

Newington Green Primary School



Policy for Teaching and Learning

Purpose

The policy for teaching and learning is the core policy of the school and informs the best classroom practice. It was written as a result of developments in our practice and is owned by the staff team. It is based on our current learning and understanding of recent research. Members of the staff team are expected to refer to it frequently and use it to help evaluate and change practice to ensure the best provision for our children.

The nature and quality of classroom practice is the single most important school factor in determining pupil's achievement, which lies directly within our control as professionals and as a school.

Context

Our children come from a rich variety of backgrounds. This is a key strength of our school. We also recognise that we serve a community with significant challenges and needs. Our staff share a moral commitment to improving the life chances of our children, and giving them an excellent education which will make a defining difference in their lives. In recognising the unique challenges of serving our community we will:

- **Explicitly teach language skills** in all lessons, explaining key vocabulary
- **Explicitly teach social skills** (including manners, giving compliments, managing emotions etc.)
- **Set high expectations and aspirations** (including working with University partners)
- **Aim to prepare our children for being active citizens** in the world through nurturing their talents.

Aims

- Raise the quality of learning and as a result improve standards
- Provide clear guidance for teaching and learning ensuring consistency across the school
- Enable the staff team to identify aspects of practice as part of their commitment to continual improvement
- Provide a tool for monitoring, evaluation, school improvement and accountability
- Support our commitment to equal opportunities and closing the gaps
- Set out our expectations of best practice

Our school values underpin all decisions made in our school and define the way we carry out our daily work:

Aiming high: There is no ceiling on what can be achieved

Doing our best: There are no excuses for not doing your best

Caring for each other: We are honest and care about each other

Definition of Learning

It can be described by the following equation:

Acquiring and practising skills + application of existing knowledge = new learning (New knowledge is created)

At Newington Green we aim for all teaching and learning to be outstanding.

We recognise the importance of agreeing indicators that enable us to reflect, evaluate and improve our own practice. We have developed our own Outstanding Criteria which are summarised as below, and during performance management we use OFSTED criteria to also help us evaluate our effectiveness as a school.

At Newington Green we consider outstanding to be:

When teaching is outstanding, following our own and Ofsted's guidance. As a whole school this means that all teaching must be a minimum of consistently good, leading to robust progress over time.

Our Curriculum

In September 2014, we introduced our new curriculum in line with the new National Curriculum requirements. Where we feel that the statutory curriculum doesn't wholly meet the needs of our children, the school has exercised its freedom to add some elements which are non-statutory. Previously, children at Newington Green have enjoyed learning through a rich, topic based approach, via the IPC (International Primary Curriculum). In our new curriculum, we have maintained this topic based approach, whilst embedding the following, overarching aims:

Aims of our Curriculum here at Newington Green

- To provide a rich curriculum which gives pupils social and cultural agency so that they are advantaged in the wider world.
- To promote mannerly and appropriate social conduct, so that pupils are advantaged in the wider world.
- To provide a range of out of classroom experiences for pupils which build their cultural capital and understanding of the rich artistic, cultural, spiritual and social heritage of the UK, and it's various communities.
- To provide systematic exposure and immersion in high quality English Literature, both from classic and modern authors.
- To celebrate the diversity of our community, and the communities within the UK. This will include deliberate exposure to positive role models from a range of protected groups (gender, sexual orientation, religion, disability, age).
- To promote the highest level of achievement for all pupils, across all subjects, through strong pathways for progression in knowledge and skills as pupils journey through the school.
- To promote meaningful learning experiences, which will be fun and memorable, and based on knowledge and skills needed to be successful in the wider world.
- To regularly review our curriculum provision, in order to ensure that the curriculum, alongside current educational research, promotes excellence in the practice of teaching (pedagogy).
- To provide every opportunity for pupils to excel through a wide range of subjects, so that we promote excellence for every individual.

Specialist Teaching

We recognise that some areas of the curriculum require specialist subject knowledge and from September 2014, children will receive specialist teaching in computing, PE, Music and MFL (Spanish).

Subject Leadership

Members of our Curriculum Leadership Team support the school's Senior Leadership Team, with the responsibility for the quality of teaching and learning in their subject areas across the school. Members of the Curriculum Leadership Team are:

- Literacy Subject Leader
- Maths Subject Leader
- Science Subject Leader
- Computing Subject Leader
- PE Subject Leader
- History and Geography Subject Leader
- SMSC Subject Leader
- MFL Subject Leader
- Music Subject Leader
- Art and Design and Design and Technology Subject Leader

For more information on our curriculum, including detailed curriculum maps for each year group, visit <http://newingtongreen.co.uk/learning/our-curriculum/>

Progress

Teaching not only secures good progress, it facilitates exceptional progress.

What we are looking for:

Clarity

Pupils are clear about where they are in their learning.

Direction

Pupils are clear about what they have to do and try to move forward.

Models to aspire to

Pupils know with clarity from excellent examples what they are trying to emulate.

Assessment

We believe that effective assessment provides information to improve teaching and learning. We give learners regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular written and verbal reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

Aims and objectives

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide school leaders and governors with information that allows them to make judgements about the effectiveness of the school.

Assessment is not a singular activity; it is about measurement of performance at a given point in time and a way of gaining information to promote future learning. Our first point of principle should be to hold on to aspects of assessment that aim to measure what we value rather than simply valuing what we are able to measure. Secondly, we acknowledge that there are two distinct types of assessment used by the school. These include:

- **Assessment for learning** helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses
- **Assessment of learning** is more associated with judgements based on grades and ranks and with public accountability.

Assessment of Learning

We use the following formal assessment procedures to measure outcomes against all schools nationally:

- end of EYFS
 - (% of pupils achieving a "Good Level of Development")
- Phonics Screening Test at the end of Year 1

- (% of pupils achieving the required screening check)
- End of KS1
 - (% of pupils achieving end of key stage expectations in reading, writing, maths and spelling, grammar and punctuation, (S.P.A.G.))
- End of KS2
 - (% of pupils achieving end of key stage expectations in reading, writing, maths and S.P.A.G)

Good assessment practice will:

- raise standards of attainment and behaviour, and improve pupil attitudes and response to learning
- enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- build on secure teacher knowledge of the diverse linguistic and cultural background of pupils
- guide and support the teacher as planner, provider and evaluator
- enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn and draw upon as wide a range of evidence as possible using a variety of assessment activities
- track pupil performance and in particular identify those pupils at risk of underachievement
- provide information which can be used by teachers and managers as they plan for individual pupils and cohorts
- provide information which can be used by parents or carers to understand their pupils' strengths, weaknesses and progress
- provide information which can be used by other interested parties
- provide information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards.

The purpose of assessment of learning is to:

- Provide a summary judgement about what has been learned at a specific point in time

- Establish national benchmarks about what children can do and about school performance
- Show what pupils can do without support
- Hold the school to public account
- Hold individual staff to account for pupil progress
- Inform self-evaluation and guide inspection

Implications for teaching

The teacher will:

- Provide a periodic summary through teacher assessment and formal tests
- Identify gaps in pupils' knowledge and understanding
- Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which can guide future planning
- Implement strategies to accelerate progress to meet local and national expectations (narrowing the gap)
- Mark and measure against expectations outlined in the revised National Curriculum

Impact on learning and the learner

The pupil will:

- Be able to gauge own performance against previous performance
- Be able to measure own performance against externally agreed criteria and standards
- Have a measure of performance at specific milestones in life
- Know what standards and expectations are required

Assessment strategies:

Termly	Effective practice would include
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Monitoring of books	Formal monitoring of books by subject leaders three times a year with written feedback in literacy, numeracy, science, history/geography and Art/Design and Technology. Senior leaders quality assuring the strengths and weaknesses identified by subject leaders During learning walks/lesson observations senior leaders review books and interview pupils about their learning and steps to improve Provide time for all staff to review progress, coverage and marking and feedback in books. Middle leaders/phase leaders hold the overview of this task
Moderation across year groups and phases of learning	Provide time in the termly calendar to moderate within school and with other schools in the borough to ensure assessment is robust. Senior leaders quality assuring the robustness of teacher assessment by choosing a random selection of children across the school (EYFS – KS2) to moderate
Formal testing	Use a range of commercially produced materials to undertake a snap shot view of pupil attainment on a termly basis. Use of data from tests to help inform teacher assessment and planning to meet the needs of all pupils.
Pupil progress meetings	Time provided for senior leaders, teachers and teaching assistants to review progress of learning To use data to inform teaching and learning Review the provision map for pupils
Parent Evenings	Termly meetings with parents/carers to share individual pupils' strengths and next steps in learning and attendance data. To suggest ways parents can support pupils in their learning at home and set targets for improvement.
Yearly reports	Reports summarise the achievements for pupils during the year. Pupils write their own comments on their learning and what they need to focus on in the coming year Parents/carers respond to comments

Assessment for Learning (AFL)

Effective AFL takes place when the information gathered from observation, alongside AFL strategies and techniques is used to continually check pupils' understanding and actively reshape teaching and learning, with a striking impact on learning.

Agile teaching leads to high quality learning.

What we are looking for in	Suggestions to achieve this/practical	Links to Educational Research
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outstanding teaching and learning...	examples	
Clarifying, sharing and understanding learning intentions and success criteria		
<p>Learning Intentions</p> <p>Learning intentions are important, clear and pupil friendly.</p> <p>Learning intentions are SMART (specific, measurable, achievable, realistic and time-limited)</p> <p>They relate to the learning of knowledge or skills taking place and could apply to several contexts, rather than being focused on today's task.</p> <p>Learning intentions are revisited and referred to the throughout the lesson.</p> <p>They are written in language that pupils will understand.</p>	<p>Keep revisiting and referring to the learning intention throughout the lesson.</p> <p>Ensure that the learning intention is written in child-friendly language.</p> <p>Check that the learning intention focuses on what students will learn, not what they will do.</p> <p>Techniques for developing the use of learning intentions could include:</p> <ul style="list-style-type: none"> • Use mini-plenaries/pit stops periodically throughout the lesson to share pupil misconceptions or progress in learning with the whole class. • Be the teacher – pupils write or say what they think the learning objective for the lesson should be for the next time you teach the same lesson or for their next lesson. 	<p>Clarke, S. (2012) <i>Active Learning Through Formative Assessment</i>, London: Hodder Education (Chapter 8 – How will we know what learning objectives mean?)</p> <p>William, D. (2011) <i>Embedded Formative Assessment</i>, Bloomington: Solution Tree Press. (Chapter 3 – Clarifying, Sharing, and Understanding Learning Intentions and Success Criteria.</p>
<p>Success Criteria</p> <p>Pupils generate their own success criteria to maximise the impact on learning.</p> <p>Success criteria break down the learning into steps.</p> <p>Success criteria may be differentiated for individual children.</p>	<p>Share an exemplar or compare two pieces of finished work of differing quality and use this to help the pupils generate their own success criteria.</p> <p>Ask the children before starting work, "to achieve our learning intention, what do we need to remember to focus on?" Write down the success criteria in the children's words, giving them ownership of the learning.</p>	<p>William, D. (2011) <i>Embedded Formative Assessment</i>, Bloomington: Solution Tree Press. (Chapter 3 – Clarifying, Sharing, and Understanding Learning Intentions and Success Criteria.</p> <p>Clarke, S. (2003) <i>Enriching Feedback in the primary classroom</i> Abingdon: Hodder & Stoughton (Chapter 3 – Success Criteria)</p> <p>Clarke, S. (2012) <i>Active Learning Through Formative Assessment</i>, London: Hodder</p>

<p>Success criteria emphasise knowing, learning, thinking or skills, rather than behaviour or end products.</p>	<p>Let the students attempt the task, then ask them to tell you what they did, step by step. The process can be written as list of success criteria.</p> <p>If the success criteria recur during the unit of work or the year, write them up as a 'toolkit' on A3 paper and display in the classroom on your learning wall.</p> <p>Use success criteria as a basis for self and peer assessment – students can tick or score against a checklist, writing comments if appropriate.</p>	<p>Education (Chapter 8 – How will we know what learning objectives mean? Chapter 9 – How will we know what excellence looks like?)</p>
<p>Knowing what excellence looks like</p>	<p>Provide children with opportunities to compare and contrast examples of differing quality in order to develop a concept of what excellence looks like.</p>	<p>Clarke, S. (2012) <i>Active Learning Through Formative Assessment</i>, London: Hodder Education (Chapter 9 – How will we know what excellence looks like?)</p>
<p>Eliciting evidence of learners' achievement</p>		
<p>High level questioning</p> <p>Questions are used to diagnose the learning taking place, challenge further thought and enable evaluation before moving on.</p>	<p>Use a range of open ended questioning techniques to allow for diagnosis of learning, promote discussion and encourage higher order thinking.</p> <p>Examples could include:</p> <ul style="list-style-type: none"> • Questions with multiple possible answers • Questions with no right or wrong answer • Concept cartoons (where a range of answers lead to discussion) • Ranking questions (where children put answers in order) <p>Frame questions carefully to avoid</p>	<p>Clarke, S. (2012) <i>Active Learning Through Formative Assessment</i>, London: Hodder Education (Chapter 5 – Asking Worthwhile questions)</p> <p>Gershon, M (2013) What makes a good question? http://www.tes.co.uk/article.aspx?storycode=6316213</p> <p>Rowe, M.B. (1986) Wait Time: Slowing Down May Be A Way of Speeding Up! <i>Journal of Teacher Education</i> 1986; 37; 43</p> <p>William, D. (2011) <i>Embedded Formative Assessment</i>, Bloomington: Solution Tree Press. (Chapter 4 – Eliciting Evidence of Learners' Achievement)</p>

adding to or creating misconceptions.
 Extend questioning to encourage children to justify their thoughts (higher level questioning) with questions like:

- What do you mean by that?
- Could you explain that in more detail?
- Could you give me another example?
- What has led you to think that?
- How have you come to that conclusion?

Use varying questioning techniques e.g. hands down or lollipop sticks, in order to ensure participation from all pupils.

Build a classroom culture where learning from mistakes is valued and it is ok to be wrong.

Give pupils 'wait time' during questioning in order to allow them the opportunity to reflect and process the question (research shows that 2.7 seconds is ideal)

Wragg, E.C. and Brown, G., (1993) *Questioning in The Primary School*, London: Routledge

Providing feedback that moves learning forward

Marking and dialogue between adults and pupils are consistently of a very high quality.

Please refer to feedback and marking policy (appendix 1)

Butler, R. (1988) *Enhancing and undermining intrinsic motivation: The effects of task-involving and ego-involving evaluation on interest and*

<p>Feedback is on-going throughout the session</p>	<p>Pit stops and mini plenaries can be used to address misconceptions and model to the children how to evaluate the learning well before the end of the lesson but after they have had time to have a go.</p> <p>Display a randomly selected piece of work from a child on the interactive whiteboard, model the strengths and work together to improve (e.g. 2 minutes) referring to the success criteria. Children in learning partners number 1 & 2 and do no. 1 together for 2 minutes. Now do no.2 for 2 minutes. Then improve their own. E.g Think/pair and share.</p> <p>Ensure that there is a balance between pit-stops and independent learning. Avoid interrupting sustained independent learning too frequently.</p>	<p>performance, British Journal of Educational Psychology, 58, 1-14.</p> <p>Clarke, S. (2012) <i>Active Learning Through Formative Assessment</i>, London: Hodder Education (Chapter 8 – How will we know what learning objectives mean?)</p> <p>Hattie, J (2009) <i>Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement</i>, Oxon: Routledge</p> <p>Petty, G. (2009) <i>Evidence Based Teaching: A Practical Approach, Second Edition</i> (Chapter 19 – Feedback methods: assessment for learning).</p> <p>William, D. (2011) <i>Embedded Formative Assessment</i>, Bloomington: Solution Tree Press. (Chapter 3: Clarifying, Sharing and Understanding learning Intentions and Success Criteria and Chapter 5 – Providing feedback that moves the learning forward.</p> <p>The Sutton Trust Toolkit – available online at: http://educationendowmentfoundation.org.uk/toolkit/about-the-toolkit/</p>
<p>Feedback is linked to the learning intention and makes reference to the success criteria.</p>	<p>Model good, less good and the children's examples to draw out how to move learning forward.</p>	
<p>Feedback is diagnostic</p>	<p>Check that children achieve the learning intention following specific feedback.</p>	
<p>Feedback makes a demonstrable difference within the lesson and between lessons.</p>	<p>Check that children act on the feedback within the lesson and through a sequence of lessons.</p>	
<p>Pupils respond to feedback</p>	<p>Provide opportunities for children to respond to feedback in the session.</p> <p>Avoid spending too much time showing and telling. Make time to</p>	

	observe once children are working then interjects with questioning, modelling evaluation and improvement. Act as an enabler not as a “know it all”.	
Feedback mechanisms use a range of good models for children to emulate.	Display children's learning on the interactive whiteboard within lessons. Ensure that children are acting on feedback and responding with own comments in line with the school feedback and marking policy. Check to see how marking contributes to improvements in learning.	
Children can evaluate their own and each other's learning effectively.	Give children the opportunity to generate success criteria and use them both when evaluating their own and each other's learning. (See section above on clarifying learning intentions and success criteria and section below on peer-assessment)	
Appropriate and personalised targets are set	<p>Set pupils personalised targets at an appropriate level to move them forwards to the next step in their learning.</p> <p>Refer to pupils targets regularly and tick off or date once met. Replace targets quickly when necessary to maximise progress.</p> <p>Build the use of targets into your everyday practice in the classroom, e.g. reminding children to check their targets prior to independent learning or working in guided groups. (Displaying targets on cards that flip</p>	

	out in the front of books can support this).	
Activating students as instructional resources for one another		
<p>Peer-Assessment</p> <p>Regular opportunities are provided for pupils to take control of their own learning through peer-assessment.</p>	<p>Examples of peer-assessment techniques could include:</p> <ul style="list-style-type: none"> • C3B4ME (pupils. seek help from at least 3 peers before asking the teacher) • Peer evaluation of homework • Homework Help Board • Two stars and a wish • End of topic questions • Pre-flight checklist • Reporter at random • Giving pupils self-assessment or feedback proformas to assess • Feedback on post-its 	<p>Petty, G. 2009) <i>Evidence Based Teaching: A Practical Approach, 2nd Edition</i>, Cheltenham: Nelson Thornes</p> <p>Sadler, D.R. (1989) <i>Formative assessment and the design of instructional systems</i>. Instructional science [0020-4277] vol:18 iss:2 pg:119</p> <p>William, D. (2011) <i>Embedded Formative Assessment</i>, Bloomington: Solution Tree Press. (Chapter 6 – Activating Students as learning resources for one another)</p>
<p>Enabling Effective Dialogue</p> <p>Children construct new knowledge and understanding through regular collaboration with peers and effective classroom dialogue.</p> <p>Dialogue in the classroom follows a 'social construction' or 'basketball' model, rather than a 'ping pong' approach between teacher and pupil.</p> <p>Learners bounce ideas off one another, with the majority of talk coming from pupils.</p>	<p>Techniques for developing effective classroom dialogue could include:</p> <ul style="list-style-type: none"> • 'No hands up' to answer a question • Class poll – ask every pupil round the class what they think on a particular issue. • Hot seat questioning – Choose one pupil and ask them several questions in a row, or engage them in conversation. • Find the fib – write three statements on the whiteboard and ask pupils to discuss which one is the fib and why. • Pupil created problems – pupils work together in groups 	<p>Adey, P. (ed) (2008) <i>Let's Think Handbook: A guide to cognitive acceleration in the primary school</i>. (Chapter 3 – Social construction: encouraging productive talk).</p> <p>William, D. (2011) <i>Embedded Formative Assessment</i>, Bloomington: Solution Tree Press. (Chapter 6 – Activating Students as learning resources for one another)</p> <p><u>Other information on collaborative learning</u></p> <p>Collaborative Learning Project http://www.collaborativelearning.org/</p> <p>DATT tools http://www.debonothinkingsystems.com/tools/D</p>

	<p>to write one good question for the class to answer.</p> <ul style="list-style-type: none"> • Post-it note continuums – pupils place a post-it along a continuum in response to a given statement or question, explaining their reasoning. • Phone-a-friend – If a child is unable to answer a question allow them to 'phone-a-friend' and repeat the question to another child in the class who may be able to help them. • Identifying group weaknesses – groups discuss what they still need to learn on a topic and share weaknesses with the class. • Best composite answer – Pupils in a small group build a composite answer by taking features of each of their individual answers. 	<p>ATT.htm</p> <p>Let's Think (cognitive Acceleration) www.letsthink.org.uk</p>
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Activating students as owners of their own learning

<p>Motivation of pupils</p> <p>Motivation is intrinsic and driven by pupil interest rather than extrinsic and driven by external reward.</p> <p>Growth mindset is taught, encouraged and fed throughout the day to day interactions in school life.</p>	<p>Seize upon opportunities to reinforce the growth mind set and belief that all the pupils can move forward from their starting point.</p> <p>Build a classroom culture where challenge is thrived upon and mistakes are valued as part of the learning process.</p> <p>Ensure that praise given to students is</p>	<p>Deci, E. and Ryan, R. (1985) <i>Intrinsic Motivation and Self-Determination in Human Behavior</i> (Perspectives in Social Psychology) New York: Plenum Press</p> <p>Dweck, C. S. (2012). <i>Mindset: How You Can Fulfil Your Potential</i>. Constable & Robinson Limited.</p> <p>Dweck, C. S. (2006). <i>Mindset: The new psychology of success</i>. New York: Random House.</p>
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<p>Pupils understand that intelligence is not fixed and learn to see challenge as an opportunity rather than giving up.</p> <p>Pupils become mastery oriented, rather than helpless oriented learners.</p> <p>Learning experiences are creative, inspirational and fun. Teachers are not afraid to take risks and step out of their 'safe zone'.</p>	<p>focused on effort and the learning objective rather than the individual or their attainment.</p> <p>Model motivation and excitement in the learning the children are about to embark upon. An example of this is the entry point event used in humanities lessons to inspire and motivate the children.</p> <p>Why not have a model fire of London or a real evacuation and sleep over somewhere etc.</p> <p>How visual and hands on are the children's experiences going to be? Can they record in a variety of ways? Can they use a variety of resources to support their learning? Can they explore key questions or are they constrained to the closed nature of the activity? How interactive is it – do they interact with the teacher, each other, guests or is learning copying the model given?</p>	<p>Dweck, C. S. (1999). <i>Self-theories: Their role in motivation, personality and development</i>. Philadelphia: Psychology Press.</p> <p>Elliot, A. J., & Dweck, C. S. (Eds.). (2005). <i>Handbook of competence and motivation</i>. New York: Guilford.</p> <p>Heckhausen, J., & Dweck, C. S. (Eds.). (1998). <i>Motivation and self-regulation across the life span</i>. Cambridge: Cambridge University Press</p> <p>Niemiec, C.P., Ryan, R.M., & Deci, E.L. (2009). The path taken: Consequences of attaining intrinsic and extrinsic aspirations in post-college life. <i>Journal of Research in Personality, 43</i>, 291-306.</p> <p>Hustinx, P. et al (2009) Achievement motivation revisited: new longitudinal data to demonstrate its predictive power, <i>Educational Psychology: An International Journal of Experimental Educational Psychology, 29:5</i>, 561-582</p>
<p>Top Down Approach Support is provided to raise children up to high expectations (learning and activities are not adjusted down to limit their learning).</p>	<p>Plan from the top downwards, starting from the highest possible outcome, in order to embed high expectations and a culture of excellence in the classroom.</p>	<p>Eyre, D. (2011) <i>Room at The Top: Inclusive Education for High Performance</i>. London: Policy Exchange</p>
<p>Self-Regulation and Pupil Autonomy Independence and the ability to self-regulate learning are continuously promoted through day to day practice.</p>	<p>Provide regular opportunities for pupils to take control of their own learning through self-assessment. Examples of self-assessment techniques could include:</p>	<p>Boekaerts, M. and Corno, L. (2005). <i>Self regulation in the classroom: a perspective on assessment and intervention</i>. <i>Applied Psychology: An International Review, 54</i> (2), 199–231.</p>

<p>Pupils are not dependent on the teacher for feedback or support.</p>	<ul style="list-style-type: none"> • Traffic lights • Coloured cups • Learning Portfolios • Learning logs <p>Promote independence through classroom organisation, e.g. clearly label resources for children to access independently. Provide interactive displays with prompts for children to access independently.</p> <p>Teacher facilitates and enables so that the children do most of the learning, talking and doing and the teacher skilfully interjects from time to time, clarifies, models but does not take over. The children are doing the vast majority of the doing!</p> <p>Teacher talk is minimal (aim for 10% of the lesson)</p>	<p>Brookhart, S.M. (1997). <i>A theoretical framework for the role of classroom assessment in motivating student effort and achievement</i>. <i>Applied Measurement in Education</i>, 10 (2), 161-180.</p> <p>Earl, (2013) <i>Assessment as learning: Using classroom assessment to maximise learning</i>, London: Sage</p> <p>James, M. et al (2007). <i>Promoting learning how to learn through assessment for learning</i>. in M. James et al (Eds). <i>Improving Learning How to Learn: Classrooms, schools and networks</i>, London: Routledge.</p> <p>Petty, G. 2009) <i>Evidence Based Teaching: A Practical Approach, 2nd Edition</i>, Cheltenham: Nelson Thornes</p> <p>Sadler, D.R. (1989) <i>Formative assessment and the design of instructional systems</i>. <i>Instructional science</i> [0020-4277] vol:18 iss:2 pg:119</p> <p>William, D. (2011) <i>Embedded Formative Assessment</i>, Bloomington: Solution Tree Press. (Chapter 6 – Activating Students as learning resources for one another and Chapter 7 – Activating students as owners of their own learning.)</p> <p>Griffith, A. and Burns, M.(2012) <i>Outstanding Teaching: Engaging Learning</i>, Carmarthen: Crown House Publishing(p. 15 and p.156)</p>
<p>Shared ownership</p>	<p>Children help to evaluate the lessons</p>	<p>Deci, E. and Ryan, R. (1985) <i>Intrinsic Motivation</i></p>

<p>Children are involved in the planning to help secure commitment and enable greater creativity</p>	<p>that take place so that the teacher knows what has helped them to learn and what have been barriers to address.</p>	<p><i>and Self-Determination in Human Behavior</i> (Perspectives in Social Psychology) New York: Plenum Press</p>
<p>Children's contributions frame the learning</p>	<p>Teachers make time to share the skills and knowledge that will need to be developed and involve the children in discussions about how to achieve this and include their contributions in the medium term planning.</p>	<p>William, D. (2011) <i>Embedded Formative Assessment</i>, Bloomington: Solution Tree Press. (Chapter 3 – Clarifying, Sharing and Understanding Learning Intentions and Success Criteria)</p>
<p></p>	<p>Teachers seek children's views on what other knowledge or skills they need to develop and include this in the medium term planning.</p>	<p>Clarke, S. (2012) <i>Active Learning Through Formative Assessment</i>, London: Hodder Education (Chapter 9 – How will we know what excellence looks like?)</p>
<p></p>	<p>Reference is made throughout the topics taught to the skills and knowledge and connections are made with the children's requests (e.g. could be through a mind map/learning journey display etc.)</p>	<p>William, D. (2011) <i>Embedded Formative Assessment</i>,</p>
<p></p>	<p>Children help to evaluate the lessons that take place so that the teacher knows what has helped them to learn and what have been barriers to address.</p>	<p>Deci, E. and Ryan, R. (1985) <i>Intrinsic Motivation and Self-Determination in Human Behavior</i> (Perspectives in Social Psychology) New York: Plenum Press</p> <p>William, D. (2011) <i>Embedded Formative Assessment</i>, Bloomington: Solution Tree Press. (Chapter 3 – Clarifying, Sharing and Understanding Learning Intentions and Success Criteria)</p> <p>Clarke, S. (2012) <i>Active Learning Through Formative Assessment</i>, London: Hodder Education (Chapter 9 – How will we know what excellence looks like?)</p> <p>William, D. (2011) <i>Embedded Formative Assessment</i>, Bloomington: Solution Tree Press.</p>

		(Chapter 6 – Activating Students as learning resources for one another.)
	Teachers make time to share the skills and knowledge that will need to be developed and involve the children this and include their contributions in in discussions about how to achieve the medium term planning.	
	Teachers seek children's views on what other knowledge or skills they need to develop and include this in the medium term planning.	
	Reference is made throughout the topics taught to the skills and knowledge and connections are made with the children's requests (e.g. could be through a mind map/learning journey display etc.)	
	Take a child's idea from e.g. questioning and develop it together into something of excellence, whilst building intrinsic motivation – model the process and help the children to draw out the success criteria from it. Use children's work as a model - Use the IWB or blown up work to model the best and the not so best. Include children as part of the modelling (not just the teacher showing off what they can do.)	
Metacognition/Reflection (Thinking about learning)	Display sentence stems/metacognitive questioning	Adey, P. (ed) (2008) <i>Let's Think Handbook: A guide to cognitive acceleration in the primary</i>

Pupils are given regular opportunities to reflect upon their learning.

Metacognitive questioning is used regularly and at different points in the session.

The teacher models metacognition to the class.

prompts around the whiteboard.

Ask metacognitive questions regularly at different stages of the lesson.

Suggestions are:

- What was the main thing you have learnt in this lesson?
- Which part was easy? Why?
- Which part was difficult? Why?
- How did you find the solution?
- How did you decide what to do at an important point?
- Did you change your mind at any point? What changed your mind?
- Does this remind you of any other lessons? Could you use these strategies in any other lessons?
- Did anything surprise you?
- What questions do you still have that need to be answered?
- How well did you work with your partner/group? What could have improved this?
- If you did this lesson again, what would you do differently?

Give pupils a reflection sheet/learning log/triangle of learning to explain what they have learnt during the lesson.

Put up an A3 poster with 4 sections: What is going well? What can we improve? What are the questions?

school. (Chapter 4 – Metacognition: becoming conscious of thinking).

Hattie, J (2009) *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*, Oxon: Routledge

Larkin, S (2000) *How Can We Discern Metacognition in Year One Children From Interactions Between Students and Teacher*, (Paper presented at ESRC Teaching and Learning Research Programme Conference)

Papaleontiou-Louca, E. (2003) *The Concept and Instruction of Metacognition*, *Teacher Development*, Volume 7, Number 1

William, D. (2011) *Embedded Formative Assessment*, Bloomington: Solution Tree Press. (Chapter 7 – Activating Students as Owners of Their Own Learning – p. 148)

The Sutton Trust Toolkit – available online at: <http://educationendowmentfoundation.org.uk/toolkit/about-the-toolkit/>

What are the issues? Give pupils post-it notes to add their views to the sections.

Pupils write an exit ticket explaining one way that what they learned today could help them in the real world or in another subject.

Pupils write what they think the learning intention for the lesson should be for the next time you teach this lesson or the next lesson.

One pupil summarised what the whole class learned during the lesson.

Pupils work together in groups to write one good question for the class to answer on mini whiteboard.

Pupils write on a flipchart what was positive, negative or interesting about a lesson.

Pupils write on a post-it note or card something they understood about the lesson and something they still do not understand.

Pupils write questions about anything they want more information about or that they are unclear about.

Classroom Systems and Organisation

Use of resources

Resources, including new

Provide a range of resources that are accessible and appropriate for use in order to enable and enhance

See section above on self-regulation and autonomy.

<p>technology, make a marked contribution to the quality of learning.</p>	<p>learning.</p> <p>Ensure that resources are labelled visually and accessible for all the children as and when they need them, promoting self-regulation and autonomy (see above).</p> <p>Use ICT creatively. Liaise with subject leaders for new ideas around resources for specific subject areas.</p> <p>Ensure that resource organisation follows resource policy in school. Do children have choice in resources? Are a range of resources available? Are they high quality and give good messages about valuing learning?</p>	
<p>Children are trained in classroom routines relating to tidiness and orderliness.</p>	<p>Train children to access and replace resources.</p> <p>Take the children through the 'Green Expectations' and Behaviour Policy.</p> <p>Set up class monitors to tidy and care for the room and equipment</p> <p>Practise lining up and moving around the room and the school i.e. getting from the carpet to chairs in an orderly manner.</p> <p>Show children how you expect them to enter and leave assembly(see Assembly Policy).</p>	

	Teach children how you want them to stop and listen.	
<p>Adult support</p> <p>Precisely targeted support is provided by other adults.</p> <p>Support staff know what the next steps for the learning are for the children they are working with.</p> <p>They know who the target children for different subjects.</p> <p>They know how to support and enable learning rather than showing and telling.</p> <p>Teachers plan effectively for their other adults and take ownership of how the other adults are supporting the children both within lessons and in interventions.</p> <p>Other adults know how to avoid limiting the children's learning.</p>	<p>Share in the planning and feedback of learning with TA's and other adults.</p> <p>Email planning to support staff every week.</p> <p>Use your weekly teacher and TA planning time slot to discuss teaching, learning and the progress of pupils.</p> <p>Use feedback from support staff to influence the next steps both in class lessons and in interventions.</p> <p>Ensure that TAs fill out their evaluation of sessions regularly to inform the teacher of progress and concerns.</p> <p>Ensure that tasks delivered by TAs have an approach that enable learning to be deepened and not just limited (e.g. working on sequencing don't just sequence to 10 – be prepared to sequence beyond and in other ways).</p>	<p>Blatchford, P. Russell, A and Webster, R. (2012) <i>Reassessing the Impact of Teaching Assistants: How research challenges practice and policy</i>, Abingdon: Routledge</p> <p>Russell, A., Webster, R. and Blatchford, P. (2013) <i>Maximising the impact of teaching assistants: Guidance for school leaders and teachers</i>, Abingdon: Routledge</p>
<p>Grouping</p> <p>Classroom grouping is dynamic, flexible and based on children's individual and changing needs.</p>	<p>Avoid fixed ability grouping as research shows this has a negative effect.</p> <p>Assess and change groups regularly, depending on the learning needs of individual children and the task set.</p> <p>For some lessons, children may not be</p>	<p>Hallam, S. et al (2004) <i>Primary pupils' experiences of different types of grouping in school</i>, British Educational Research Journal, 30.4, 515-533</p> <p>Hattie, J (2009) <i>Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement</i>, Oxon: Routledge</p> <p>Kutnick, P. et al (2002) <i>Pupil groupings in primary</i></p>

	<p>grouped at all.</p> <p>Groups may change within a lesson as learning is reshaped following effective assessment for learning.</p>	<p><i>school classrooms: Sites for learning and social pedagogy?</i> British Educational Research Journal, 2002, v. 28 n. 2, p. 187-206</p> <p>The Sutton Trust Toolkit – available online at: http://educationendowmentfoundation.org.uk/toolkit/about-the-toolkit/</p>
<p>Subject Knowledge Excellent subject knowledge is applied consistently to challenge and inspire pupils.</p>	<p>Research the unit of work beforehand. Take time to know the knowledge and skills required. Be clear about the progression Use others and experts to support your own learning alongside and separately from the children. Be accurate and specific in your initial teaching and reinforce this in the lesson.</p>	
<p>Pit stops/Mini-plenaries and self-evaluation Pit stops, self and Peer evaluation within the lesson</p>	<p>Used to address misconceptions and model to the children how to evaluate the learning well before the end of the lesson but after they have had time to have a go. Display a child's learning on the interactive whiteboard – pick a child's piece of work randomly and model the strengths, then work together to improve (e.g. 2minutes) referring to the success criteria. Children in learning partners number 1 & 2 and do no. 1 together for 2 minutes. Now do no.2 for 2 minutes. Then improve their own. E.g Think/pair and share.</p> <p>Ensure that there is a balance</p>	<p>Clarke, S. (2012) <i>Active Learning Through Formative Assessment</i>, London: Hodder Education (Chapter 9 – How will we know what excellence looks like?)</p> <p>William, D. (2011) <i>Embedded Formative Assessment</i>, Bloomington: Solution Tree Press. (Chapter 6 – Activating Students as learning resources for one another and Chapter 7 – Activating students as owners of their own learning.)</p>

	between pit-stops and independent learning. Avoid interrupting sustained independent learning too frequently.	
Physical environment	The physical environment, in which children's learning takes place, should be one, which supports and enhances their learning. We expect all classrooms to adhere to the Learning Environment and Resource Policy.	
Expectations- Maintain high expectations of both yourself and all pupils at all times!	<p>Have high expectations of and insist upon the very best of all pupils in relation to:</p> <ul style="list-style-type: none"> • Behaviour- Speak to children in a calm firm manner, and be consistent with the behaviour policy. • School Uniform- It is expected that children wear a school uniform. If a child does not wear a school uniform they should be spoken to by the class teacher and encouraged to do so. • Quality and amount of work achieved- Make it clear to children how much they need to do in a certain amount of time. Insist that children complete work, by remaining in class or finishing in lunch detention • Speaking and Listening- there is an expectation that children will speak to adults in full sentences, using appropriate tone of voice to convey meaning • Layout and Presentation in Books. The aide memoir below will be stuck in all books. 	

In our books we....

1. Always use a sharp pencil or pen with a clean nib.
2. Always have the date and learning objective at the top of our work or a LO grid.
3. Use rulers to underline and draw tables, label and draw charts.
4. Completed maths work in pencil.
5. Always use neat legible writing, following the handwriting policy.
6. Correct mistakes by using a ruler to put one line through it.
7. Do not use rubbers unless directed by a teacher.
8. Use a new page every day.
9. Do not make any marks or write on the covers of our exercise books.
10. Do not use felt tips in our exercise books.
11. Trim and stick in neatly any worksheets.

Professional learning

As members of the teaching profession we recognise that we are learners and that we value our own professional learning. We act as role models for lifelong learning by seeking to improve our own learning. We:

- Direct ourselves as learners
- Extend and enhance our professional skills
- Contribute fully to the learning and success of the school and its children.

This can take many forms including:

- Membership of the phase team
- Coaching
- Action research
- Collective and collaborative project work/observations/planning
- Performance Management
- Staff meetings/INSET
- Off site courses

- Professional reading

Our Teacher Learning Community

At Newington Green our staff are learning too. We are committed to providing high quality, continued professional development to all of our staff members, in order for them to develop teaching and learning in new and innovative ways.

We have set up our own Teacher Learning Community (TLC) in partnership with Islington Council. The aim is to develop assessment for learning techniques in our school, with a focus on children's progress. The project is based on current educational research, including the work of Dylan Wiliam and John Hattie.

"The research evidence suggests that when formative assessment practices are integrated into the minute-to-minute and day-by-day classroom activities of teacher, substantial increases in student achievement – of the order of a 70 to 80 percent increase in the speed of learning-are possible..."

*From teachers to schools: scaling up professional development for formative assessment
Siobhan Leahy (Edmonton County School, Enfield, UK) &
Dylan Wiliam*

Every half term, the staff at Newington Green meet to study a piece of research, linked to an area of assessment for learning or whole school development. Each member of teaching staff creates an action plan for trialling a new idea, linked to the research. They then invite a colleague to observe them teach with this specific focus in mind. During the peer observations, teachers fill in a feedback form for their colleague, which they later meet to discuss in detail. This is an opportunity for staff to share good practice and enter into a professional dialogue.

Learning Environments Policy

Monitoring sheet for Learning Spaces

Room: Person responsible: Date: Monitoring manager:

Requirements for classrooms and group rooms	In place?	Comments?
Staples only used on notice boards, Staples not to be used on furniture.		
Items only to be displayed on allocated boards or display furniture in classroom.		
School font used on all typed work(Century Gothic)		
All celebration of learning displays with mounted learning and borders		
Fire evacuation notice next to exit door in frame		
Visual timetable on display		
Mixture of computerised and handwritten text in the class		
No selotape or masking tape used on furniture, walls, floors		
No classroom windows or door windows obscured		
Hanging displays to be hung from wire or string from ceiling or wall hooks put up by Terry		
No sticky backed plastic to be used on walls , floors, or furniture		
Areas tidy and well organised		
School behaviour chart on prominent display including Green Expectations		
IWB visible to all children on carpet and from tables		
Each child with chair and table- seating purposefully planned		
An area of your classroom devoted to reading or the display of books		
Mugs in the staffroom!		
Key vocabulary displayed		
Drawing pins can only be used in adult offices and on notice boards within offices.		
Have levelled pieces of writing as a model for where the children are aiming for		
One area of your classroom to have a 'wow focus' to engage and stimulate children		
Labelling follows School Resource Policy		

Learning Environment checks will be carried out when children are in classes, as a crucial part of the environment is how it promotes learning!

Outstanding

Classroom indicates exceptionally high expectations in terms of adherence to school policies, general tidiness, sense of order and organisation. Sense of order and purpose in the room sets exceptionally high expectations for pupils. Teachers model high expectations for pupils in terms of their own organisation of teaching resources which are appropriately stored within the dedicated area of the teaching wall or tidy and prepared for use.

Classroom organisation actively promotes children's independence through clear labelling (following school resource policy), and independent access to resources. The classroom is purposefully planned to operate for adults and children, in terms of storage, and access to resources.

Classroom promotes research based approaches to pedagogy. There is evidence of an embedded culture of assessment for learning (for example meta-cognitive questioning prompts, sentence starters to promote dialogue/questioning, traffic light cups, evidence of different methods of differentiation). Groupings of pupils are dynamic.

Classroom creates a distinctive 'wow' factor for pupils and visitors alike. Striking and creative displays, including the use of 3D, and 2D materials, showcase children's work in a way that models exceptionally high expectations of presentation and standards of learning across a wide variety of subjects. There is clear evidence of children using display to aid the learning process. This could be in the form of a 'learning wall' or other interactive displays. Displays are regularly changed and checked to ensure they are of the highest standard (e.g. out of date work removed, damaged work replaced). There is a balance of children's learning and adult produced learning aides. Over 50% of the display is child generated, including examples of excellent writing at an aspirational level for the class. All computerised text is in the school font and there are models of handwritten work or labelling on show (Handwriting adheres to the School Handwriting Policy and sets a high expectation for pupil work). Completed and edited work for display is always mounted, promoting a sense of pride in the pupil's learning.

School behaviour chart is on prominent display (including the Green Expectations), and regularly used, in line with school policy. A dedicated timeout area is clear to see, with reflection materials. A visual timetable informs children daily of the plan for their learning day.

Reading is high priority in the classroom (promoted creatively throughout the environment) and a specific area is dedicated to promoting a love of reading and literature. The reading area adheres to the reading area checklist.

There is evidence that resources are cared for, appropriately stored, and replenished where they do not reinforce high expectations (e.g. broken equipment).

Good

Classroom indicates the high expectations in terms of adherence to school policies, general tidiness, sense of order and organisation. Sense of order in the room sets an expectation for pupils. Generally Teachers model high expectations for pupils in terms of their own organisation of teaching resources. They are usually appropriately stored within the dedicated area of the teaching wall or tidy and prepared for use. Classroom organisation helps to promote children's independence through clear labelling (following school resource policy), and independent access to resources.

Classroom creates a 'wow' factor for pupils and visitors alike. Creative displays, showcase children's work in a way that models high expectations of presentation and standards of learning across a variety of subjects. There is some evidence of children using display to aid the learning process. This could be in the form of a 'learning wall' or other interactive displays. Displays are regularly changed and checked to ensure they are of the highest standard (e.g. out of date work removed, damaged work replaced). There is a balance of children's learning and adult produced learning aides. There is at least 50% of the display is child generated, including examples of excellent writing at an aspirational level for the class. All computerised text is in the school font and there are models of handwritten work or labelling on show (Handwriting adheres to the School Handwriting Policy). Completed and edited work for display is always mounted.

School behaviour chart is on prominent display (including the Green Expectations), and regularly used, in line with school policy. A dedicated timeout area is clear to see, with reflection materials. A visual timetable informs children daily of the plan for their learning day.

Reading is high priority in the classroom and a specific area is dedicated to promoting a love of reading and literature. The reading area adheres to the reading area checklist.

There is evidence that resources are cared for, appropriately stored, and replenished where they do not reinforce high expectations (e.g. broken equipment).

Requires Improvement

Learning area does not meet sufficiently the good criteria.

Comments and evaluation

WWG

EBI

Overall evaluation

Minimum expectation at Newington Green is for Good Environments.

Reviewed: September 2016