical language displayed		
Science		
Scientific language displayed		
Investigative language displayed		
Let's investigate table-topic table		
Use of photographs		
Hands on feely investigative table		
Graph work, Venn diagrams, sorting displays		
Display should have a large proportion of children's work		
SEN		
Visual timetables		
Interactive displays		
Areas for resources for individual children		
Pictorial supports		
Focus children identified		
EAL		
Confident display that reflect positive images, accurate skin colour, clothes and all communities		
Multicultural story display		
Dual language and labels of varying sizes		
Ethnic fabric/ artefacts		
Instruments from different countries		
Languages used reflect languages within classroom		
Repetitive language		
Writing frames		
Texts from different cultures		
Role-play area		
Bilingual stories in listening areas		
Interactive areas		
FS additional		
Creative area accessible to children		
World map		

Monitored by:	

Feedback to teacher:	
Follow-up date:	

APPENDIX 2:
Teacher's Check List – Do I include and enable the following?

Clarity
Use of VAK (Visual Auditory & Kinaesthetic) learning styles.
Link to previous learning.

Sharing of the Learning Intentions. (See AfL for more details)

Sharing of well thought out Success Criteria against which, children can evaluate their work.
Plenary to have a learning focus – Evaluating learning and looking at next steps (Not sharing)
Sound subject knowledge.
Relevant and appropriate vocab used.
Clear instructions
Child clarity about where the work is leading them.
Help for children to transfer skills across the curriculum.

Clear, well thought out questions to take learning forward.
Prompt timing for the start and finish of lessons.

Order
Children on task.
Children focused on learning and achieving.
Time being well used by teachers and children.
Ground rules established for behaviour for learning.
Atmosphere of mutual respect.
Good organisation of resources for learning.

Standards
All children making continuously good progress.
Staff to have a sound knowledge of the standard children must achieve by the end of each year.
Children know their targets and are able to evaluate their work against these.
There is clear feedback to children where children have the opportunity to deepen their learning.
Assessment is used effectively to plan for the next stage in children's learning.
LSAs used effectively to target groups of children in enabling them to improve their skills and knowledge (enabling learning with groups other than SEN as well as SEN)
Children show a desire and willingness to reach high standards.
Children find tasks interesting and challenging.
Children are all being challenged and supported to reach their potential.
Children have access to subject specific vocab.
Children know what is expected of them in terms of learning and behaviour.
Children are given strategies to help them to think creatively.
Children are identified rapidly in relation to providing intervention.

Guided sessions are in place for reading, writing and maths to target next steps in learning (based on formative assessment – could use APP as a guide)

Inclusion
All children are treated as equals and questioning is directed to all.
Responses to questioning takes learning forward (not just question and answer forward and back but question leads to new questions and furthers and deepens learning)
Children are praised for participating.
Children are praised for effort and achievement.
Activities are accessible to all children.
All children are challenged.
Different groups of learners (e.g. EAL, LAC, etc.) are able to access learning because of a good environment and use of support.
Support from intervention feeds back into the class and from the class back to intervention so that it is a two way process with the teacher and LSA with the pupil at the heart of the support.

Participation
Children are given opportunity for frequent participation and interactions.
Children feel comfortable to ask questions when they do not understand.
Strategies are in place for encouraging children to answer targeted questions.
Children are seated to ensure maximum participation as far as it is physically possible.
Children respond readily to challenge.
Children are deeply engaged in their learning.
Children work with participation.

Support
Children are given support to develop and justify answers, to speculate and hypothesise.
Children are encouraged to persevere.
Children are using self-help skills.
Peers support each other.
Use of pre teaching and targeted plenaries enable pupils to be supported on their next steps

Safety
Children are encouraged to develop their ideas and increase understanding.
Children are able to identify health and safety hazards in the classroom and to work safely. (ECM).

Interest
Effective strategies are being used to bring children into a state of maximum learnability at the start of each lesson. (Every Child Matters).
Effective strategies are in place to CONNECT-ACTIVATE-DEMONSTRATE-CONSOLIDATE.
The pace is appropriate and maintained throughout the lesson.
Children find the tasks interesting and challenging.
Children are highly motivated.

Environment
The wall displays reflect the children's learning.
The displays are stimulating and some interactive.
Resources are readily available and accessible.
Children know how to access and use resources.
The classroom layout facilitates the children's learning.
Children take responsibility for their environment.
The environment reflects a clarity for pupils (less is more approach)

Effective us of LSAs.
(refer to inclusion leader for a copy of the effective use of a learning support assistant.)

Contextual Support:
Linking learning to the child's own experiences
Linking learning to previous learning (this implies we know what their previous learning is – but do we really know?)
Teacher modelling is key as it provides visual prompts and signals steps. It is not just reliant on telling as it links the language to actually doing through signs, symbols, actions and the use of key vocabulary.
Visual prompts and diagrams are essential to ensure these pupils have something to hang their learning on. Provide opportunities for them to think things through in their own language when dealing with new concepts.

Scaffolding
We need to make sure we plan scaffolding into our practice and the classroom context. We use writing frames, speaking and listening frames, bi-lingual dictionaries.

Collaborative Learning
We need to ensure that children get to talk through their learning before committing pen to paper.
Provide dual language support to remove other barriers (this includes visual use of language) i.e. labelling needs to have be visual and the language represented in the
classroom need to be used in such labelling wherever possible. Consistency in labelling and organisation of resources needs to be adhered to so that pupils moving
through the school don't have a whole new system to cope with each year.
We use a visual timetable that is made relevant to the pupils on a daily basis
(use www.freetranslation.com to help with this)

Possible Activities
Ranking
Jigsawing
Barrier games
Running dictation

| How will you ensure expected progress? | Focus on and clearly plan:
•Identify what knowledge pupils will acquire
•Indentify what skills they will use
•What understandings/concepts they will be thinking about |

What teaching strategies should be evident?	Plan key questions Structure question or discussion activity Model thinking and/or outcome Clearly explain what outcome you are looking for Record/share task structure/order and key points/vocab
How will learning be sequenced?	Demonstrate that tasks/activities build on knowledge of prior learning; correct misapprehensions; and build sequentially towards target achievement
How will pupil learning needs be met?	Differentiation means more challenge not just more Plan vocabulary support, writing frames, recording frames Plan maximum challenge 3/4s of the way through the session, close with easier summary task to guarantee success
What will you feed back to pupils?	Focus on : opportunities within the lesson to provide verbal feed back on performance and give pointers to improvement Ensure any marking feedback which is developmental is acted on by pupils
What monitoring of learning should be evident?	Plan key perception checking questions – check understandings of: task completion requirements; successful outcomes; conceptual understanding; misconceptions
How will I support independent learning?	Ensure that opportunities for independent learning are built into task structures ; research/enquiry/group decision making and negotiation
How will I ensure other adult support improves learning?	Plan the input from other adults: ensure that it is not always with a particular group – especially the least able. Support their ability to mediate learning – for example 'What shall we do first? Have you done one like this before? What should we do next? Can you use .....?' etc.

PLANNING FOR A GOOD LESSON

COPENHAGEN PRIMARY SCHOOL
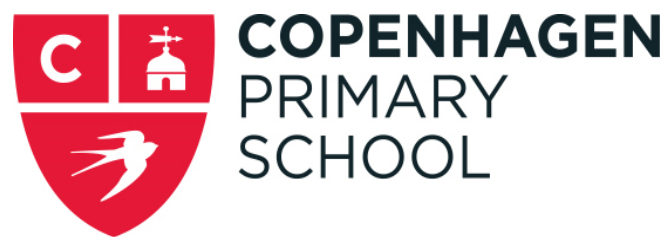
Where learning's an adventure

Formative Assessment Policy

Introduction

This document is a statement of the aims, principles and strategies for assessment, marking and pupil tracking at Copenhagen Primary School. It has been written to support staff, parents and the Governing Body.

Policy Statement

At Copenhagen, assessment is a crucial and integral part of the teaching and learning process. It enables us to measure what our pupils know, can do, understand and apply so that we can move forward to the next stages of their learning.

Aims and Objectives

Through this policy we aim to:
- Enable children to succeed and develop their full potential;
- Identify pupils' strengths and weaknesses;
- Raise pupil performance by actively involving them in their own learning;
- Set future targets;
- Provide continuity and progression in teaching and learning;
- Inform curriculum planning;
- Provide information to others, such as the Governing Body and parents.

Aspects of Assessment

At Copenhagen, there are three linked aspects of assessment that are consistently applied across the curriculum:
- Day to day assessment
- Periodic assessment
- Transitional assessment

Day to day assessment

Day to day assessment involves teachers and children consistently reflecting on how their learning is progressing, seeing where improvements can be made and identifying the next steps to take. Day to day assessment involves:
- Making the learning intention and success criteria explicit and sharing them with our pupils;
- Sharing the big picture;
- Observing and listening to gather evidence;
- Questioning and whole class dialogue to check, probe and develop understanding;

- Explaining and modelling to clarify progression in key concepts and skills;
- Giving oral and written feedback to support the evaluation process;
- Planning for group talk, peer assessment and self-assessment to help pupils develop as independent learners.

Sharing the 'big picture'

We recognise that pupils need to know why they are learning and if they are given an overview of what they will be learning; they will be able to make connections to previous learning and topics. We may do this by:
- Discussing with pupils at the start of a unit or topic what they already know and what they would like to learn more about (KUW grids)
- Completing a concept map with the whole class or in groups/pairs or individually.
- Providing a curriculum overview for the term, enabling learning links to be discussed.
- Providing a visual display of the coverage of a unit or topic of work and using throughout the teaching and learning sequences to draw together what has been learned, and making connections for future learning.

Learning Intention

- ☐ Students must know exactly what they are going to learn and what is expected of them by the end of the lesson.
- ☐ For learning intentions to be shared effectively, teachers must:
- ☐ Move away from saying 'Today we are doing'… and instead say 'By the end of today's lesson you will all know/be able to/understand…'.
- ☐ Make learning intentions specific
- ☐ Use child-friendly language – there is little point in sharing learning intentions if students don't understand what you mean.
- ☐ Write them down
- ☐ Refer to them: at the start of the lesson, during the lesson and during the review phase.
- ☐ A learning intention is a precise statement of what a child should be able to do at the end of an activity or a differentiated minimum target
- ☐ A learning intention encompasses an application or a capability or an opportunity for pupil assessment/self evaluation

To help children have a shared understanding of what it is to be learned, teachers will share the learning intention of the lesson with them using language they understand.

Success criteria are the key focus points for the teaching and learning that will take place. They are the steps to success, or the steps to achieving the learning intention. Teachers will involve pupils by making them aware of, or even part of, the creation of the agreed success criteria.

Success criteria provide a framework for a dialogue with children. Discussions will focus on how well the success criteria have been met. Teachers will plan the success criteria in their short term planning.

A learning intention is expressed			A learning intention is **NOT** expressed
draw identify list write plan build predict make decide define	apply use contrast compare select assemble explain describe discuss construct	calculate solve classify reflect upon make distinctions draw conclusions demonstrate present	**Know** **Learn** **Memorise** **Acquire skills in** **Become familiar with** **Develop mastery in** **Appreciate the significance of** **Understand**
			Understanding is a very important learning objective but must be linked to demonstration by application in problem solving

Learning intention and success criteria are written in 'child speak':

- 'We are learning to...' when referring to learning objectives.
- 'Remember to...' when referring to success criteria.
- 'I can...' when assessing learning outcomes.

Teachers will also display general success criteria that will apply, for example, to all writing, such as using full stops and capital letters correctly.

Questioning and Dialogue

Classroom dialogue is at the heart of good assessment for learning, as it enables pupils to develop their thinking and to learn from each other. Vibrant, structured dialogue provides pupils with the opportunity to:
- Dig deeper into their understanding and identify what they need to learn;
- Support the learning of others;
- Work collaboratively;
- Enjoy learning as active participants.

Features of effective dialogue include:
- Everyone is engaged with the dialogue.
- Teacher talk does not over-dominate the dialogue.
- Dialogue is reciprocal, that is, children respond to and build on what others have said.
- Children's contributions are well developed sentences or phrases.
- Children are willing to take risks by sharing partial understanding.
- Children are willing to challenge each other's ideas in a constructive way.
- Children demonstrate higher levels of thinking.
- Children reprocess their thinking as a result of dialogue.

Teacher strategies to enable effective dialogue may include using:
- Peer discussion following a question;
- Think time after a teacher question;
- Wait time after a pupil's response;
- No-hands up questioning;
- Pausing to survey;
- Eaves dropping on group dialogue;
- Higher-order thinking questions;
- Modelling prompts and body language to encourage continuation;
- Acknowledging where pupils demonstrate effective dialogue.

Feedback

Effective feedback in lessons will refer back to the learning objectives in order to identify for the children their successes and areas for improvement.

Oral feedback at Copenhagen is both direct (targeted at individual pupils or groups) and indirect (as others listen in and reflect what has been said). Feedback works in three directions:
- Pupil to pupil
- Teacher to pupil
- Pupil to teacher

Written feedback will:
- Provide clear evaluations of strengths and weaknesses;

- Refer to the learning intention/success criteria;
- Prompt further thought and reasoning;
- Identify the next steps in learning.

Children will be given enough time at the end of the lesson or at the beginning of the next, to engage with and respond to feedback.
(See also Marking policy)

Peer and Self-Assessment

Peer and self-assessment engages children with the quality of their work and helps them to reflect on how to improve it.

Initially, children will have these processes modelled for them using examples of work that demonstrate the intended learning outcomes. These examples of work may be shown on the interactive whiteboard, so that immediate improvements can be made.

Time is built into lessons for structured reflection and children are encouraged to use the success criteria to help them assess the quality of their work. In Key Stage 1, children may be given the task of using three stars and a wish or underline where the child has met the success criteria to assess their partner's work.

We may use comments such as:
'Decide with your partner which of the success criteria you have been most successful with and which one needs help'.
'You have 5 minutes to find one place where you could improve. Write your improvement at the bottom of your work'.

Non-negotiables

Non –negotiables are set at the beginning of the year. These are the minimum expectations years N to 6 that all pupils must attain by the end of year.

Introduction

These prompts sheets have been designed to assist teachers with planning. This format identifies the basics for each year group. The content includes work that has been carried out against the new curriculum 2014.
These are the essential ingredients, which make a difference to securing rapid progress for children.

Content

Each year group outline contains key objectives for the non-negotiable basics in
- Reading
- Writing
- Speaking and Listening
- Maths

- Science
- ICT
- PE (To be completed)
- Music (To be completed)

These non-negotiables have been designed with age appropriate expectations in mind. The list are the basics that help children make progress and access learning in other areas, as well as securing success in terms of preparing children for the next stages in their learning.

The second part for each year group outlines the 'empowering learning' skills, which need to be taught, and nurtures in each phase of the school. These can be viewed as 'learning to learn' skills.

Key Skills	Independent enquirer	Reflective Learner	Creative Thinker	Team Worker	As a Self manager	As an effective Participator
	Enquire Problem solve Apply knowledge	Evaluation	Enquire Problem solve Apply knowledge	Evaluation	Enquire Problem solve Apply knowledge	Evaluation

Rationale

- Providing a simple source of information.
- Ensure that there is a focus on the basics which will make a difference to progress and outcomes for all children.
- Help teachers to weave basic skills into all areas of the curriculum, e.g. teach basic skills in writing through topic lessons.
- Ensure that teachers are clear about the basic skills, which need to be present in all aspects of the classroom, i.e.. Through language, modeling, interactions etc.
- Helps teachers to focus their time on 'how' to deliver rather than 'what' to deliver.

Limitations

- In no way are these outlines intended to outline the entirety of the curriculum – they are simply intended to be used as an on going reminder of key objectives.
- These outlines are intended to outline the basic ingredients. It is firmly acknowledged that the skills need to be taught in a way which for constant application in different areas of the curriculum in order to embed deep and meaningful learning.

Pitch and differentiation

- The expectations for each year group are based on those of the average pupil in the cohort. This means that there is a clear need for differentiation to meet the needs of the range of attainers represented in each class.

Personalisation

- These are set to raise our expectations for each year group-and is suited to our aspirations for our children.
- The empowering learning examples for each year group are intended to give examples of how that aspect could be developed. Teachers should look carefully at the general traits for each empowering learning strand. To ensure that they can promote these aspects in many different ways.
- The empowering learning strands are intended to be woven into the curriculum and made meaningful for children through existing aspects of work. E.g. Self management

strands link with PSHCE and SEAL work and Reflective Learners strand with formative assessment etc.

<u>Periodic Assessment</u>

Evidence of childrens achievements across reading, maths and science is recorded at the end of each term using the Assessing Pupils' Progress approach (APP). This provides us with assessment criteria that helps us not only to make judgements about levels and sublevels (described as high, secure and low), but also to understand progression within a level and from one level to the next.

By highlighting the assessment criteria on the assessment guidelines, teachers are able to see a pupil's relative strengths and weaknesses.
This diagnostic use of APP enables us to personalise assessment for our pupils and set new termly targets.

In the autumn term – orange highlighter, spring- green highlighter and summer was a yellow highlighter.

In Literacy, writing is thoroughly assessed at the end of each half term. Short term writing targets for the class, groups or individual pupils are then set. These are highlighted in our planning and set as targets in the children's Literacy books. The Criterion Scale will be used to assess children's writing at the end of each half term. For years 2 and 6, the Criterion Scale will be used weekly to asses a piece of writing completed during Big Write.

In reading, teachers will collect a range of evidence from day to day assessments including guided reading and individual reading sessions. This evidence will be used to inform the APP criteria at the end of the term and set new class and group targets. APP record sheets are kept for six pupils rather than groups of children. Class teachers will assess pupils as a group during guided reading time and make notes to inform their future plans.

In maths, pupils are given a pre-assessment task at the beginning of a new unit of work. This helps the teacher determine a starting point for each pupil and identify any gaps in their understanding. Six pupils will be assessed using APP record sheets. Teachers will make reference on the sheets to the pupil's books (date) or other evidence which supports the level that has been awarded.

In the Foundation subjects, teachers will set targets for each area of learning at the start of each term. These targets will be recorded onto sheets, which will be in every child's book. Therefore, children are aware of their targets and able to self asses against them when they feel they have achieved it.

At the end of the year, these target sheets will be passed to the next class teacher, so that the new teacher can identify the starting point for each subject for the class.

Transitional Assessment

Teachers will summarise children's achievement at the end of the year in reading, writing and maths. To do this, we will draw upon the following:

- Day to day assessment data annotated in planning and pupil books
- APP record sheets
- QCA Optional SATs materials (Years 3,4 and 5)
- Statutory SATs materials (Years 2 and 6)
- Individual Education Plans (IEPs)
- RWI assessments (years R-4)

Pupil progress is reported to parents and carers three times a year. In November and March, parents receive a short interim report outlining progress so far against pupil long term targets in Maths and English and new targets are set.

In July, pupils receive an end of year report. This informs parents and carers of progress made throughout the year in all subjects, and will also report levels of achievement in reading, writing, science and maths.

At the end of Key Stages 1 and 2, pupils' statutory levels in reading, writing, maths and science are also reported. Parents and carers have the opportunity to comment on their child's report by returning the comment slips sent out or by making an appointment to meet the class teacher.

Pupil Tracking and Record Keeping

Our tracking system enables us to:
- Make a judgement on how well each cohort or specific groups of pupils are doing in maths, reading and writing.
- Identify pupils who are not making enough progress and may need intervention.
- Identify pupils who may need to be challenged more and added to our gifted and talented register.
- Evaluate existing provision for specific groups or individual pupils.
- Set new numerical targets to ensure that all pupils will make at least two levels of progress between KS1 and KS2.

The tracking system will be updated at the end of each term using APP record sheets, day to day assessment records and any external test results.

In addition to the tracking system, records of progress will be kept for the following:

- Read, write, inc (Years 1-4)
- Any intervention programmes

Target Setting

At Copenhagen, we use targets to support improvement by identifying the next steps or areas of focus. Targets operate at whole school level to support whole school improvement by identifying key areas of literacy and maths, and at individual or group level to identify next steps for improvement for identified areas of learning.

Curricular Targets

Curricular targets are based on learning objectives. We identify them through:
- Evaluation of the School Development Plan;
- Analysis of pupil's work;
- Discussions with pupils
- Teacher assessment information;
- Analysis of tests;
- Observations of teaching;
- Analysis of Raise online, the APR and Fischer Trust data.

The priorities identified are included in our school development plan and may be linked to the performance management cycle. This ensures a whole-school approach to raising standards.

Group and Individual Targets

Long term targets are set in reading, writing and maths for each cohort of pupils. These may be layered from the whole-school targets or be specific to each cohort based on the analysis of the above list. These are then differentiated for the different groups of pupils in the cohort, displayed in the classroom and discussed with parents and carers.

Short-term targets are based on periodic and day to day assessments, and may be set at the beginning of a unit of work following a pre-assessment task or at the end following the final assessed piece.

Pupils with Special Educational Needs

Children with SEN will have an individual educational plan (IEP) written for them by the class teacher or Inclusion Leader. The plan will highlight no more than five targets for improvement and will also suggest activities and resources needed to meet these targets. All IEPs will be written in discussion with the pupil and parent. These IEP targets will be addressed during individual IEP time supported by a teaching assistant or during literacy or maths lessons. The class teacher is responsible for planning activities to meet the targets set out in the IEP and will evaluate pupil progress following discussion with the teaching assistant. SEN pupils will have their IEP reviewed at least twice a year. In some cases, pupils who have been identified as being gifted and talented will have an IEP written for them. Please refer to our gifted and talented policy.

The role of parents and carers

At Copenhagen, as well as sharing information with families, we involve parents and carers sharing information with teachers about their child's development, interests, strengths and needs. We view parents and carers as co-educators, and seek to establish a two way flow of information between home and school.

All children are given a home-school diary when they begin school. In Foundation Stage and Key Stage 1, this is in the form of a home-school reading record. Parents and carers are encouraged to write in the diary and respond to teacher or teaching assistant comments.

In Key Stage 2, children are expected to take responsibility for completion of their diaries themselves and write in their homework tasks. In addition to this, they are given time to write a short evaluation of their week in their diary. The diary is sent home on a daily basis so that parents and carers can read and contribute to it. If the pupil has SEN and is unable to copy into their diary, the class teacher or teaching assistant will support them in this task. Pupils who attend the additionally resourced unit will also have a home-school book. This is written in much more detail by the class teacher and it is expected that the parent or carer will also write in a daily account.

In the Foundation Stage, parents and carers are offered the opportunity to meet the class teacher every month so that information about the child's progress can be shared and the pupil profiles can be updated.

<u>Marking</u>
(Refer to marking policy)

FORMATIVE ASSESSMENT & LEARNING IN PRACTICE: CRITERIA FOR OBSERVATION

Strategy	EVIDENCE
Sharing learning goals **Capturing Interest** **Learning intentions** **Success criteria** **Excellence**	Start to lessons capture children's interest Learning intentions are clear, decontextualised and are written in learner speak Learning intentions include knowledge and skills (long-term / short-term) can be 'open or closed' (knowledge or skills) LIs shared with children so that they are clear what they are expected to learn Learning intentions are broken down into process success criteria and used to identify steps needed to meet learning intentions. SC generated with children and they are clear how the SC will help them achieve LIs SC are short and meaningful Models of quality used appropriately e.g; visualisers; products
Teacher, Peer and Self Assessment	Oral & Written Feedback focused on learning intention(s) and success criteria Evaluative comments which indicate how to improve (Three * and a wish) Opportunities for, evidence of, follow up **Note:** Written comments in book Oral feedback when returning books, individually or collectively Oral feedback in plenary sessions, individually or collectively Oral feedback while pupils engage in a task (see Regulating Learning) Opportunities for pupils to reflect Pupils requested to read through/mark their own work Teachers making mark schemes/assessment criteria explicit to pupils Pupils using mark schemes/assessment criteria to evaluate their own work Pupils' use of traffic lights; thumbs Response partners Groups marking work, e.g. Homework Whole class review of work e.g. in plenary Small group work; evaluation and support. Note appropriate composition of groups
Talk & Questioning	Hands down; teacher selects pupil(s) to answer (lolly sticks) Wait time; all pupils have the opportunity to think before answering Pupils encouraged to consult in their group/with partner in order to formulate an answer Teacher involves a number of pupils in the answer to a single question creating the opportunity for discussion, e.g. "What do you think?" "Do you agree with that answer? Use of wrong answers to develop understanding Use of talk strategies to support 80/20 e.g.; Talk Partners; Think, Pair, Share; Jigsawing Appropriateness of questions; fitness for purpose; questions which deepen thinking Quality of questions, i.e. good question stems e.g. "Why does….?", What if….?", How would you…..? Could you explain ? Opportunities for pupils to formulate questions

Planning	Planning contains key elements of F. Assessment Children participate in planning e.g; TASC wheel Activities support inclusivity Key skills included
Active Learning Culture	Growth mindset; ability can be increased by hard work Psychology of success apparent in classroom Children active participants in learning process Children motivated to learn and persist in times of difficulty Children challenged by tasks and activities Variety of grouping strategies used to support & enhance learning
Regulating Learning	Circulating whilst children are engaged in a task, involving assessment and intervention which employs one or more assessment strategies which take learning forward. Good use of time: teacher's ability to engage with a number of children, rather than becoming 'stuck' with one or two Teachers awareness of the needs of the rest of the class whilst engaging with individual children Good judgment about whether or not to intervene. Appropriate strategies employed, e.g. questioning, feedback, redirecting learning, facilitating self assessment, exemplification, scaffolding, etc, leading to improvement Teacher's recognition, as appropriate, of need/opportunities for group or even whole class teaching input (mini plenaries)

Sally Fox Jan 2012

	Date	By whom?
Draft	Dec 2013	
Adopted		
Review date		
Location of the policy		