



**INSPIRE NURTURE BELIEVE ACHIEVE**

*Working together to be the best that we can be.*

# Teaching and Learning Expectations, Guidance and Procedures 2021 – 22



Happiness

Perserverance

Resilience

Kindness

Friendship

Respect

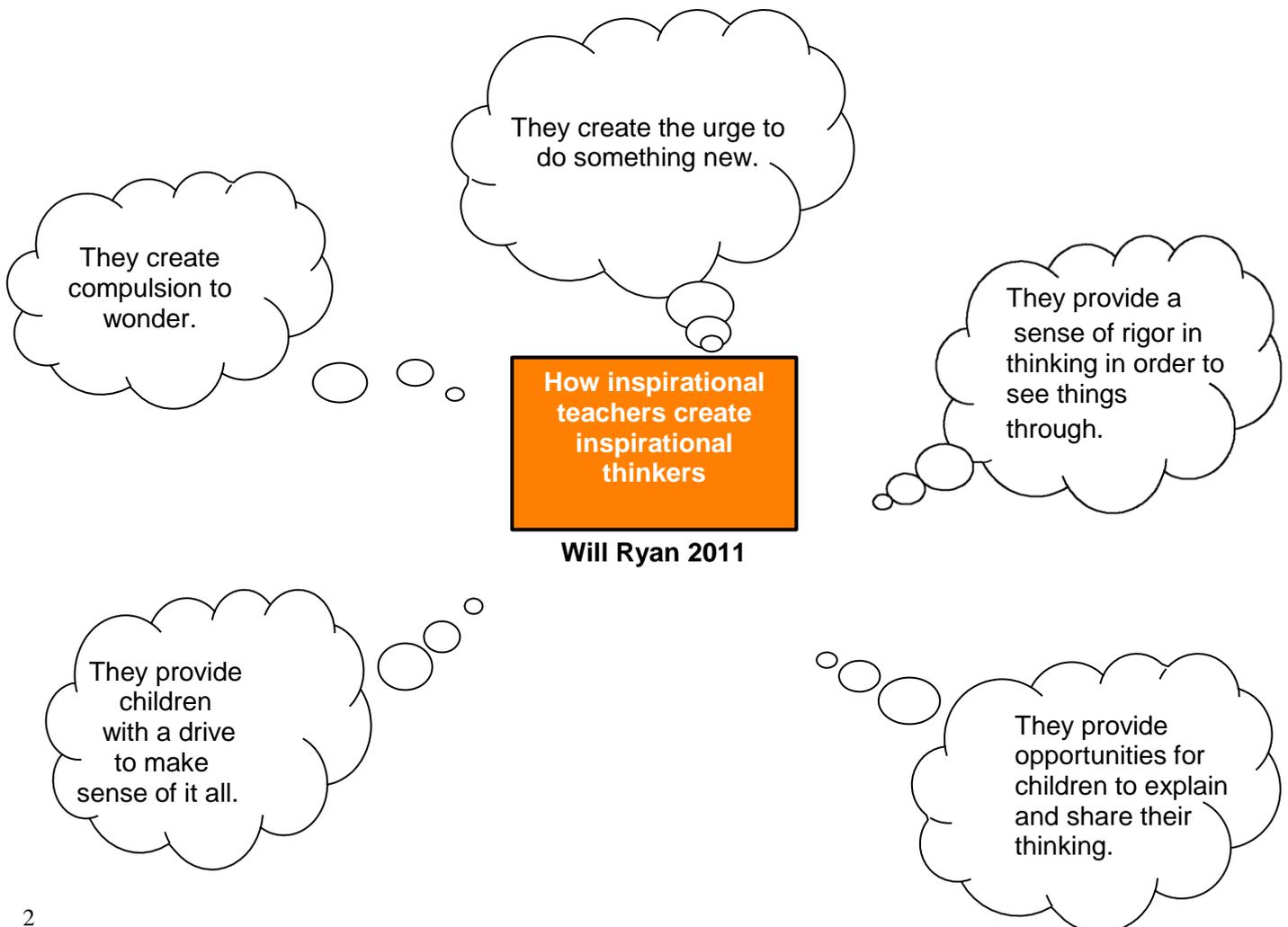
In the **Goldsborough Sicklinghall Federation** we are committed to excellence in all that we do and recognise that this is achieved through a constant drive to improve and develop the quality of Teaching and Learning across the school.

We are firmly committed to quality first teaching. This enables teachers to personalise provision and ensure that every child is challenged and supported to make very good progress every day. We know that quality first teaching centres on the children's current learning needs and motivates and inspires them to achieve their next steps. All teachers know the next steps in learning and convey these to children who also know ***'How much progress I've made to date and what I am aiming for now'***

In effect, we are committed to developing teaching that is 'dialogic'. Teaching that is characterised by children taking ownership of learning and confidently moving it forward because teachers scaffold and provide continuous feedback about progress.

All Teaching and Learning starts with a 'Big Thinking' SMSC question, developing children's understanding of British Values. Every topic has a considered focus on multicultural enrichment and quality and celebrates BAME and Female inspirational figures. Christian/Human Values are the golden thread through all aspects of Teaching Learning whether that be on the playground, in the classroom, or as part of educational visits and during experiences from visitors. Every opportunity is taken for dialogue and action to instill these values into our children.

This guidance outlines our approach to quality first teaching and provides everyone with a clear framework for evaluating and improving practice.



## Behaviours for learning

Positive attitudes, a strong sense of self, a clear sense of purpose and importantly, a sense of belonging, are prerequisites to effective learning. In the **Goldsborough Sicklinghall Federation** we are committed to establishing environments for learning that not only stimulate and engage, but engender a sense of purpose and identity.

The classroom environment is the silent teacher. It conveys clear messages about our collective values, celebrates learning and supports and develops reflection, thinking and connection making.

We also understand that unproductive noise has a detrimental effect on learners and slows learning down for children. We aim to ensure every class is calm and quiet, supporting children in understanding appropriate noise levels for collaborative activities. Calm, quiet classrooms give children space to think, generalise, reflect and absorb. These are crucial if children are to really become engrossed in their learning. Pupil talk is essential for purposeful learning and teachers should teach children how to use their pupil talk voices positively and differentiate between talking for learning and noise levels that hinder learning.

**Behaviour for learning is characterised by the following 6 elements, evident in all classes** In the **Goldsborough Sicklinghall Federation**:

- Concentration and engagement
- Respect for others
- Active listening
- Commitment to effort and quality
- Calm and purposeful talking
- Questioning

A lesson begins outside. In the **Goldsborough Sicklinghall Federation** we believe that readiness to learn starts in the playground when children, line up quietly and focus on moving quietly into school, thinking in readiness for the learning to come. Children settle immediately to their places and are alert, ready and eager to start learning.

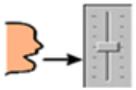
In the **Goldsborough Sicklinghall Federation** we know that adult behaviour affects children's behaviour. Positive learning behaviours are the result of good teaching and teachers know that they are responsible for working with children to establish the parameters for effective lessons. By celebrating positive learning behaviours, we support all children in engaging with lessons. All teachers smile, using a tone of voice appropriate to the activity/teaching and invite children into really engaging learning experiences that respect individuals and build self-esteem. Where dysregulated behaviours occur, emotion coaching strategies are employed to regulate and support children.

**Therefore, parameters established in every class are:**

- Children come into class quietly and settle immediately to begin their task
- Learning starts straight away because something is always in place to start the thinking process.
- Questioning is used to engage children at the start
- Talk partners are used to ensure all children engage in learning tasks
- Lollipop sticks are used to further aid engagement and have equal opportunities to be challenged
- All contributions are valued
- White boards and pens are used to engage all children and assess knowledge and understanding throughout the lesson.
- Children respond to each other's answers and contributions and this shows they respect and listen
- Teachers and TAs choose and model the use of appropriate sentence stems to develop age appropriate language
- Teachers and TAs contribute effectively through systems for good communication (meeting regularly to discuss progress, sharing planning and discussion before lessons)

- Children are expected to talk purposefully and calmly in full sentences (using sentence stems where appropriate) and are encouraged to wait for others to finish before responding
- Children do not fiddle with equipment, slouch or swing on chairs.
- Children follow Active Listening and Skilled Speaker posters (displayed in classes)
- Everyone speaks purposefully and calmly

**Skilled speaking** KS2

	I think about what you are going to say.
	Wait until listeners are ready.
	Speak audibly and clearly.
	Speak in whole sentences and choose words carefully.
	Sit or stand smartly and look at your audience.
	Have your listeners understood? Let them ask questions.

**Active Listening** 

	Body calm, quiet and facing the speaker.
	Listening to adults and to other children.
	Thinking about what I am hearing
	Making comments and asking questions.
	Say if I don't understand something.

**As a result, learning behaviour is very good because everyone feels safe and ready.**

**Children know that all their answers will be valued and celebrated. Ideas and thoughts for learning are recognised in learning walls and interactive displays. Thinking is on display as much as product.**

**Precise lessons for learning**

Will Ryan 2010 argues that inspirational teachers, achieve inspirational responses from children by getting the balance right with the following elements of **'inspiring lessons'**:

**The balance between teacher talk/modelling, guided work and pupil activity**

- How long are children sitting and listening?
- How does their behaviour for learning provide feedback on effectiveness?
- How often are children discussing, sharing and asking?
- How often are children guided through an example by an adult before increasing their independence?

**The balance between the teaching of knowledge, skills, understanding and attitudes**

- Do children know why they are doing what they are doing?
- Can they talk confidently and enthusiastically about their learning?
- Can they describe improvement?
- Is every answer valued regardless?
- Do teachers have high expectations for quality responses which use age appropriate vocabulary?

## The balance between dependency on the teacher, independence and interdependence on the pupils around them:

- Are children organising and directing their learning?
- Are children asking questions of each other using appropriate sentence stems?
- Are children experimenting and testing?
- Are children self-assessing and improving? (Do children in KS2 use the language of the feedback burger?)

Peer feedback

**What went well...**

- A strength was...
- Your explanation of... contained...
- The best part of your work is...
- From your work, I have learnt...
- My favourite sentence is...because...
- It was great how you...
- There were lots of facts such as...
- I enjoyed reading this because...
- Your sentence/paragraph about... was...
- I noticed that...

**Even better if...**

- Next time you could...
- To make your work even better, I would suggest...
- I do not understand what you meant by...
- One suggestion would be...
- Could you use a synonym for..... instead?
- Your sentence/paragraph about... was...
- Think about adding...
- Think about removing...
- Don't forget...
- Could you write a little more about...

Success criteria:

## The balance of time.

Are children active for the whole lesson?

Are any children passive? What does this tell us?

Are lesson structures varied?

Is pace appropriate?

Is teaching adapted in response to ongoing feedback?

Are children given adequate opportunities to talk, share their ideas and participate in a variety of activities to maintain engagement throughout each lesson?

Inspiring lessons engage learners; they are not a performance on the part of the teacher. They support children to **conceptualise, empathise, develop morality, and develop common sense /emotional intelligence, concentration and focus.** Our departure days, exit cards and interwoven computing skills (KAHOOT / SEESAW and QUIZZIZZ) inspire our learners and are carefully incorporated into lessons.

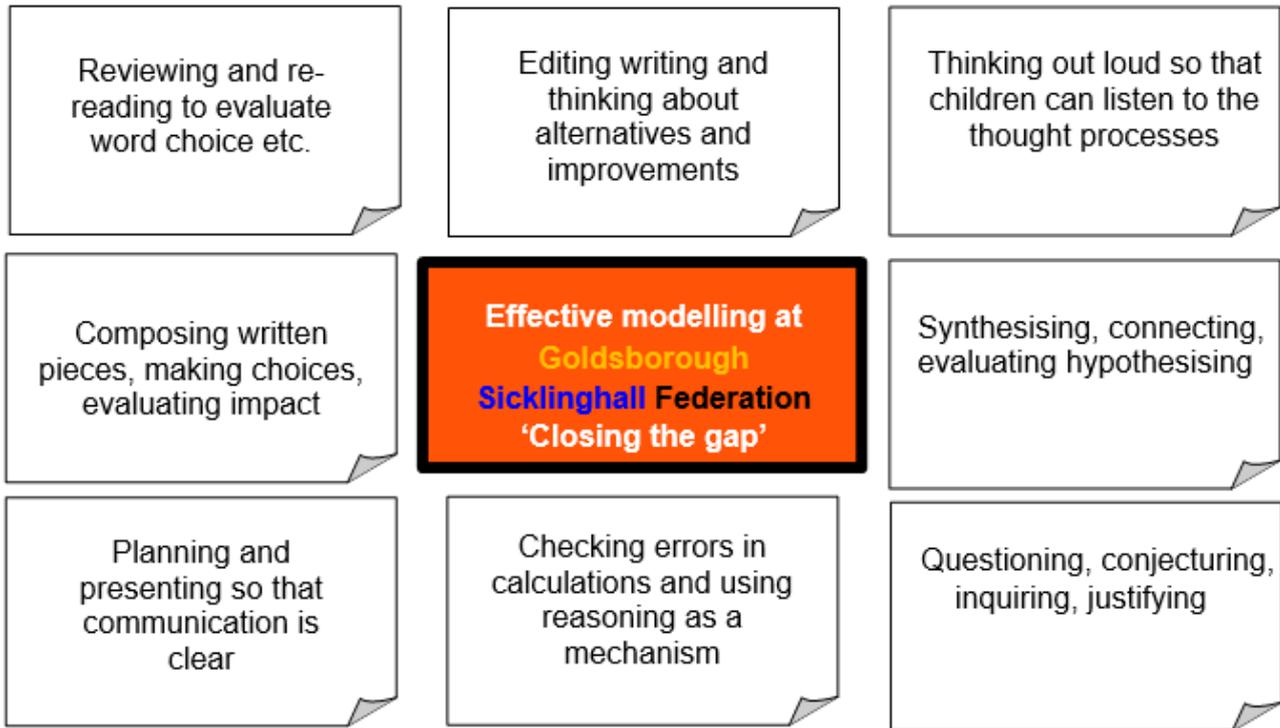
In the **Goldsborough Sicklinghall Federation** we believe that good teachers think very carefully about the 'ebb and flow' of the lesson and seek to plan learning activities that shift control to the learner and away from the teacher.

In the **Goldsborough Sicklinghall Federation** you will see:

- Teachers modelling in every lesson. This could be:
  - ✓ Modelling reading
  - ✓ Modelling writing
  - ✓ Modelling problem solving
  - ✓ Modelling counting, adding, subtracting etc.
  - ✓ Modelling thinking
  - ✓ Modelling editing
  - ✓ Modelling questioning
  - ✓ Modelling respect
  - ✓ Modelling praise for effective contributions – this allows children to more precise and constructive when independently giving peer feedback.

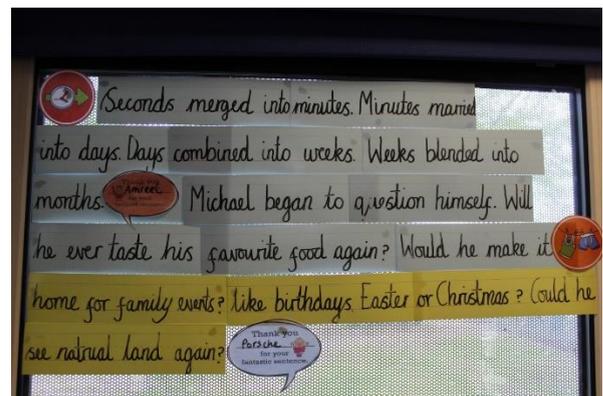
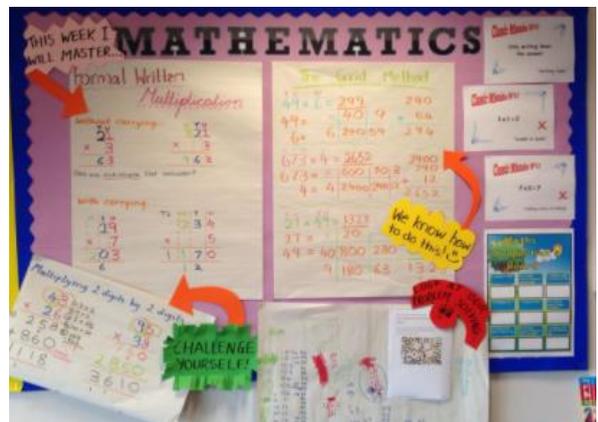
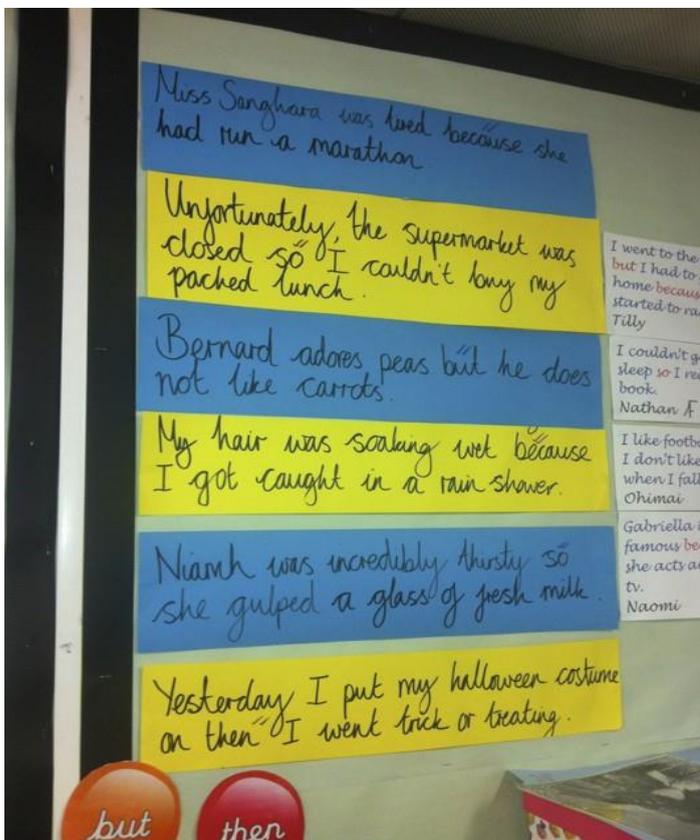
Modelling is crucial as we close the gap between what children currently know and what we want them to know. Vygotsky explores the concept of the novice and expert, where the expert skillfully supports the learner in developing independence with new skills. Teachers in the **Goldsborough Sicklinghall Federation** are sure about the learning objective of each session, they are secure about the means of working towards it and model the thinking and strategies needed to develop expertise.

Effective Modelling in the **Goldsborough Sicklinghall Federation** is characterised by:

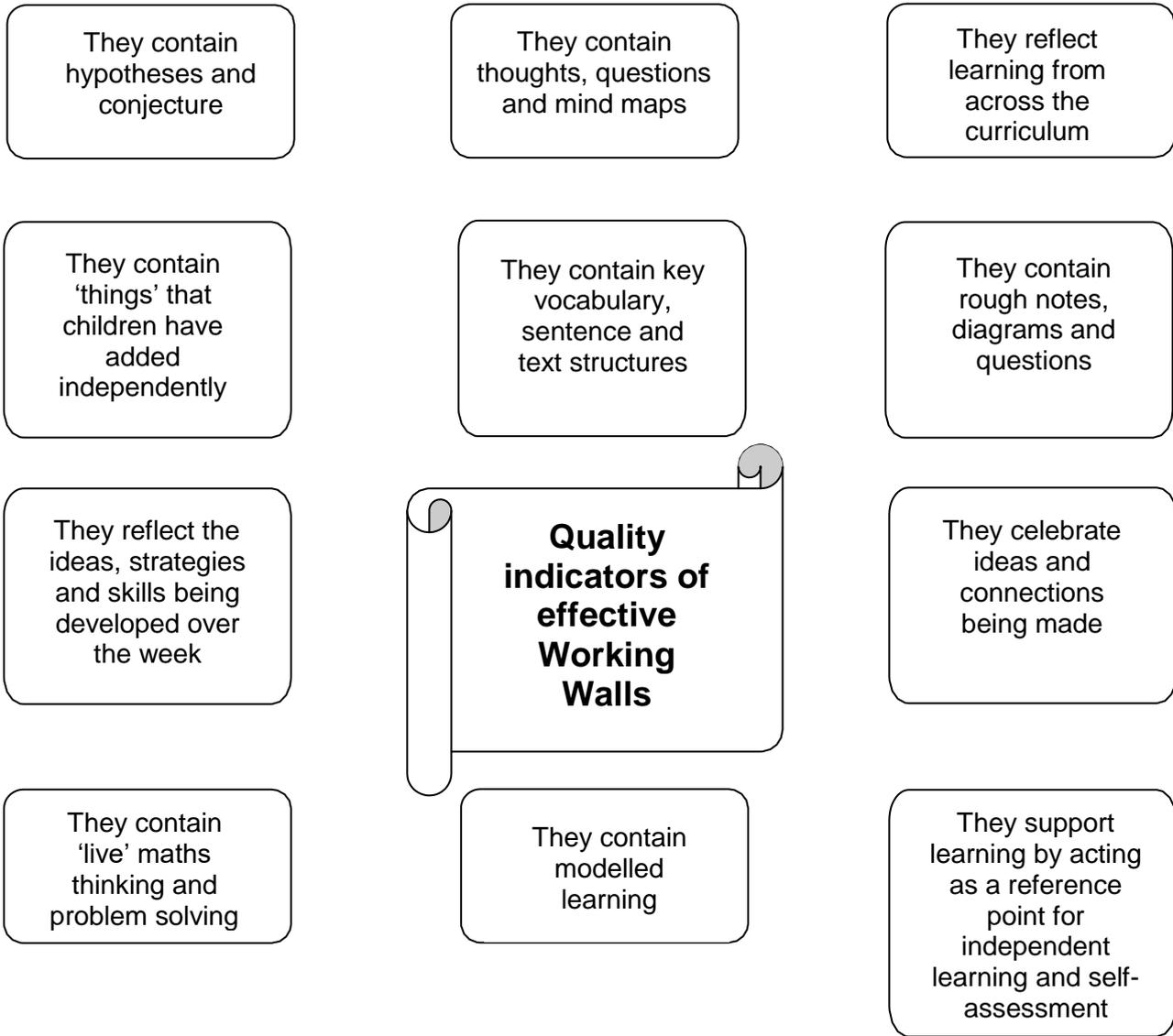


Modelling and scaffolding are crucial for effective progress. However, over-scaffolding and modelling that does not enable children to think and learn independently and actively closes down learning.

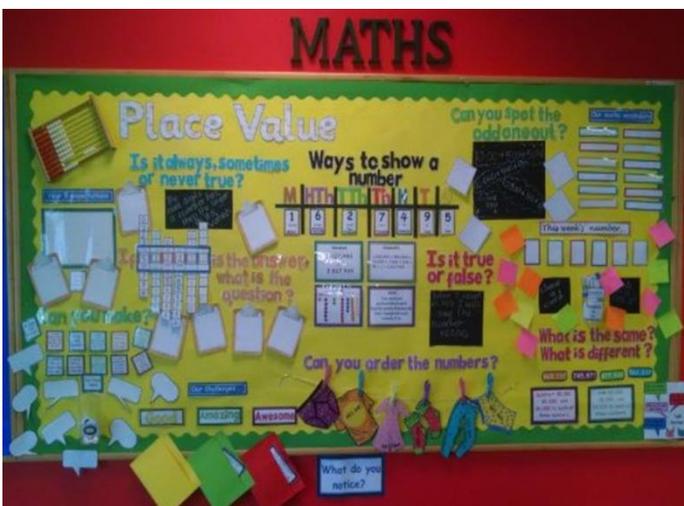
Teachers will ensure that modelling and scaffolding are precise and effective at showing what good looks like, whilst allowing children sufficient space to adapt and learn from this.



Supporting learning through the development of working walls that build on quality modelled learning.



Each teacher develops the display areas around the classroom as working walls (Maths, English, Topic and Science as a minimum) to support the ongoing learning of the classroom. Working walls are, by definition, work in progress.



Every lesson characterised by skillful questioning at every stage of the lesson. These questions will be carefully planned and will be varied, including the following types:

### Knowledge

Verbs	Sample Question Stems	Potential activities and products
tell list describe relate locate write find state name	What happened after...? How many...? Who was it that...? Can you name the...? Describe what happened at...? Who spoke to...? Can you tell why...? Find the meaning of...? What is...? Which is true or false...?	Make a list of the main events... Make a timeline of events. Make a facts chart. Write a list of any pieces of information you can remember. List all the... in a story. Make a chart showing... Make an acrostic poem. Recite a poem.

### Comprehension

Useful Verbs	Sample Question Stems	Potential activities and products
explain interpret outline discuss distinguish predict restate translate compare describe	What happened after...? How many...? Who was it that...? Can you name the...? Describe what happened at...? Who spoke to...? Can you tell why...? Find the meaning of...? What is...? Which is true or false...?	Make a list of the main events... Make a timeline of events. Make a facts chart. Write a list of any pieces of information you can remember. List all the... in a story. Make a chart showing... Make an acrostic poem. Recite a poem.

### Application

Useful Verbs	Sample Question Stems	Potential activities and products
solve show use illustrate construct complete examine classify	Do you know another instance where...? Could this have happened in...? Can you group by characteristics such as...? What factors would you change if...? Can you apply the method used to some experience of your own...? What questions would you ask of...? From the information given, can you develop a set of instructions about...? Would this information be useful if you had a...?	Construct a model to demonstrate how it will work. Make a diorama to illustrate an important event. Make a scrapbook about the area of study. Make a paper-mache map to include relevant information about the event. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game using the ideas from the area of study. Make a clay model of an item. Design a market strategy for your product using a known strategy as a model. Dress a doll in national costume. Paint a mural using the same materials. Write a textbook about... for others.

## Analysis

Useful Verbs	Sample Question Stems	Potential activities and products
analyse distinguish examine compare contrast investigate categorise identify explain separate advertise	Which events could have happened...? I... happened, what might the ending have been? How was this similar to...? What is the underlying theme of...? What do you see as other possible outcomes? Why did... changes occur? Can you compare your... with that presented in...? Can you explain what must have happened when...? How is... similar to...? What are some of the problems of...? Can you distinguish between...? What were some of the motives behind...? What was the turning point in the game? What was the problem with...?	Design a questionnaire to gather information. Write a commercial to sell a new product. Conduct an investigation to produce information to support a view. Make a flow chart to show the critical stages. Construct a graph to illustrate selected information. Make a jigsaw puzzle. Make a family tree showing relationships. Put on a play about the study area. Write a biography about the study person. Prepare a report about the area of study. Arrange a party for... Make all of the arrangements and record the steps needed. Review a work of art in terms of the form, colour and texture.

## Synthesis

Useful Verbs	Sample Question Stems	Potential activities and products
Create Invent Compose Predict Plan Construct Design Imagine Propose Devise formulate	Can you design a... to...? Why not compose a song about...? Can you see a possible solution to...? If you had access to all of the resources, how would you deal with...? Why don't you devise your own way to deal with...? What would happen if...? How many ways can you...? Can you create new and unusual uses for...? Can you write a new recipe for a tasty dish? Can you develop a proposal which would...?	Invent a machine to do a specific task. Design a building to house your study. Create a new product. Give it a name and create a marketing campaign. Write about your feelings in relation to... Write a TV show, play, puppet show, role play, song or pantomime about... Design a record, books or magazine cover for... Make up a new language, code and write material using it. Sell an idea. Devise a way to... Compose a rhythm or put new words to a known melody.

## Evaluation

Useful Verbs	Sample Question Stems	Potential activities and products
judge select choose decide justify debate verify argue recommend discuss rate prioritise determine	Is there a better solution to...? Judge the value of... Can you defend your position about...? Do you think... is a good or a bad thing? How would you have handled...? What changes to... would you recommend? Do you believe...? Are you a... person? How would you feel if...? How effective are...?	Prepare a list of criteria to judge... Indicate priority and ratings. Conduct and debate about an issue of special interest. Make a booklet about 5 rules you see as important. Convince others. Form a panel to discuss views. E.g. Learning at school. Write a letter to...advising on changes needed at...' Write a termly/annual report on... Prepare a case to present your view about...

**Teachers** in the **Goldsborough Sicklinghall Federation** use a variety of questions to develop **thinking**:

- **Closed Questions**: That seek short answers.
- **Chunking Questions**: Chunk up and down for more or less detail.
- **Clear Questions**: That are simple and unambiguous.
- **Columbo Technique**: Asking stupid questions that get the answers you want.
- **Double Bind Questions**: Whichever way you answer, the result is the same.
- **Echo Questions**: Repeat what they say as a question.
- **Empowering Questions**: That release limits on people.
- **Funnel Questioning**: Seeking more detail or more general information.
- **Group Questioning**: Tips for asking questions of many people at once.
- **Interrogation Questions**: Questions that lead to answers.
- **Kipling Questions**: Rudyard Kipling's six servants (Who? What? When? Why? Where? How?)
- **Leading Questions**: That may or may not be a good thing for you.
- **Open Questions**: For long and detailed answers.
- **Open and Closed Questions**: yes/no or long answer.
- **Positive Questions**: Deliberately leading the other person.
- **Probing**: Digging for more detail.
- **Probing Questions**: Specific questions for finding detail.
- **Rhetorical Questions**: Questions without answers.
- **Socratic Questioning**: Socrates' method of questioning in order to elicit learning (discovering answers by asking questions)
- **Tag Questions**: Some questions encourage agreement, don't they?



**Every lesson involving a number of strategies to engage children in dialogue, collaboration and thinking. These will include:**

Strategy/approach	Process	Gains and Benefits
<b>Thinking time:</b> Consciously waiting for a pupil or class to think through an answer (before you break the silence) e.g. 15-30secs	Provide time between setting the question and requiring an answer. Sometimes alerting pupils to the approach and time available to develop an answer.	Prompts depth of thought and increases levels of challenge. Ensures all pupils have a view or opinion to share before an answer is sought.
<b>Basketball questioning:</b> Move questions and discussions between pupils	Teacher establishes movement of ideas and responses around the class. Builds on other pupils' ideas and comments. Accepts 'half-formed' ideas. NB not 'ping-pong'	Engages more pupils. Stops teacher being the focus for all questioning. Develops connected thinking and development of ideas.
<b>Conscripts and Volunteers:</b> Using a planned mix of 'conscripts' and 'volunteers'	Teacher selects answers from those who volunteer an answer and an equal amount of those who do not.	Enhances engagement and challenge for all.
<b>Phone a friend:</b> Removes stress to enable those who cannot answer to participate	Those who are not able to answer are allowed to nominate a fellow pupil to suggest an answer on their behalf, but they still have to provide their own answer, perhaps building on this.	Encourages whole class listening and participation. Removes stress and builds self-esteem.
<b>Hot-seating:</b>	A pupil is placed in the 'hot-seat' to take several questions from the class and the teacher.	Encourages listening for detail and provides challenge.
<b>Mantle of the expert:</b>	A pupil wears a cloak of the expert to answer questions from the class.	Builds self-esteem through opportunity to share detailed knowledge.
<b>Preview:</b> Previewing questions in advance	Questions are shared/displayed before being asked, or at the start of the lesson.	Signals the big concepts and learning for the lesson.
<b>Pair rehearsal:</b> of an answer before answer or a question (think, pair, square, share)	Pairs of pupils are able to discuss and agree responses to questions together before sharing with another pair/the class.	Encourages interaction, engagement and depth.
<b>Eavesdropping:</b> Deploying specific targeted questions	Listen in to group discussions and target specific questions to groups and individuals.	Facilitates informed differentiation.
<b>5W's:</b> Modelling simple exploratory questions to gather information	Teacher models the use of Who, What, Where, When and Why to set out a simple information gathering response based on the information provided.	Encourages students to rehearse enquiry and comprehension; can extend to reasoning and hypothesis. Creates an inquisitive disposition and a thinking/self-reflective approach to learning.

Strategy/approach	Process	Gains and Benefits
<b>High Challenge:</b>	Questions must be pre-planned, as it is very difficult to invent during a lesson. Focus questions to address analysis, synthesis, evaluation and creativity based on Bloom's Taxonomy.	Provides high challenge thinking, requiring more careful thought, perhaps collaborative thinking and certainly longer, more detailed answers. This will provide depth and challenge to those pupils who are able to access such questions.
<b>Staging or Sequencing:</b>	Increasing the level of challenge with each question, moving from low to higher-order questioning.	Helps pupils to recognize the range of possible responses and to select appropriately.
<b>Big Questions:</b>	Big questions cannot easily be answered by students when the question is posed. They are often set at the beginning of a lesson and can often only be answered by the end, using all of the thinking based on all of the contributions to the lesson.	These questions develop deeper and more profound thinking. Big Questions are often moral issues or speculative questions such as, Where are we from? How big is the universe? What is the meaning of life? They require extended answers and usually rely on collaborative thinking and a personal interpretation of the information provided.
<b>Focus Questioning:</b>	When students struggle to answer bigger or more complex questioning, the teacher can model or lead the thinking by asking Focus questions to lead the student through the steps of thinking.	Develops confidence and the sequencing of small steps in thinking and response. Allows students to reveal the stages in their thinking.
<b>Extended questions:</b>	Pupils are not allowed to answer a question using less than e.g. 15 words or including a particular word or phrase in their answer. They must give an extended answer or make a complete sentence or phrase.	Develops speaking and reasoning skills, the correct use of critical and technical language.
<b>Limited Questions:</b>	In its simplest form, students can answer 'yes' or 'no' to a skinny question, or give a number or knowledge-based response.	The challenge level is low in skinny questions that do not seek an extended answer or reasons for the answer. Mostly knowledge and comprehension based. Does not develop thinking or reasoning.
<b>Signal Questions:</b>	Providing signals to students about the kind of answer that would best fit the question being asked. Teacher responds to pupils attempts to answer by signaling and guiding the answers.	The essence of purposeful questioning, moving pupils from existing knowledge or experience (often unsorted or unorganized knowledge) to organized understanding, where patterns and meaning have been established.
<b>Seek a partial answer:</b>	In the context of asking difficult whole class questions, deliberately ask a pupil who will provide only a partially formed answer, to promote collective engagement.	Excellent for building understanding from pupil-based language. Can be used to lead into 'Basket-ball questioning.' Develops self-esteem.

Every lesson in the **Goldsborough Sicklinghall Federation** has a buzz and inspires as a result of careful and perceptive planning:

- Precise: the teaching sequence over a week is clear and progressive
- Each lesson has a clear learning objective and this relates to the previous and next day ensuring that each lesson builds on learning and supports the learner to progress

- Learning objectives are precise and ambitious; they start with ‘I can... I know... I understand...’ They may also be phrased as a ‘Big Thinking’ or SMSC question.
  - Where appropriate, clear success criteria are linked to the learning objective so that children have a reference point for self-assessment
  - When necessary, learning objectives are differentiated for each year group in a class, generally focusing on the same concept.
  - Plans are carefully written so that they are appropriate for the class being taught. We may use similar lesson structures and ideas but we adapt them for the needs of each group of children. Where teachers plan together (to support well-being and reduce workload) they are responsible for making minor adjustments to meet the requirements of the children in their class.
  - Planning is detailed so that where it is shared between schools, the aim, objectives, activities and challenges are clear.
- **All lessons are characterised by effective support and challenge**, where the teacher builds on assessment information to ensure tasks are matched to need, appropriately challenging and respectful of the individual. It is an expectation that there are rarely whole class tasks. Teachers are careful not to ‘**cut down and narrow**’ opportunities for learning by setting low level tasks. Tasks, by design, should move children quickly through the learning journey and enable them to close learning gaps.
- **Maths will be appropriately balanced between skill development, over-learning (practicing newly acquired skills beyond the point of initial mastery) and more investigative tasks.** In the **Goldsborough Sicklinghall Federation** follow the White Rose scheme for Maths, incorporating NRICH, ISEEReasoning and Mastery with Depth (NCETM) challenge tasks. This ensures children are given opportunities to make connections and generalise. Worksheets of just ‘calculations’ are to be avoided. Children will be given opportunities to practice a written strategy but will explore, extend and quickly apply the skill. Conceptual and procedural variation is carefully planned into each lesson and depth of learning is evident though the children’s responses to the tasks set. Progression will be evident between and within year groups because teachers will know where children are and will avoid repetition and unchallenging tasks.
- **Reading will develop in depth and quality.** Whole class guided reading sessions in KS2 and group or individual reading will be organised so that children develop and extend their skills independently. Reading skills will be taught explicitly during reading lessons and are a focus for reading starters across the curriculum. These are taught as follows:

**Autumn 1:** Retrieval / Fluency / Expression

**Autumn 2:** Summarising and Sequencing: grasping the Gist of a piece

**Spring 1:** Authorial Choice and Thinking like a detective and analysing language

**Spring 2:** Using inference to make a conclusion

**Summer 1&2:** combining it all and intervening to improve certain areas.

Children will read, investigate, comprehend, infer, perform and share a wide variety of genre. Well targeted 1-1 precision teaching with additional adults will support children who need additional input. This will ensure all children can read fluently and confidently by the time they leave Key Stage 1.

**WE ARE GOING TO LEARN HOW TO...**

- Predict, ask questions, I wonder... and read on to find out...** (Icon: person thinking)
- Use our background knowledge and connect to text** (Icon: person with speech bubble)
- Notice meaning breakdown...** (Icon: person with speech bubble)
- ...and repair it** (Icon: person with speech bubble)
- Visualise** (Icon: person with speech bubble)
- Think like a detective- use inference** (Icon: person with magnifying glass)
- Watch out for VIP words/ phrases/ideas...** (Icon: person with speech bubble)
- ...and put together to build GIST** (Icon: person with speech bubble)

My Reading brain starts to analyse right from the title – I should ask questions to start building ideas and opinions.

**A Rare Find**

Where have they found it?

rare – meat like steak can be rare when it’s not well cooked. Does it mean that? That might not make sense. I think rare also means it’s not common or it might be special.

- **Writing will develop in complexity, length and depth.** Teachers know what progression looks like and will ensure grammatical elements are developed within creative and meaningful contexts. Writing will be presented carefully and daily. The process by which teachers and children build towards a writing outcome will be evident in all children's books and will demonstrate how teaching has closed learning gaps and supported children in making good progress.

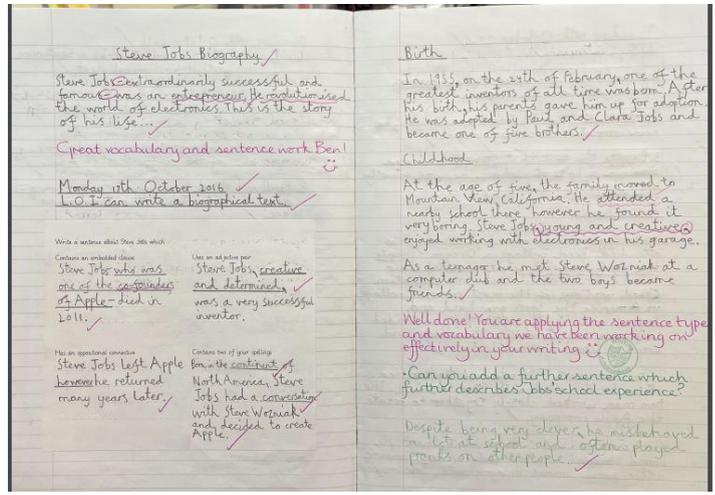
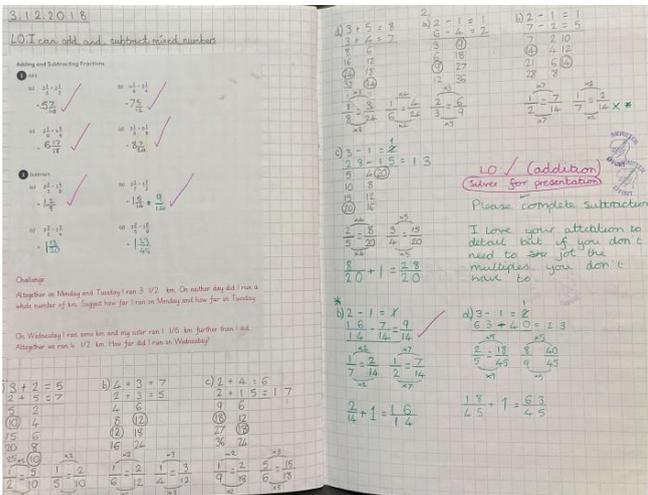
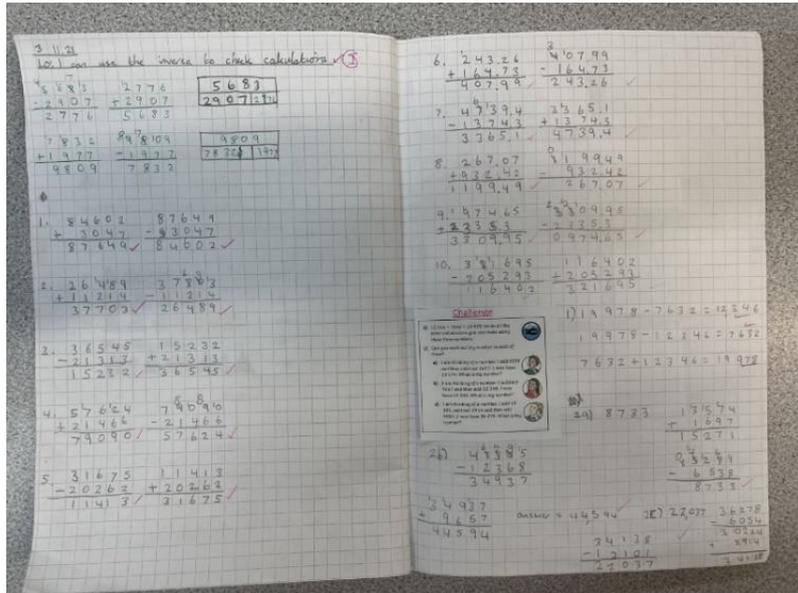
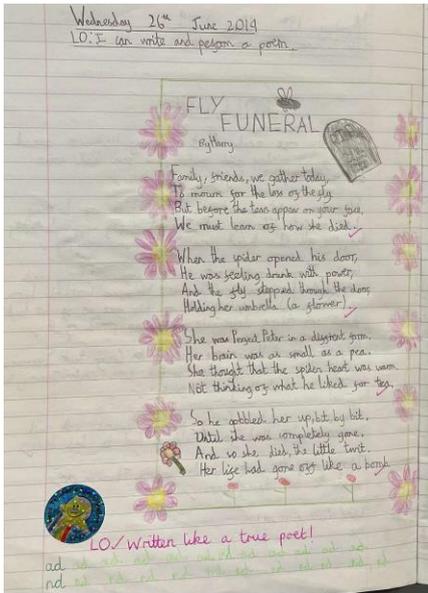
### What the teaching cycle looks like...



Provision based learning (Reception / Year 1 / Year 2)



# Why do we believe that presentation counts?



In the **Goldsborough Sicklinghall Federation**, all children are supported with developing the quality of presentation by:

- Being taught handwriting regularly and practicing this daily until they have mastered the Nelson font.
- Redrafting learning that can be developed in quality of content and presentation.
- Having clear expectations which are modelled and shared.

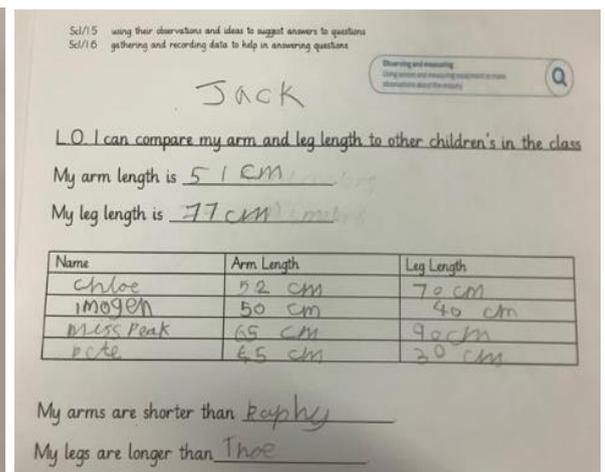
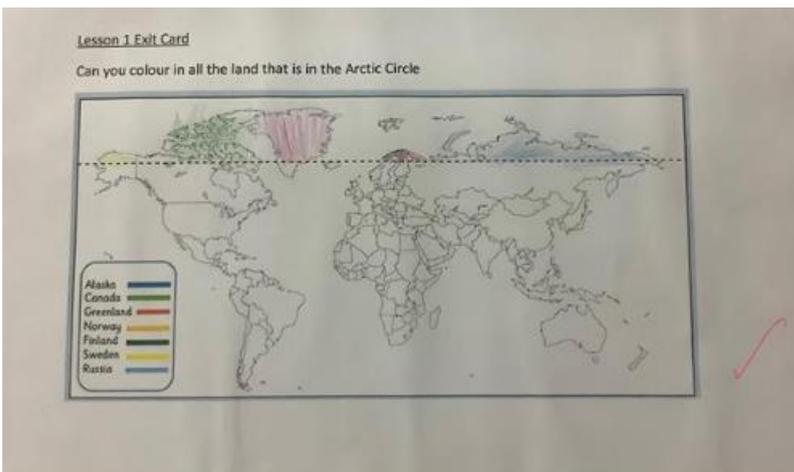
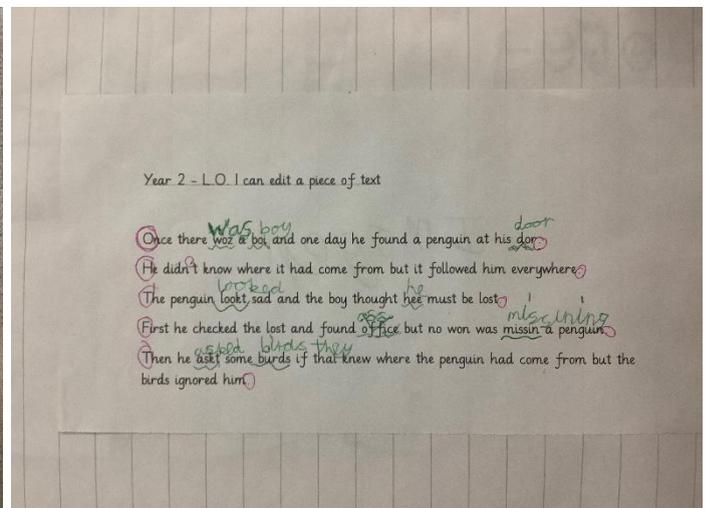
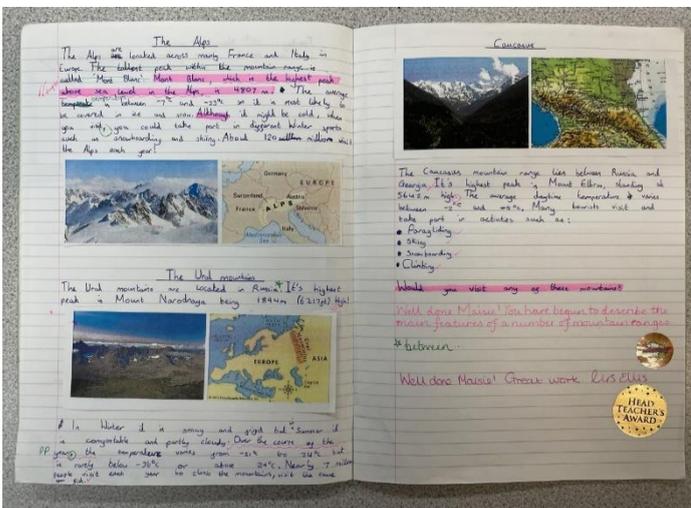
Being shown by the teacher how to achieve quality, conveys a value. It conveys pride and it also enables the learner to communicate understanding effectively and clearly. Research also shows that boys feel better about writing when they can write neatly.

## Assessment as learning

In the **Goldsborough Sicklinghall Federation** we see **assessment as learning**. Effective assessment ensures the learner learns about their strengths and areas for development. It ensures the teacher learns about the effectiveness of their teaching and provision and also where they need to take the learner next.

The 'end points' of lessons or units of work, starters or reading tasks allow application of skills and these alongside pupil voice are used to demonstrate children's Knowledge and Understanding. Examples of curriculum 'end points' are:

- A double page spread
- Application of skills through computing e.g. Greenscreen, Chatterpix, SeeSaw
- Exit Cards
- TAPS assessments and Concept Cartoons in Science
- Diagrams and labelled pictures
- Challenges
- Lessons /tasks based on different level of curriculum Knowledge Milestone



In the **Goldsborough Sicklinghall Federation**, marking and feedback will:

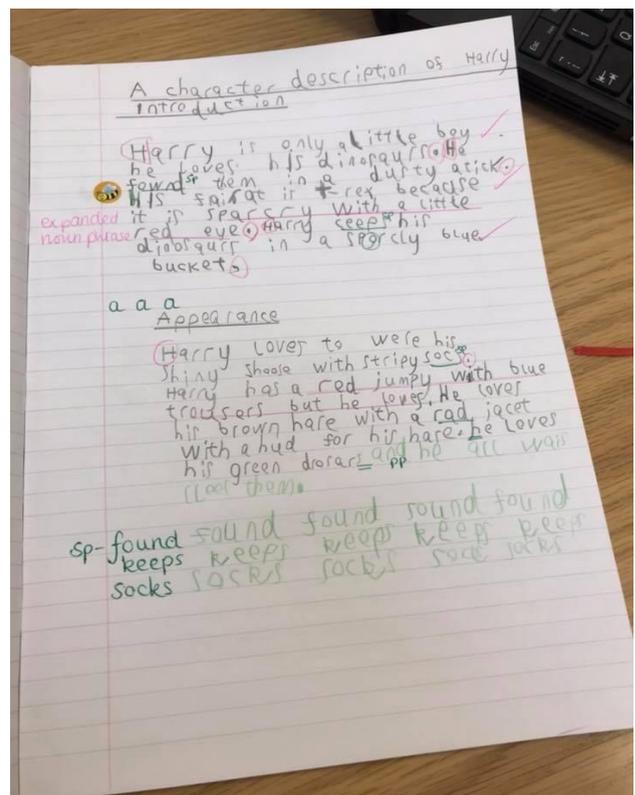
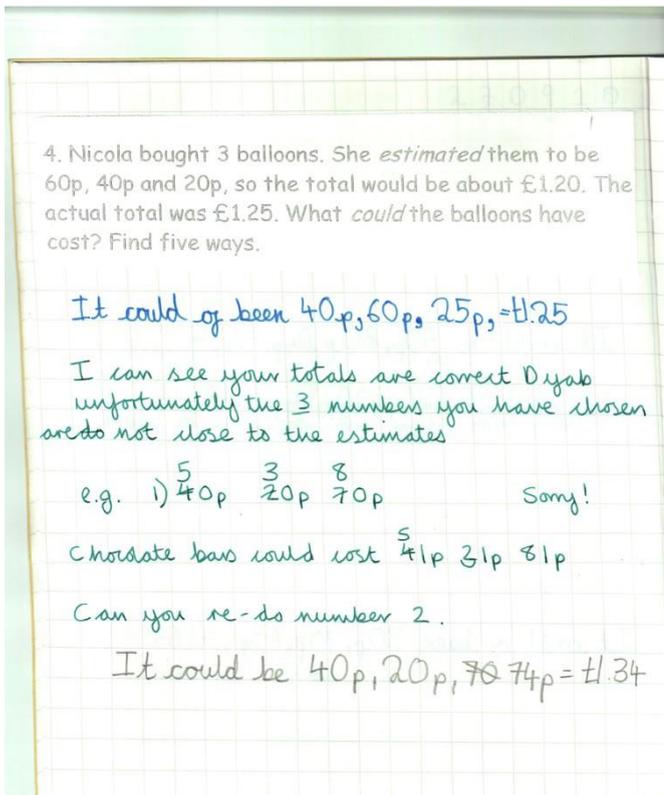
- help all children become better learners by giving a clear picture of what they have done, and what they need to develop;
- give recognition and praise for achievement;
- provide clear direction for the next learning steps;
- enable parents to understand their child's strengths and weaknesses;
- identify targets for individuals or groups of children;
- ensure regular dialogue between teacher and child;
- suggest individual strategies for improvement.

**Written feedback**

**'... has the potential to be the most powerful, manageable and useful ongoing diagnostic record of achievement.'**

Shirley Clarke

Effective and precise written feedback is the key to rapid and sustained progress. In the **Goldsborough Sicklinghall Federation**, we ensure that all written feedback focuses on success, effort and areas for development that will close specific learning.



**Feedback to the class is effective when:**

- expectations are shared with the whole class so they know what they have to achieve.
- Therefore, feedback is measured against learning objectives examples of expected outcomes and models of good work are given to show levels expected;
- feedback is given during the learning process to guide learning; children are involved in reflective dialogue and discussion;

- Success criteria or ‘What good learning looks like’ are framed with children so that they can evaluate their own progress and are clear about the learning. These are revisited throughout the lesson and give children a clear and supportive reference point for self-assessment;
- Children have frequent opportunities to respond to feedback and make improvements to learning based on this;
- Children are able to articulate clearly what good looks like, what progress they have made and what they have achieved in each session.

### **Effective Teacher marking**

**Pink is for praise – ‘Tickled Pink’**

**Green is for improvements (Target / Next Step) - ‘Green for Growth’**

There is a need for **praise** in both written and oral feedback; children respond to praise and like to know what they are doing well e.g. *well done, great effort, super use of adjectives, this is a fantastic opening paragraph etc.* Some ‘feedback’ may simply be in the form of a highlighted section that the child has done well. If the Learning Objective was to use punctuation for parenthesis (brackets) then the feedback may be presented in the form of brackets that are highlighted in pink in that work.

Children also need to know *how* to **improve**.

For example, when marking a lesson objective which has been to ‘Find the factors of a number’ – a child may find a lot of factors and all may be correct but if no system was used to check that all possibilities were found, the child needs to know that there is a systematic approach.

Therefore it is not good marking to simply write well done. More appropriate would be: *Well done - you have found some factors. Have you found them all? How do you know?*

**Marking** should question a child’s misconceptions and allow them to act on their errors.

**Poor** marking simply writes **‘Remember to...’** and this should **not be used**.

Instead, good marking should be presented as an **imperative form**; to impact on learning children should be required to **‘do something’** as a result of the marking.

This can be presented in one of 3 ways:

**A question** – ‘Can you explain what impact the word indignant has on the reader?’  
‘Can you find all the common multiples of 12 and 24?’

**An action** – ‘Re-write your opening paragraph using a wider range of conjunctions.’  
‘Add labels to the diagram.’

**A challenge** – ‘Can you explain why Vikings used herbs as medicine?’  
‘Can you explain the possible adaptation to of an animal of your choice?’

*Should these be used in Independent Writing, they should be presented in a generic way. Instead of writing ‘include a question sentence in your work’ you should write ‘is there any punctuation that you have not included in this piece of writing?’*

This *question, action, challenge* style of marking should be used in all subjects, where appropriate, in order to further a child’s understanding.

**(Complete guidance on marking and feedback can be found in the Marking and Feedback Policy)**

## How do we evaluate the quality of teaching and learning?

Self-evaluation of learning take place regularly to support teachers and staff in delivering high quality learning experiences for children. We meet regularly to discuss teaching and learning and undertake the following activities to enable the best learning is provided. This includes:

- learning walks
- teaching and learning / planning team meetings
- book looks
- subject audits
- school tracking data audits of all groups of pupils
- lesson observations
- informal opportunities for staff to peer observe or team teach
- pupil voice learning walks
- SEA / Diocese / Governor Monitoring

When gathering evidence and judging lessons, Leaders understand that these considerations are snapshots and must be viewed as a whole; therefore, feedback is given based on:

- aspects that had a positive impact on learning
- aspects that will hinder learning *over time [if not addressed]*

**Teaching and Learning (including Quality First Teaching and Subject Coordination) is expected to evidence at least the GOOD criteria on the Ofsted Education Inspection Framework:**

### **GOOD Intent**

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.]
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.]
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]
- Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6.

### **GOOD Implementation**

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.
- Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting

points and gaps as a result of the pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.

- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children and those at the early stages of reading gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

### **GOOD Impact**

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce.
- Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact.
- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

**The overall Quality of Education is formulated based on the above points and in consideration with the overall aspects expected in the Ofsted Education Inspection Framework:**

### **Intent**

- Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- The school/teachers have the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs
- Learners study the full curriculum. Teachers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary.

### **Implementation**

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches

- Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts
- Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners
- Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider’s ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- A rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners’ phonics knowledge.

### Impact

- Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained
- Learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.

Therefore, it is essential that all staff members understand these aspects in order to ensure high standards of Teaching and Learning.

When making judgements about the quality of provision in a class, it is important to remember that good quality teaching every day for every lesson leads to outstanding progress and outstanding outcomes for pupils. Therefore, good teaching over time means outstanding practice.

All policies are in place to ensure the best quality for provision and outcomes for children. Teachers are permitted to use their passions and flair for education to add their own sparkle to their lessons / classroom – we do not expect all teachers to be alike. However, we do expect consistency of particular aspects including quality planning, using the school Relational and Behaviour Policy to ensure clear and high expectations of behaviour and that they lead to good outcomes for the children and ensure rigor and quality of content / lessons.

Where a staff member does not follow the policies and procedures adopted by the **Goldsborough Sicklinghall Federation**, a **management instruction** will be given. A management instruction will be issued where:

- Teaching standards are not being met
- School policies and procedures are not being followed
- Deadlines are not adhered to (without prior discussion)

Where Teaching and Learning followed by developing performance support. (See ‘Developing Performance Policy and Procedures’ document).

“Education is a powerful engine for personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mine worker can become the manager of the mine, and that the child of farm workers can become president of a proud nation”



Nelson Mandela

