



Teaching and Learning Policy

Powers Hall Academy

2023/24



“High-quality teaching and learning is the most important factor in improving attainment outcomes, particularly for disadvantaged pupils.”

Education Endowment Foundation (2022)

Contents

1. Vision and values	3
2. World class basics	4
3. Teaching and learning pedagogical approach	4
4. Learning cycle	6
5. Planning for learning	7
6. Live modelling	12
7. Explicit vocabulary teaching	13
8. Innovate-apply	14
9. Recap and reflect	14
10. Relationships and behaviour	15
11. T&L Housekeeping	17
12. Curriculum Implementation	17
13. Retrieving and revisiting learning	22
14. "Do Now"	24
15. Knowledge organisers	25
16. Books	26
17. Handwriting and presentation	26
18. Feedback and marking	28
19. Assessment-formative and summative	30
20. Questioning	34
21. Assessment record keeping	34
22. Learning environments	35
23. Ordinarily available-approach to SEND	37
24. Scaffolding	40
25. Adaptive teaching	42
26. Effective use of support staff	43
27. Homework	45
28. Monitoring and evaluation	47
29. EEF - Reflecting on best practice	51
30. Professional development	52

1. VISION AND VALUES

Our vision of Teaching & Learning (T&L) is to improve the life chances and life choices of all our pupils through the delivery of outstanding, knowledge-rich lessons, delivered in inclusive classroom environments. Our Champion values of *articulation, honesty, bravery, motivation, responsibility, reflectiveness, collaboration, resilience and curiosity* underpin everything we do.

Research demonstrates that the quality of T&L is the largest determining factor in pupil achievement¹. Academic attainment and social enhancement are the keys our pupils need to lead fulfilling and enriching lives². At the heart of this policy are our young people and their futures.

Our approach is informed by the best available evidence, using research outcomes to select strategies which are most likely to improve pupil attainment. Our teachers adapt their lessons to be inclusive by design, rather than as an afterthought so that all pupils can make excellent progress. Our pupils are entitled to excellent, memorable learning experiences through well-planned, well-taught lessons. We treat teachers as consummate professionals and expect them to strive to achieve this through continuous professional development.

All teachers will be expected to perform their duties in line with the teaching standards [Teachers' standards: overview \(publishing.service.gov.uk\)](#) and in line with the school teachers pay and conditions [School teachers' pay and conditions - GOV.UK \(www.gov.uk\)](#). This document outlines what we believe constitutes remarkable teachers underpinned by the DfE Teaching Standards, Early Career Framework (ECF) and the Ordinarily Available: Inclusive Teaching Framework (OA). This sets out the common expectations about the provision and practice that is expected of teachers so that they achieve the highest possible standards in their work to maximise pupil progress.

If we feel that the quality of teaching does not meet the above standards, then we will use a combination of support and challenge to improve their practice for the benefit of our pupils.



Mr D Sheehan
Co-Headteacher



Mrs M Harrington
Co-Headteacher

2. WORLD CLASS BASICS

Mark: Feedback that is regular and diagnostic, so that teachers have a secure overview of where students are going

Marking and assessment have two purposes. One, students act on feedback to make progress over time. Two; it informs future planning and teaching.

Plan: Lesson plans that are clear and consider 'why' students are learning, so that a quality first approach can meet the needs of all students.

Planning is a process not a product. It has one purpose; to enable high-quality delivery which meets the needs of all students.

Teach: Instructions delivered thoughtfully with explicit use of language, alongside opportunities to act on feedback and embed information into long-term memory through retrieval practice.

Teaching is a lifetime's craft. "Every teacher needs to improve, not because they are not good enough, but because they can be even better." (Professor Dylan Wiliam)

Learning = A change in long-term memory

3. TEACHING AND LEARNING PEDAGOGICAL APPROACH

We believe that children learn best when learning contains the following:

- Teachers have high expectations of all children's learning and provide appropriate scaffold to support all children to achieve.
- Lessons begin with a recap of prior learning. This may be through quizzing, a short 'brain dump' or a quick classroom discussion.
- New learning is then presented in an engaging and creative way, in small steps and through carefully planned explanations
- Pupil participation in learning is maximised through a range of strategies: no hands-up, mini whiteboards, effective questioning and lesson delivery that is concise and engaging
- Lessons are shaped according to the needs of the children: sped up or slowed down or levels of support adjusted following in-lesson assessment
- Opportunities to practise new learning are embedded so that new knowledge is internalised and new skills become fluent and automatic
- Pupils are given significant time to learn new skills and have time to practice those skills
- Practice is guided initially through explicit instruction, with levels of support being gradually withdrawn to foster pupil independence

We understand the pedagogical importance of the learning sequence. At Powers Hall Academy, our teaching and learning model hinges on Rosenshine's 17 Principles of Instruction:

- Start a new lesson with a brief review of the previous lessons.
- Introduce new material in brief steps with student practice following each step.

- There needs to be a limit to the number of material students deal with at one time.
- Give easy to understand and detailed instructions and descriptions.
- Ask many clear questions and test students understanding.
- Guide students when they start to practice.
- Offer a high-quality and active practice to the students.
- Model steps and think
- Use worked-out problems as models.
- Ask learners to demonstrate what they have learned.
- Check each student's response to the teaching.
- Provide corrections and systematic feedback.
- Spend ample time of the class in providing explanations.
- Provide concise explanations
- Re-teach complex material whenever needed.
- Students must be prepared to perform the independent practice.
- Students must be monitored during the independent practice.

..and the 'Five-a-day' principle – recommended by the EEF's guidance report 'Special Educational Needs in Mainstream Schools' – to support high quality teaching. Teachers will develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point to develop effective lessons and classroom teaching for all pupils, including those with SEND.



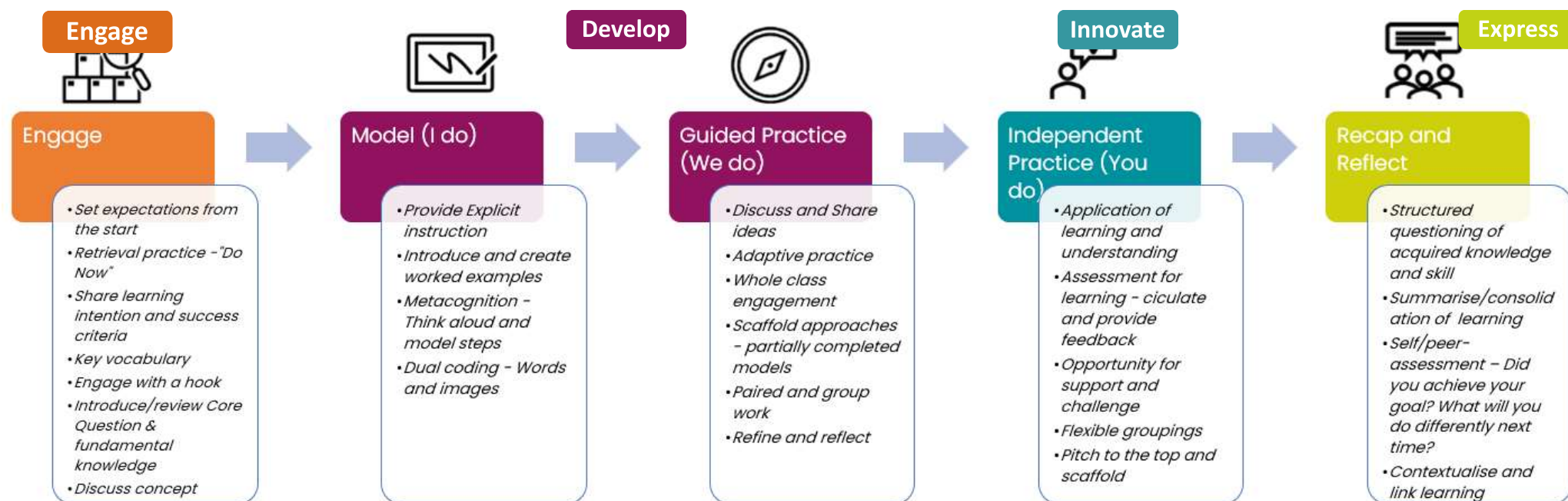
We teach '**with the end in mind**' and our pupils understand their learning sequence from the very beginning. This enables learning to have a clear, step by step and visible pathway that can be followed easily. Feedback and progress checks allow for the regular management of understanding and tells both the teachers and the pupils whether there is a need to repeat, practice or deepen... This makes success in learning clearly visible.

4. LEARNING CYCLE

At Powers Hall Academy, our curriculum is implemented by following a clear and consistent lesson structure with a strong emphasis on *Modelled Exemplar - Guided Practice - Independent Practice* (My Turn - Our Turn - Your Turn). This approach – which is a consistent feature of classroom practice throughout each lesson/learning sequence – ensures our core curriculum offer enables pupils to ‘know more, do more and remember more’. Our teaching and learning model hinges on this pedagogical approach to ensure consistency and quality. There will be times when adaptation is required, however these times should be the exception not the rule.

Teachers start with the end in mind using the knowledge organisers to help identify the essential knowledge, clear diagrams, explanations and key terms about a topic or concept you they want children to learn. The tests and quizzes during the **Express stage** are also useful as a starting point to identify what key knowledge we expect pupils to learn and be assessed against. The skills and knowledge framework, based on end of year curriculum-related expectations must be used as a basis to inform planning in all subjects. The framework breaks the NC programmes of study into end of year group expectations to show a clear progression. Each statement contains objectives–substantive, disciplinary and procedural knowledge. Teaching is shaped around these frameworks to ensure teachers cover the key information (set out by the NC) over a sequence of lessons and assess knowledge-based outcomes based on it.

[TEACHING AND LEARNING PEDAGOGICAL APPROACH - SIMPLIFIED.pdf](#)

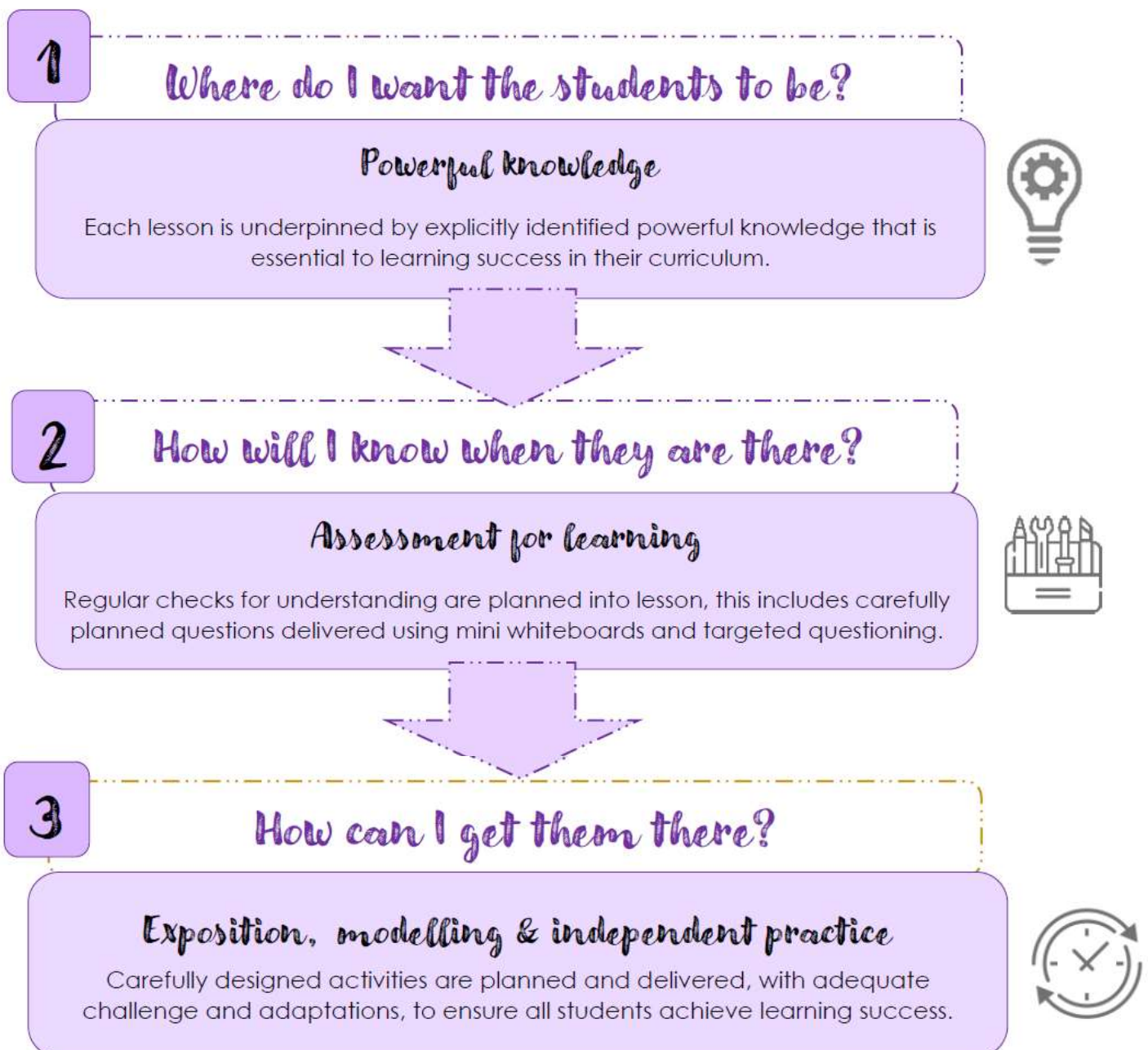


5. PLANNING FOR LEARNING

All pupils benefit from lessons that are well-planned, adapted for the class and prepared within a wider sequence of learning

At Powers Hall Academy, teachers **always consider** planning lessons that unlock curriculum content for all pupils. They consider planning tasks that support pupils to meet the lesson aim whilst securing knowledge and consolidating learning. Be mindful of confusing 'doing' with 'learning'. Tasks should help to achieve the lesson objective and focus on supporting knowledge acquisition.

Teachers actively ensure that cognitive overload is avoided by minimising distractions throughout the learning cycle and each stage of their lesson to maximise the opportunity for successful learning. Teachers follow the three steps below when planning each lesson, always beginning with the end in sight:



	Monday	Tuesday Year 3 PPA	Wednesday	Thursday Year 4 PPA	Friday
8.30-9.00	Wellbeing	Assembly	Singing Assembly	Reading	Wellbeing
9.00-10.00	Maths LI: To solve 12 times table problems. Recall multiplication and division facts for multiplication tables up to 12 x 12 Times tables practise 5 min (12x) Fluent in 5 – 10 mins Maths – 45 mins	Maths LI: Finding equivalent fraction families. Recognise and show, using diagrams, families of common equivalent fractions. Times tables practise 5 min Fluent in 5 – 10 mins Maths – 45 mins	Maths LI: To simplify fractions. Recognise and show, using diagrams, families of common equivalent fractions. Times tables practise 5 min Fluent in 5 – 10 mins Maths - 45 mins	Maths LI: Add and subtract 2 or more fractions. Add and subtract fractions with the same denominator. Times tables practise 5 min Fluent in 5 – 10 mins Maths - 45 mins	Maths LI: Add fractions and mixed numbers. Add and subtract fractions with the same denominator. Times tables practise 5 min Fluent in 5 – 10 mins Maths 45 mins
10.00-10.10	Break	Break	Break	Break	Break
10.15-11.30	English LI: To write effective sentences for our story. Orally compose and write sentences, including dialogue, using increasingly varied and rich vocabulary and sentence structures. Inverted commas Noun phrases Adverbs Spelling/phonics 15 mins LI: To spell words with 'c' before 'i' and 'e' Handwriting 10 mins	English LI: To write effective sentences for our story. Orally compose and write sentences, including dialogue, using increasingly varied and rich vocabulary and sentence structures. Metaphors Adverbs Inverted commas Spelling/phonics 15 mins LI: To spell words with 'c' before 'i' and 'e' Handwriting 10 minutes	English LI: To write effective sentences for our story. Orally compose and write sentences, including dialogue, using increasingly varied and rich vocabulary and sentence structures. Fronted adverbials Adverbs Noun phrases (with prepositional phrase) Spelling/phonics 15mins LI: To spell words with 'c' before 'i' and 'e' Handwriting 10 mins	English LI: To write effective sentences for our story. Orally compose and write sentences, including dialogue, using increasingly varied and rich vocabulary and sentence structures. Fronted adverbials Inverted commas (Coff hanger) 11.15-12.00 Computing LI: to present a weather forecast. To understand what a weather forecast is. To record and collect data for a weather forecast.	Spelling/phonics 15mins LI: To spell words that are homophones. Handwriting 10 mins Reading 30 mins Reading comprehension extract. retrieve and record information 11.00-11.06 PE LI: to develop coordination. INTERVENTIONS
11.30 – 12.00	Reading 30 mins LI: To be able to summarise and predict. Identifying main ideas drawn from more than one paragraph and summarising these	Reading 30mins LI: To be able to clarify new vocabulary checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Reading 30 mins LI: To be able to infer drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence		
12.00-12.55	Lunch	Lunch	Lunch	Lunch	Lunch

Teachers are expected to upload a weekly timetable outlining learning intentions and skill statements. The template can be found here: [Weekly timetable template.docx](#)

To optimise time for creative thinking and curriculum enhancement, notebooks slides created will act as short term session planning templates as to not replicate written tasks. It is essential that notebook slides are accurate and reflect the 5-step pedagogical approach to ensure learning is sequenced progressively. As far as possible, the font used on notebook displays should be *XCCW Joined 16a*.

The first slide should contain an overview on how the lesson will be adapted/scaffolded and how support staff will be deployed in the lesson – this slide is for staff only. Where notebook slides are not used for a lesson e.g. PE a plan should be completed in their place.

[Lesson planning model PHA 2023_24 with scaffolding front page.notebook](#)

Long and Medium term planning -

In order to ensure that pupils are learning within our lessons, the learning has to be planned for, in so much that teachers are expected to complete both long and medium term plans. Long term planning gives an overview of planning across terms/academic year whilst medium term planning is unique in that it enables teachers when planning a sequence of lessons around a subject area to think about **what** they are teaching, **why** they are teaching it, **when** we they teaching it and **who** they are teaching it for.



Planning backwards and sequencing should be paramount. Teachers should have a firm knowledge in knowing how things fit together.

When creating a high quality MTP a teacher should consider:

- **What do learners already know?**
Prior learning should be taken into account. This is where the whole school LTP should be referred to.
- **What skills need to be taught?**
Key skills should be explicitly thought about, as well as how prior skills can be built upon.
- **What knowledge do I need to teach?**
As above but with knowledge.
- **What is the best order when teaching objectives/aims?**
Consider how knowledge and skills can be built up logically and embedded.
- **How much time is there?**
The key for teachers is to use the time frame effectively to sequence the lessons.

[Overviews 2023_24](#)

Learning Intentions and Success Criteria

Why learning intentions and success criteria?

- Ensure all students know what they are going to learn and where they are heading.
- Provide guidance to teachers on what their chosen teaching and learning activities are seeking to achieve.
- Provide the basis for feedback and reduce discrepancies between current student understanding and intended learning.
- Assist students and teachers in tracking and assessing student progress.

- Help teachers to understand the impact of their teaching and learning activities, and when they may need to adapt or change these.
- Help students understand what improved performance looks like.

At Powers Hall Academy, learning intentions are most effective when:

- they provide students with appropriate challenge
- they include Bloom's measurable verbs to guide the level of learning
- they are matched to teaching and learning activities and assessment tasks
- students share a commitment to achieving them, as they are then more likely to seek feedback
- they are generalisable to allow effective transfer of learnt skills to different contexts.

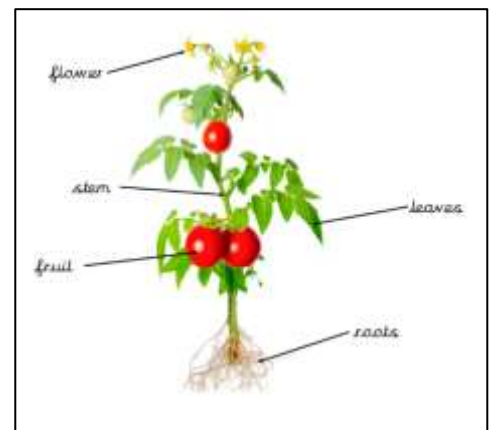
Copying LOs for 3 mins per lesson = 10 school days (50 hours) 'wasted' per pupil per year.

Sharing a learning objective (LO) is important but we do not get pupils entering into the charade of copying and pasting what teachers have written on the board.

At Powers Hall Academy, teachers **always consider** explaining the lesson's intent at the start of every lesson. This means that pupils understand how the lesson links to what they have previously been taught and what they will learn in the future. This unlocks the curriculum journey for all pupils.

Dual coding – Dual coding is a teaching strategy involving visual and verbal information to enhance learning. Dual coding can help students understand the material more efficiently and provide a memorable visual reference that they can use to remember the information later.

At Powers Hall Academy, teachers are expected to incorporate visual aids and multimedia elements into their lesson plans and teaching slides to help make complex concepts more accessible, improve memory retention, and make learning more engaging and enjoyable.



Built on the national curriculum programmes of study, the curriculum begins with Big Ideas that steer the whole curriculum. These Big Ideas are broken down into smaller subject-specific concepts and aspects. These are further broken down to form a robust knowledge and skills progression framework (providing both disciplinary and substantive knowledge) that underpins the whole curriculum.

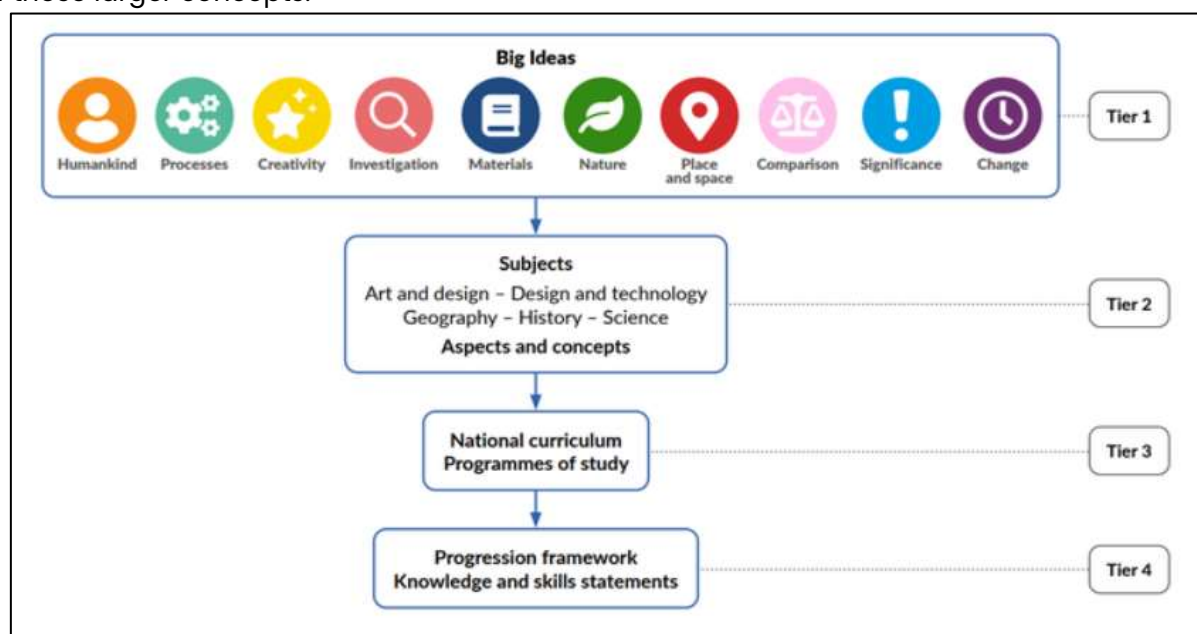
- Tier 1 – Big Ideas – common themes. Curriculum is led by 10 central Big ideas.
- Tier 2 – Subjects (aspects and concepts) An aspect is a particular part or feature of a subject, and a concept is an abstract idea within a subject e.g. hierarchy and power, settlements and land use

- Tier 3 –National curriculum Each subject aspect or concept is then matched to the relevant programmes of study (national curriculum)
- Tier 4 – Components Programmes of study, aspects and concepts are broken down into smaller component parts or 'chunks' to form a cohesive progression framework including knowledge and skills

Curriculum sequencing - Curriculum sequencing is the process of mapping out curriculum information so that children can build their understanding of larger concepts over time; new learning builds on prior knowledge as they progress towards the endpoint of your curriculum. In other words, children need to know A before they can understand B. When children know A and B, they can progress to C.



To decide the key concepts you expect pupils to learn, first identify what the key or large concepts are that you want to teach within each curriculum subject (NC programme of study). Then break those down into smaller components parts mapping out the skills (procedural knowledge) and knowledge (declarative knowledge) so that the learning is manageable for children. And then, you need to sequence them correctly so that children can gradually build their knowledge and understanding over time of those larger concepts.



<https://www.powershall.co.uk/curriculum-intent/>

Start with the end in mind – use the knowledge organisers to help identify the essential knowledge, clear diagrams, explanations and key terms about a topic or concept you want your children to learn. The tests and quizzes during the **Express stage** are also useful as a starting point to identify what key knowledge we expect pupils to learn and be assessed against. Teaching should be shaped around the knowledge organiser and to ensure that you cover the key information (set out by the NC) over a sequence of lessons and assess knowledge-based outcomes based on it.

Shape your teaching around the knowledge organiser and to ensure that you cover the key information (set out by the NC) over a sequence of lessons and assess knowledge-based outcomes based on it.
[curriculum-statement-2023_24.pdf](#)

Enquiry-based approach – teachers adapt the curriculum to teach the skills and knowledge required through a series of enquiry questions to make the exploration of the curriculum an active process of investigation.

The skills and knowledge framework, based on end of year curriculum-related expectations must be used as a basis to inform planning in all subjects. The framework breaks the NC programmes of study into end of year group expectations to show a clear progression. Each statement contains objectives- substantive, disciplinary and procedural knowledge.

6. LIVE MODELLING

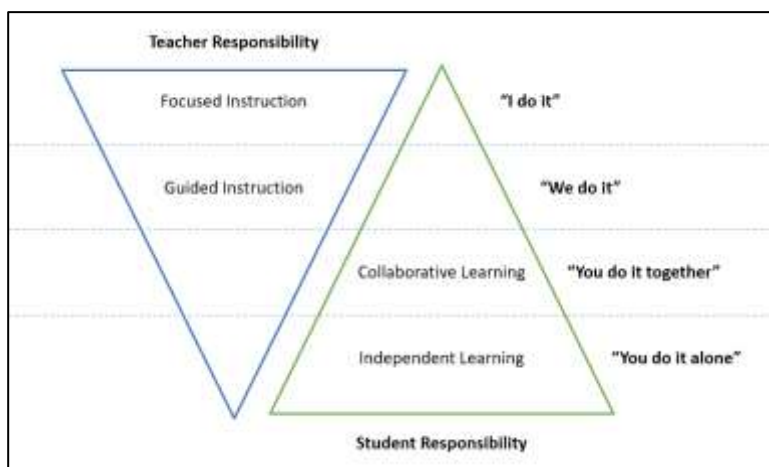


At Powers Hall Academy, teachers must walk through the learning process by explicitly modelling and explaining the learning process. Teachers ensure their own explanations are accurate, well-articulated and reflective of their high expectations.

Teachers consider achieving this using a whiteboard, visualiser, sentence starters or other pre-prepared resources amongst other pedagogical strategies that demonstrate to pupils how to complete a task

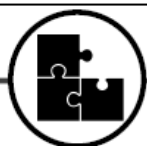
independently. Teachers consider using metacognitive talk to narrate their thinking through the task to encourage pupils to think hard about the underlying concepts they could use to problem solve.

Teachers must release the responsibility of the task to the pupils gradually. Pupils are never set extended writing tasks without explicit modelling first. For example, by using “I do, We do, You Do.”



Worked Examples

[Worked examples one page.pdf](#)



Completion Examples

- Use a partially completed model, with students completing the ‘missing’ parts.
- This allows you to focus on specific parts of the process, for example using specific knowledge, in an answer.



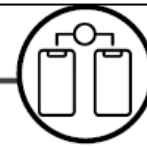
Live Modelling

- Script an answer in-front of the class, talking through each part.
- Use either a visualiser or typing ‘live’ on your computer screen.
- Insist in silence, pause to explain the process and encourage students to critique your model.



Backwards Fading

- Also known as “I, We, You”
- When teaching a new skill, start with teacher led instruction and worked examples.
- Then phase out support, by creating collaborative models and then students create their own independently.



Problem Pairs

- Model answering a short answer to a question.
- Then provide students with similar question (so they can’t just copy your answer) that allows them to apply thinking
- This is perfect for shorter questions.

7. EXPLICIT VOCABULARY TEACHING

All pupils benefit from explicit literacy instruction, both within lessons and through bespoke interventions.

Words are essentially like building blocks, used to create anything from the smallest of sheds to the grandest of mansions. The more blocks available to you, and the more secure they are, the richer your vision of the world is, the broader your imagination and the greater your ability to express yourself.



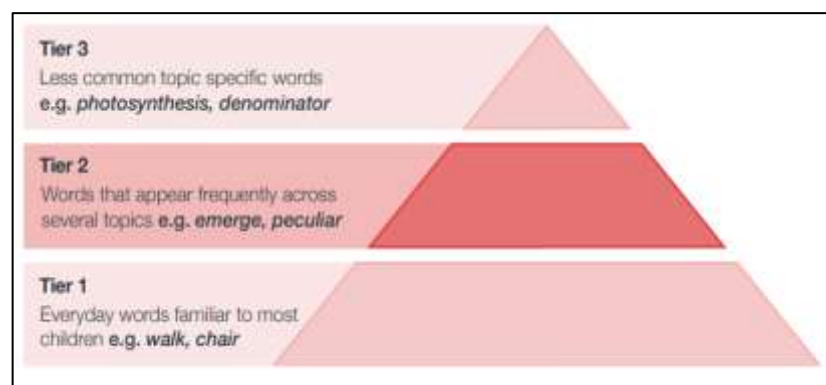
At Powers Hall Academy, all teachers **must** highlight and explain **three** keywords at the start of every lesson, which are specifically linked to the curriculum and listed in medium-term plans.

Teachers pre-teach keywords by explaining their meaning and use through many strategies including the *Frayer Model* and providing multiple opportunities to hear and use new vocabulary.

This includes keywords throughout the lesson and in pupils' written

work enables them to unlock the curriculum.

[Frayer-Model-Template.docx](#)



Tiered Vocabulary in Focus Teachers should prioritise teaching Tier 2 and 3 vocabularies, which pupils are unlikely to encounter in everyday speech.

Alongside powerful knowledge, key vocabulary is also explicitly identified for each unit of work. Teachers deliver all key vocabulary using the following strategies.

See it, say it, understand it



New key vocabulary is presented in the following stages

1. The new word is visually presented to the students
2. Choral response is used to develop oracy of the key word (see below)

The teacher clearly pronounces the word and students repeat the word on cue. This is repeated until the teacher is confident the word is accurately verbalised. Visual cues of the syllables are used to support the students.

3. A clear definition is shared with students.

Etymology is used to support students with sub-sections of the word where necessary.

Choral Response



Choral response is used to develop oracy of the key word and phrases

1. The teacher clearly pronounces the word or phrase
2. All students repeat the word or phrase on cue.
3. This is repeated until the teacher is confident the word is accurately verbalised.
4. Visual cues of the syllables are used to support the students.

8. INNOVATE – APPLY

All pupils benefit from independent practice which builds the fluency and recall they require to attain well.

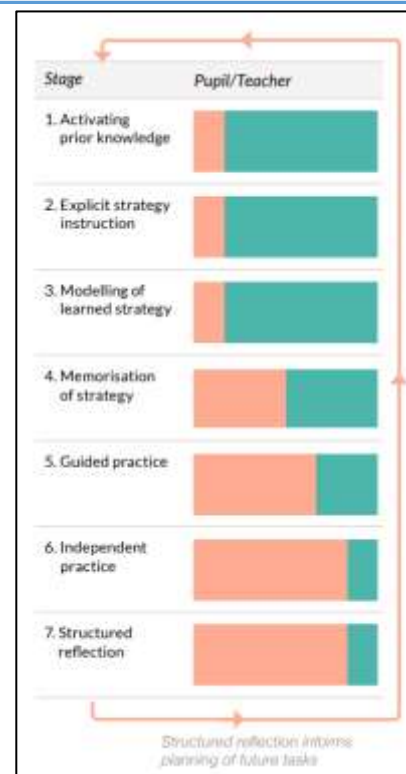
At Powers Hall Academy, pupils **must** be allowed to apply what they have learnt in every lesson. In addition, pupils must be regularly allowed to complete extended independent practice. For example, a longer exam

question, a complete recipe, a performance to an audience or a full game in PE.

Teachers **must** set activities and questions like those previously modelled and remove scaffolds gradually. Teachers **must** evaluate pupils' work throughout the lesson to formatively assess understanding and address misconceptions. Teachers can check for understanding using mini-whiteboards, questioning or live marking amongst other pedagogical strategies.

Applied Learning Time in Practice

Following a modelled exemplar exam response, the class then work with the teacher to complete a similar question. Pupils are now given a similar third question and asked to work silently for 7 minutes. During this time the teacher checks the work of a pupil with an EHCP plan, the most able pupil and a pupil who has English as an Additional Language to gauge the understanding of the class.



9. RECAP AND REFLECT

All pupils benefit from regularly reviewing learning to attenuate forgetting, make connections and secure long-term recall.

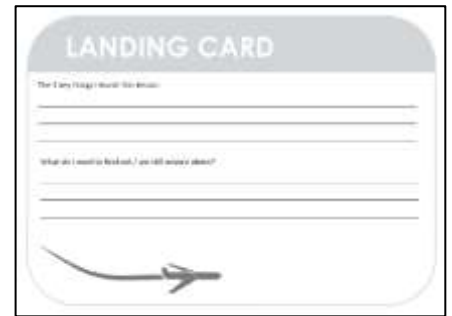
Teachers **must** review the extent to which the lesson's intent has been achieved at the end of every lesson and by whom, to inform their planning of the next lesson. Regular checking for understanding and feedback throughout the lesson will help to inform the delivery of this final phase of learning. Teachers **always consider** the most effective way of assessing pupils given the nature of that particular lesson. For example, by using mini-whiteboards, using probing questions to pupils who have previously misunderstood key concepts. Teachers **always consider** normalising errors to encourage a *high challenge, low threat environment* to ensure they experience high expectations without fear of failure.



Every lesson ends with a **Landing Card**. A Landing Card is a short informal assessment activity, typically given to pupils at the end of the lesson. The purpose of a Landing Card is to quickly assess students'

understanding of the objectives and key points. They provide immediate feedback to both the teacher and the pupil, enabling gaps in knowledge to be identified and addressed. Pupils complete the landing card in silence, unless otherwise specified. Pupils use the new knowledge they have gained to demonstrate their levels of understanding to the teacher.

[Landing-Cards.pdf](#)



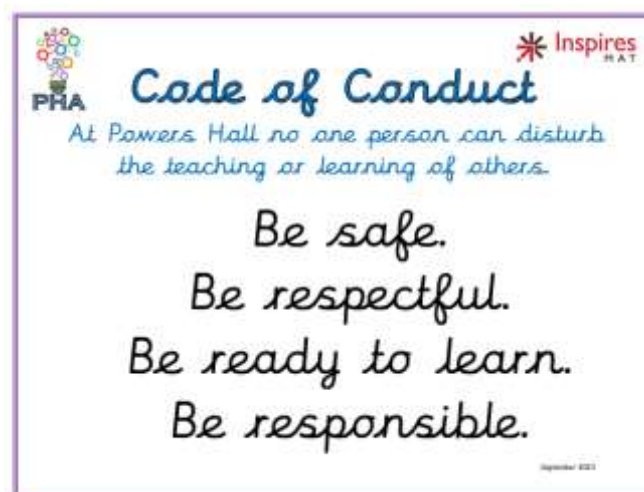
10. RELATIONSHIPS AND BEHAVIOUR

Positive student relationships are fundamental to success. When pupils feel supported, they're more likely to engage in learning and have better academic outcomes. At Powers Hall Academy, teachers are curious about behaviour (not dismissive of pupils) and question what the behaviour is trying to communicate about the situation. Teachers respond to behaviour from a position of curiosity and empathy, demonstrating compassion, kindness and hope rather than blame and shame.

Our Principles – the things we will do as adults

- Model compassion and kindness, provide hope and support connection and belonging
- Understand that any event in a pupils' life can impact on how they think, feel and act
- Use of logical (natural) consequences rather than just simply punishments or sanctions
- Provide routines, set limits and have boundaries
- Regulate our own emotions
- Teach children self-regulation and emotional control through Zones of Regulation.
- Prioritise relationships to ensure all pupils feel safe and secure
- Be warm and welcoming, establish clear routines and build confidence and self-belief.

Our ethos at the school is about mutual respect for all. At the beginning of each new school year the class teacher and children will discuss the whole school Code of Conduct:



Well established routines that are shrouded in high expectations are essential in maximising learning in the classroom. These routines extend beyond just the classroom and are embedded from each morning roll call through to dismissal at the end of the school day. At Powers Hall Academy, children are explicitly taught what good behaviour looks like and time is spent rehearsing this.

Please see learning routines embedded in the classroom clearly outlined below.



Lesson entry



- Pupils enter the room calmly and get their equipment on the desk.
- Write the date in immediately
- Complete the "Do Now" that is displayed on the board.

- Staff meet and greet at the door.
- Ensure resources and routines are in place for an immediate start (e.g. students give out books, "Do Now" displayed)



Gaining attention



- Pupils acknowledge the "call and response" signal immediately.
- Pupils actively listen to all given instructions.

- Staff use a "call and response" to gain students' attention.
- Ensure all pupils are actively listening, with no distractions
- Explicit instructions are given with clarity and checking of understanding



Presentation of work



- Pupils present their work to a high standard in line with handwriting and presentation guidelines

- Staff circulate and ensure all students present work to a high standard.
- Immediate feedback given where necessary



Lesson exit



- Pupils pack away books and equipment only when asked to do so.
- Tuck in and stand behind chairs.
- Leave calmly when dismissed.

- Give clear packing away instructions.
- Dismiss the class in an orderly manner.
- Pupils tuck their chairs in and stand behind them before pupils leave calmly.
- Ensure the classroom is tidy.

11. T&L HOUSEKEEPING

To optimise learning time and reduce poor flow or engagement the following motions should be undertaken consistently:

- L.I. and success criteria must be shared in each lesson and displayed throughout the entirety of the session on your boards
- Working walls are designed to support current learning – ensure what is displayed mirrors what is currently being taught (English & Maths), transferring examples and models from flipcharts to the walls highlighting the working walls as a vital resource. Don't display aspects that may confuse or mask key items supporting the session.
- Questioning should vary throughout the day. Ensure a range of strategies are deployed including cold calling, no hands up, paired talk, etc. but with appropriate thinking time before targeting
- Global view – ensure all staff step back during transitions to observe and guide thus minimising fuss and chatter. Wait for all to start independent learning before engaging, targeting those who are slow on the uptake.
- Support staff are to be proactive and prepare in advance and resource appropriately – they should not wait for direction to hand out books or collect in but do so as part of ongoing practice. Equally, micro modelling must be accessible to those whom it is designed to support, consider the best way to record and also support the children to see this (a right-handed staff member should sit on the right side)
- Positioning – consider where you place yourself, where pupils are seated and where support staff are supporting at each stage of the lesson. Change focal point as walled resources offer support (e.g. a geography display highlighting supportive prior learning can be an essential tool of support is used appropriately. Stand next to it and use it as required)

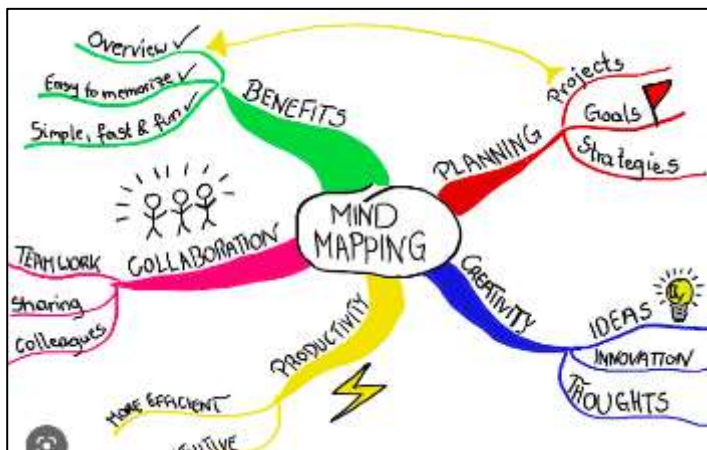
12. CURRICULUM IMPLEMENTATION

Our theme-based curriculum is fully sequenced and interconnected, structured to enable our children to know more and remember more. Concepts in each area of the curriculum are logically sequenced in small steps to avoid cognitive avoid and to ensure children deepen their knowledge allowing them to build, recall and apply their knowledge and skills.

Our is delivered through the Four Cornerstones approach – a distinct pedagogy that is based on four distinct stages and built on a variety of different aspects of educational and cognitive research. These stages are: Engage – Develop – Innovate – Express. These four distinct stages give clear direction for both teaching and learning and centres on the belief that children learn better when their interests and fascinations are allowed to flourish. Children are encouraged to explore subjects in a variety of ways and using an integrated approach.

Introductory knowledge

Each project and lesson begins with a short review of previous learning, whether that be content, concept, knowledge and skills. During 'Introductory knowledge' lessons pupils are provided with a copy of the knowledge organiser and glossary to support their learning throughout the project. At this stage, pupils ask questions to provoke thought and interest which are documented in their books alongside the title page. A pre-topic 'mind-map' is created to ascertain pupils' prior knowledge.



Memorable experience

Children take part in a memorable experience to stimulate their curiosity, ask questions and make links to their prior learning. This can be a trip, a visitor or an alternative experience day within school. This may be planned as a longer block to immerse children in the experience.

Engage

Engage is a short stage in which children take part in a memorable experience to stimulate their curiosity, ask questions and make links to their prior learning. It provides opportunity for cultural and real-world experiences and promotes discussion about the concepts introduced in each lesson or project.

This stage also includes an introductory knowledge session where children are taught new or asked to recall prior knowledge. New information is presented in small steps through various means, including first-hand experiences, presentations, videos, information sheets and other sources of information.

- hooks learners in with a memorable experience
- set the scene and provide the context
- ask questions to provoke thought and interest
- use interesting starting points to spark children's curiosity
-

Develop

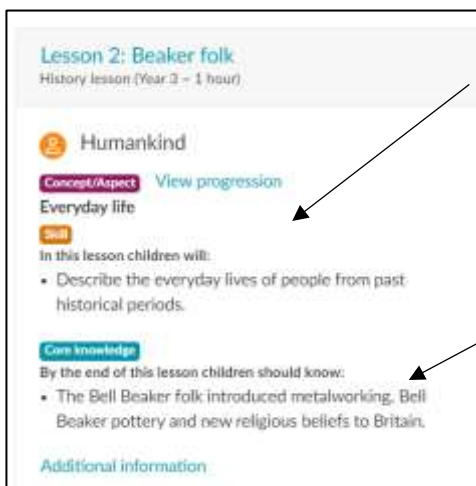
Develop is a longer stage, where children delve more deeply into the theme, explore and acquire new skills and knowledge, revisit previously acquired skills and knowledge, make links between subjects, explore, make, read and write for a variety of purposes across the curriculum.

Children build their understanding of concepts, content, knowledge and skills through focused, high-level learning activities. All lessons are linked explicitly to bespoke resources that provide teaching models and scaffolding frameworks for difficult tasks.

All lessons outcomes are linked to the knowledge and skills progression framework. Equitable challenge-ensure all children can access the learning through adaptive teaching strategies providing support and scaffolds were needed.

This stage of children's learning is deep and detailed and prepares all children for more independent working in the Innovate stage.

- teach knowledge to provide depth of understanding
- demonstrate new skills and allow time for consolidation
- provide creative opportunities for making and doing
- deliver reading, writing and talk across the curriculum



Skill = learning intention

LI: describe the everyday lives of people from past historical periods

Core knowledge = this is the small component part of knowledge that children should know by the end of the lesson.

This knowledge should be embedded in pupils long-term memory and linked to retrieval practice.

Lessons are marked and feedback provided in line with school policy. Fix it time provided to address misconceptions from prior learning. Core knowledge is explicitly shared with children. By the end of this lesson you will know. Questioning should be used to check for understanding. Don't ask children to 'guess what's in my head.'

Breadth and depth labels- These lessons expand and deepen children's knowledge and skills, as well as provide cross-curricular opportunities. If they are not taught, the sequence of learning and the coverage of national curriculum programmes of study will not be affected.

Innovate

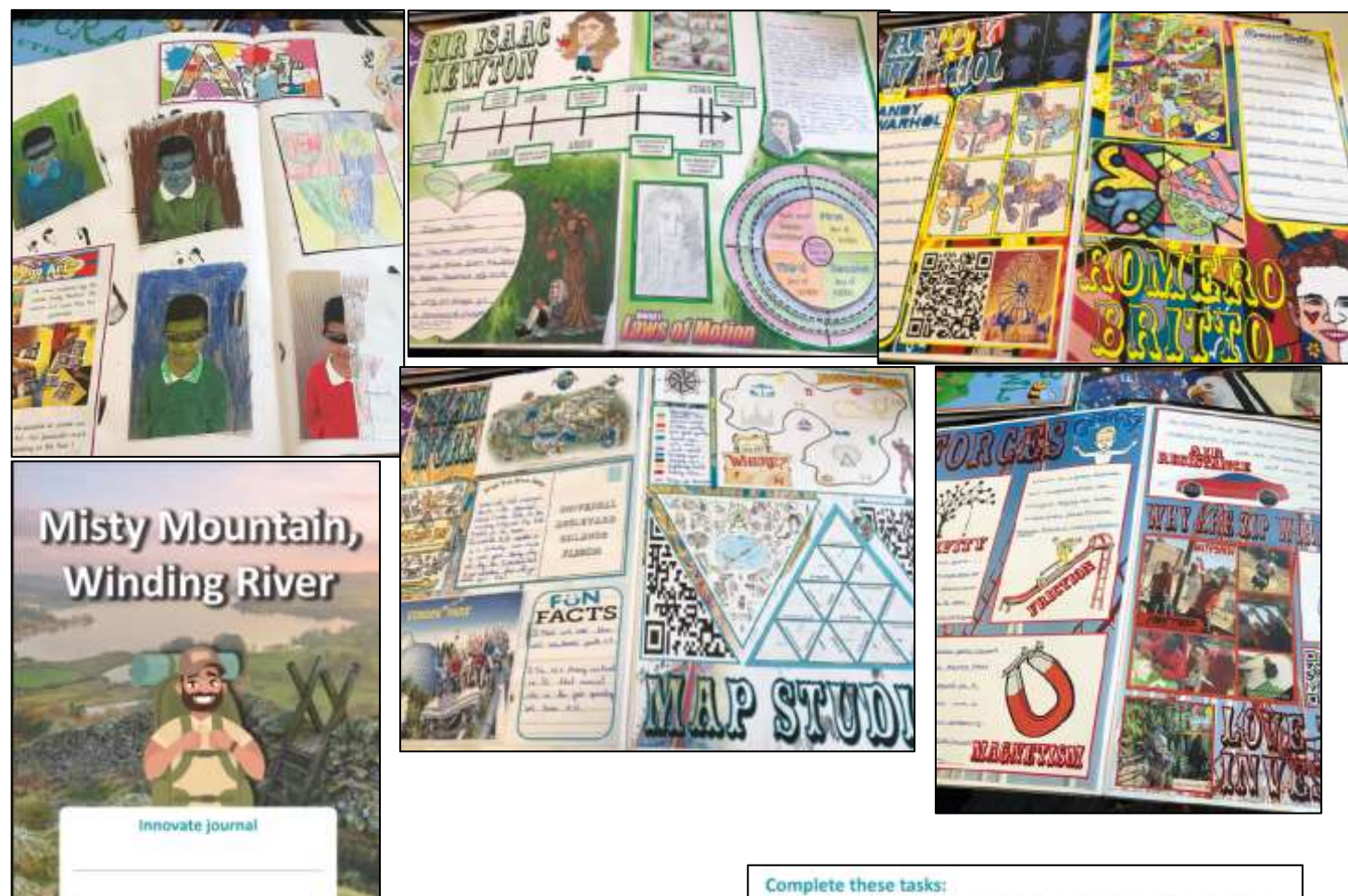
The innovate stage provides crucial opportunities for children to retrieve previous knowledge and skills in order to apply them in new contexts. Children are encouraged to work more independently.

The Innovate stage poses a thematic problem, challenge, provocation or scenario that requires children to think creatively whilst applying, reflecting and revisiting what they have learnt in previous stages, in a real-life or imaginary context. For history and geography, pupils showcase their learning outcome in their Innovate Journal.

At this stage, children work independently and the teachers main role is as a **facilitator** – there to offer support and advice when needed. Teachers are encouraged to monitor children as they undertake their independent practice.

- provide imaginative scenarios for creative thinking
- enable and assess the application of previously learned skills
- encourage enterprise and independent thinking
- work in groups and independently to solve problems

Provocations/scenarios – these can be adapted to reflect the local area or current affairs



You are part of a team of archaeologists who have uncovered an ancient burial site containing a number of human remains. Use the sources of evidence provided to write a report on the burial site for the journal **Archaeology Today**. Let's get started!

Use your findings to write a short report about the ancient burial site for the journal **Archaeology Today**.

- I can describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location.
- I can describe the everyday lives of people from past historical periods
- I can describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.
- I can make deductions and draw conclusions about the reliability of a historical source or artefact.
- I can sequence dates and information from several historical periods on a timeline.
- I can explain the similarities and differences between two periods of history.
- I can summarise how an aspect of British or world history has changed over time.

Complete these tasks:

1. Use an Ordnance Survey map to describe the geographical features of the Lake District National Park.
2. Locate and record a six-figure grid reference for Great Gable. Complete a mini fact file to inform visitors of its varied terrain.
3. Find the River Esk on an Ordnance Survey map and write six-figure grid references for its source and mouth.
4. Use an Ordnance Survey map to find a feature of the upper, middle and lower course of the River Esk. Draw a labelled diagram of each feature and describe how different processes have created each feature over time.
5. Identify at least three activities that tourists can do on the rivers and lakes of the Lake District.
6. Describe how the environment and wildlife can be damaged by tourism and the ways it could be prevented.

Outcome

Create an information leaflet about the Lake District that can be used by tourists visiting the area.

Pupils record learning in their journals for history and geography.

History – children apply historical enquiry and their ability to make deductions and draw conclusions about the reliability of a historical source or artefact.

Geography – children apply their understanding of key physical and human geographical features, and competence in using geographical skills to conduct local fieldwork.



Conducting geographical fieldwork

Stage 1 – Gathering ideas/ Enquiry question

Stage 2 – Hypothesis

Stage 3 – Location /Map skills

Stage 4 – Data collection

Stage 5 – Data presentation

Stage 6 – Analysis and conclusion

Art and Design – use and apply skills learnt to improve their mastery of art and design techniques.

DT – use and apply skills learnt to design and make a range of products/prototypes.

Science – work scientifically to answer a scientific question through enquiry. Comparative/fair testing; research; observation over time; pattern-seeking; identifying, grouping and classification; problem-solving.

Conducting a scientific enquiry:

1. Questioning
2. Observing/ Investigation
3. Measurement
4. Gather and record data (links to maths skills)
5. Report and conclude

[Year 3-6 Innovate Outcomes success criteria.pdf](#)

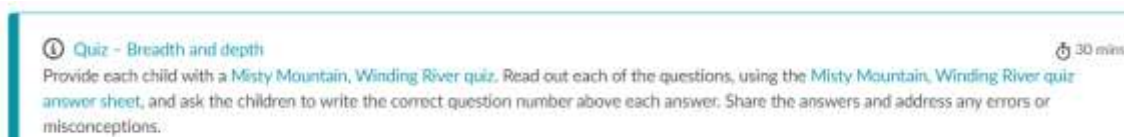
Express

At the end of each project, during the Express stage, pupils should be provided with a structured opportunity to reflect on their learning, test their knowledge and celebrate their achievements.

This is recorded in their books as a reflective piece of writing using the question prompts. An opportunity should be planned for children to present their learning to an audience. Tier 2/3 vocabulary should be revisited and applied to written outcomes. Teachers check the outcomes of independent tasks

and provide feedback and corrections as necessary. Children showcase learning outcomes, and a shared sense of achievement is promoted through peer review. Children take part in low-stakes quizzes, reflective discussions and other summary activities which should be recorded in their books.

- encourage reflective talk by asking questions
- provide opportunities for shared evaluation
- celebrate success
- identify next steps for learning



A short summative test also provides an opportunity for more focused assessment of knowledge acquisition and a way of assessing understanding. Answers to this assessment should be recorded in pupils' books. The tests and quizzes are low stakes and can be used flexibly at different points of the year including for recall activities.

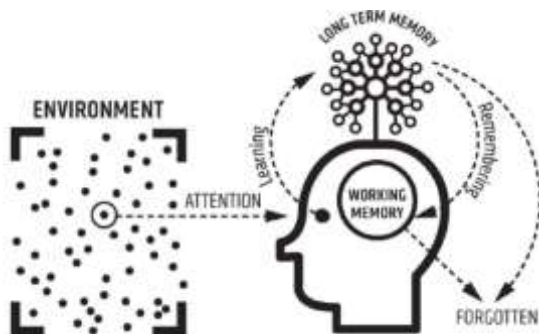
[Express Quizzes](#)

Asking children the right questions is a vital part of the pedagogical process. Listed below is a guide to each stage with some questions you may find useful when getting started in each stage of learning. The questions can be used as part of a display, as table questions or within your planned activities.

Engage • What do you know about...? • What do you want to find out more about...? • What interests you about...? • What do you think we should do next? • What would happen if...? • Why do you think that...? • Can you explain why...?	Develop • Can you explain how...? • What is your plan? • Why is that information important? • What do you need help with? • What resources will you need? • What do you think, so far, about...? • What have you found out about...? • Why did that happen?
Innovate • What is the problem with...? • What do you know about...? • What do you need to think about? • What do you need to do first? • Can you think of ways to solve this problem? • How many ideas can you think of? • Which is your best idea? • What resources will you need? • What is your plan? • Why do you think that? • How can you improve...? • How might you change...? • Is it working? • What happens next? • Who can help?	Express • What have you learned? • What else would you like to find out about...? • Which part of the project did you find most challenging? • Which part of the project did you enjoy the most? • What progress have you made during this project? • Which skills have you mastered? • How would you like to share what you have learned? • How can you celebrate your learning? • What do you think you need to revisit?

13. RETRIEVING & REVISITING LEARNING

Progress= knowing more, remembering more and being able to do more.



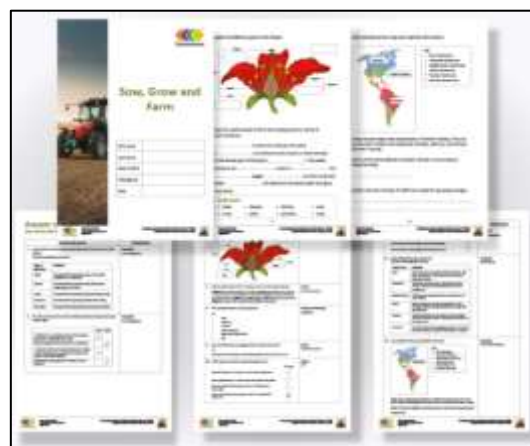
The short-term memory can only hold up to 7 pieces of information. To embed new knowledge into the long-term memory, children at Powers Hall Academy have regular, planned opportunities to actively practise their new knowledge. Following our pedagogical approach, these retrieval tasks occur during the 'Engage' stage of each lesson and a variety of activities are used in our classrooms to enable children to recall their knowledge in different ways.

To facilitate retention and aid success, utilise the following:

- Reinforce aspects that are essential – allow time for reflection
- Clarify, explicitly what excellence looks like
- Deconstruct exemplars with focus on non-negotiables
- Peer-assessment and self-assessment mid-way through the session with sole focus on key issue
- Practice makes permanent – make it automated (Maximise opportunities)
- Dual coding – words and images

How is retrieval practice used in the classroom?

- Use of knowledge organisers to rehearse learning points
- Brain dumps
- Retrieval challenge grids
- Low-stakes quizzing including: labelling diagrams with gradual reduction of information; true or false, multiple choice; cloze procedure, image recognition; and finish the sentence.
- Retrieval practice placemat



The two main ways in which quizzing is formalised in our setting – at the beginning of lessons and during the **Express stage**. In both cases the main purpose is to return to previous learning in an attempt to consolidate it. In other words, to use testing as a learning event. There are, however, a number of other aspects to our use of regular quizzing which we find desirable. The 'Do Now' at the beginning of the lesson, for instance, enables students to get settled and on task quickly in a predictable way that establishes routine. Low stakes quizzes, in the form of short-answer and multiple-choice questions, are often used as an appropriate strategy.

Mini-whiteboards used with erasable pens are a good way to see answers from all the class. They allow students to record and share their thinking, and teachers can instantly check for understanding of all

pupils. Teachers can ask for a range of response formats – words, numbers, diagrams and maps. Often mini whiteboards are used individually, but you could use them for a pair of students to collaborate on an answer.

[Retrieval practice One page CPD summary.pdf](#)

[Knowing more, remembering more PHA.pdf](#)

14. “DO NOW”

Last lesson Scientific data can be recorded on a _____ 	Last unit With what other name can a force meter be referred to? 
Last term How many bones does an adult human skeleton have? 	Last year What does the picture represent? 

Last lesson Which country do we live in? 	Last unit Name the 3 tectonic plate boundaries. 
Last term What type of geographical feature is this? 	Last year Name the 7 continents of the world. 

Teachers build in time each lesson for retrieval practice by starting with a ‘Do Now’ activity. The ‘Do Now’ low-stakes quizzing at the beginning of lessons take the form of a retrieval grid that focuses on retrieval and spaced practice to include four boxes that cover content/short-answer fact questions from the *last lesson*, *last unit*, *last term* and *last year*. Other forms may include:

- multiple choice questions;
- short-answer fact questions;
- short problem-solving;
- true/false questions;
- labelling diagrams;
- image recognition; and list creation.

An effective ‘Do Now’ should conform to four critical criteria to ensure that it remains focused, efficient and effective:

- It should be in the same place every lesson
- It should be completed in silence without any direction from the teacher, or discussion with peers
- It should take between 3-5 minutes to complete and should involve all students putting pen to paper
- It should preview the day’s lesson or review previously covered content

It is important that teachers plan which questions/aspects of the ‘Do Now’ that they are going to go through, or circulate the classroom to check for areas of strength and misconceptions among the pupils so that retrieval practice does not eat into lesson time and teaching of new knowledge.

[Retrieval activities](#)

[Do Now Task model.notebook](#)



15. KNOWLEDGE ORGANISERS

Knowledge Organisers. To further support our children's developing subject knowledge, knowledge organisers play an integral role in the implementation of our curriculum within the classroom. A knowledge organiser is a document, usually no more than two sides of A4, that contains key facts and information that children need to have a basic knowledge and understanding of a topic.

Interconnected World

Atmos and maps

Maps, charts and atlases represent data about countries, territories, population, climate, topography, and other geographical features. They are used to show the location of places, the distance between them, and the shape of the Earth.

Compass points

There are eight points on a compass. There is a North arrow, which points towards the North Pole. The other points are North-East, East, South-East, South, South-West, West, and North-West.

Four-figure grid references

A four-figure grid reference is a code used to locate a specific point on a map. It consists of two letters and two numbers. The letters represent the column and the numbers represent the row.

Six-figure grid references

A six-figure grid reference is a code used to locate a specific point on a map. It consists of two letters and four numbers. The letters represent the column and the numbers represent the row.

Tropics of Cancer and Capricorn

The Tropics of Cancer and Capricorn are imaginary lines of latitude that divide the Earth into the Northern and Southern Hemispheres. The Tropic of Cancer is located at 23.5° North and the Tropic of Capricorn is located at 23.5° South.

Life in North and South America

North and South America are two of the world's continents. They are separated by the Atlantic Ocean. North America is home to the United States, Canada, and Mexico. South America is home to Brazil, Argentina, Chile, and many other countries.

Year 6 – Misty Mountain, Winding River

Lesson 1: Interpreting knowledge and understanding of a river

A river is a body of water that flows in a channel. It is formed by precipitation, snowmelt, or groundwater. Rivers are important for transportation, irrigation, and recreation.

Lesson 2: Interpreting knowledge and understanding of a river

A river is a body of water that flows in a channel. It is formed by precipitation, snowmelt, or groundwater. Rivers are important for transportation, irrigation, and recreation.

Lesson 3: Interpreting knowledge and understanding of a river

A river is a body of water that flows in a channel. It is formed by precipitation, snowmelt, or groundwater. Rivers are important for transportation, irrigation, and recreation.

Lesson 4: Interpreting knowledge and understanding of a river

A river is a body of water that flows in a channel. It is formed by precipitation, snowmelt, or groundwater. Rivers are important for transportation, irrigation, and recreation.

Lesson 5: Interpreting knowledge and understanding of a river

A river is a body of water that flows in a channel. It is formed by precipitation, snowmelt, or groundwater. Rivers are important for transportation, irrigation, and recreation.

Our knowledge organisers will include:

- the essential facts about the topic, usually laid out in easily digestible chunks
- key vocabulary or technical terms and their meanings
- images such as maps or diagrams
- famous quotations, if relevant.

Teachers use knowledge organisers in the following ways:

- Children are provided with them before the start of a topic to encourage discussion, research and retrieval of knowledge from previous learning. Children also receive a copy to send a copy home.
- Teachers use them as a stimulus for talk, discussing the knowledge organiser at the beginning of the topic, asking the children what information has sparked their interest and if they have any questions.
- They are used as a tool for retrieval alongside low-stakes quizzes.
- Teachers use them to identify gaps in children's knowledge throughout the topic: What have they understood? What needs more work?
- An enlarged copy is displayed on a working wall, encouraging children to add information around it during the topic.
- Teachers use them as a means of strengthening their own knowledge in a subject area.
- Children have these available in their topic books so they can refer to them regularly.
- Sections of the knowledge organisers are cut up and used as a focus for group or guided reading or discussion.
- Links are made between knowledge organisers to help children understand how their learning connects. For example, children are reminded of a previous year's knowledge organiser and discuss how their new knowledge links and builds upon it.

10. They are used as a handy spelling and vocabulary reminder. Keep it visible, and expect the children to use the proper vocabulary correctly.

[Home Learning & Knowledge Organisers](#)

16. BOOKS

Pupils' exercise books reflect a pupil's progress over time. They also reflect the quality of teaching over time. It is therefore absolutely essential that the teacher reinforces their expectations frequently and accepts nothing but a child's best. Presentation guides are stuck in the front of pupil's books.

- All pupils' work should be presented neatly with joined handwriting
- A sharp pencil must always be used to write with
- All learning is dated using either the long date or short date.
- When starting a new piece of work, the previous work should be ruled off as pages should not be wasted.
- All books should have plastic covers and typed labels

Innovate journals (history and geography)

- include the thematic problem, challenge, provocation or scenario to provide the context for learning
- success criteria provided for each pupil to support self-assessment
- high expectations of presentation, spelling and handwriting
- provide modelled example of outcome to establish a standard that pupils must be aiming to achieve
- encourage creativity – model and practise creative ways to present information that supports engagement and understanding.
- document outcomes of 3-D or collaborative projects through photographs glued into the journals
- provide engaging templates and backgrounds for pupils to record and showcase their learning
- pupils reflect on and evaluate their learning against agreed success criteria

17. HANDWRITING AND PRESENTATION

It is an expectation at Powers Hall Academy that all staff model using cursive handwriting. Teachers and support staff will act as a model when writing on the board or marking work, using a fluent joined style with accurate letter and number formation, as appropriate to the pupils' level of development.

- Pupils should be given opportunities to practise handwriting daily until they are able to write legibly and fluently using joined handwriting in the school's cursive style consistently.
- To write in pen, children need to earn a pen licence which they do by demonstrating a consistent, legible and joined up handwriting style.
- If a pupil's presentation falls below the expected standard, they will receive points on their licence, up to 3 points, after which their licence will be removed and they will return to writing in pencil.

I always use finger spaces
I hold my pencil with the correct grip.

I write on the line with correct ascenders and descenders
I start each letter with an instroke and end with an outstroke.
Most of my letters are the correct size and shape.
Use upper- and lower-case letters accurately
I join my letters most of the time.
Other people can always read my handwriting because it is neat and

Lower Case Letters

a b c d e f g h i j k l m n o p q r s t u v w x y z

Tuesday 23rd January 2024

IT: to write an adventure story

Success Criteria	Tick when completed (student)	Tick when completed (teacher)
Penwork Clear	☒	☒
Repetition	☒	☒
Complex Sentence	☒	☒
Modal verbs	☒	☒
Speech (properly punctuated)	☒	☒
Comments for clarity	☒	☒
Positive Voice	☒	☒

It's arrived. The day is finally here: I could see it clearly very clearly. I could see, saw nothing but an infinite amount of sand, distinct colours and shades of yellow, orange and gold. Behind a suitcase, which was under a shelf, with bins of food. Extra wheels sat at the back of the campervan. At the front of the campervan, metal pieces ~~shone~~ like a star in the sunlight. On my bed were blankets: soft and warm. Beneath them was a ~~big~~ brown bag filled with board games: fun and amazing. ~~Next~~ to them were jackets: safe and supporting.

As I ~~scribbled~~ through the window the sun-bleached sand sparkled, travelling to the horizon. With the fragrance of cactus blossom and the aroma of desert shrubs, I could wait in curiosity. Paying attention on only the sand I ~~didn't~~ realise the shadows that appeared: a herd of hungry zebras; a mound of ~~magical~~ ^{magical} marmosets and electric like elephants running along.

24.1.24

Seconds bleached into minutes. Minutes drifted into hours. Hours became days. Days faded on then came weeks. Thoughts flooded my mind. ~~Will~~ I survive? Could maybe I have packed more belongings? ~~Would~~ we be back in time for my birthday? ~~While~~ a tornado of sand cuddled me, I ~~overdropped~~ ^{overdropped} the orchestra of the desert: the harmonious buzzing of ~~one~~ insects; the tune of occasional trickling and gushing of water and the ~~struck~~ ^{struck} of happy parents.

~~Crackle!~~ ~~Pum!~~ ~~Smash!~~ Without warning, a sand storm ~~interrupted~~ the tranquillity of the desert. It ~~straggled~~ ^{straggled}, ~~throttled~~ ^{throttled} and was a roaring lion. The storm camouflaged the colours and ~~muffled~~ ^{muffled} the engine. Paralysed in my ~~crumpling~~ ^{crumpling} concentration, I ~~got~~ ^{got} ~~shut~~ ^{shut} in the campervan ~~examining~~ ^{examining} the storm ~~destroy~~ ^{destroy} my area.

The lights flashed uncontrollably, the campervan ~~swirled~~ ^{swirled} suddenly and the ~~campervan~~ ^{campervan} ~~warped~~ ^{warped} wildly. ~~Arrgh!~~ ^{Arrgh!} ~~Heatstroke!~~ ^{Heatstroke!} Sand in my eye! Plonk! Plumm! ~~Legs!~~ ^{Legs!} ~~Brakes!~~ ^{Brakes!} Hek! I've been ~~thrust~~ ^{thrust} out the camper!

All text displayed throughout the environment, whether written or typed, will also model high expectations for handwriting and presentation. Typed text on planning slides should predominantly use the cursive style **XCCW Joined 16a**.

[Handwriting and Presentation Policy 2024.pdf](#)

18. FEEDBACK & MARKING

It is vital that feedback is provided for any learning undertaken as soon as is practicably possible. As such, the following processes will be utilised:

During Learning

1. Live marking/Verbal feedback

Staff transition around the room evaluating learning as they go. They should interact with the children, clarifying development areas and extend learning, tasking the children to improve their work accordingly. Coach the children to self-correct following steps to success or using minimised modelling.

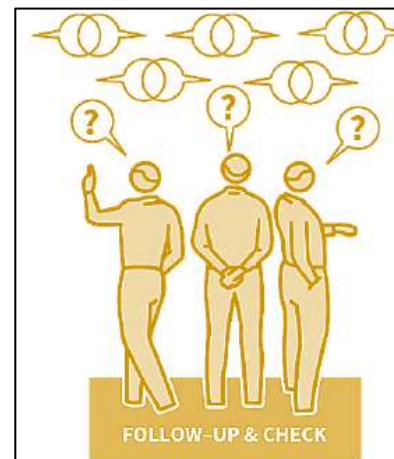
2. Self-reflection/Peer marking

Children given a set of criteria, which they use to assess their learning or that of their peers. The criteria should be explicit and include examples of best practice to support understanding.

3. Green star

Where verbal feedback has been given, teachers will use green pen to write on the work and suggest an improvement linked to the learning intention. Pupils will record their response in pencil or pen (once license has been issued)

Staff evaluate learning either during the session – where there is a development area, they should put a green star alongside it within the margin. This will draw the children's attention to a specific aspect where they must read through and address as accordingly. Staff should also put a green star at the bottom of the page so there can be clarity of the response and that the correction is visible.



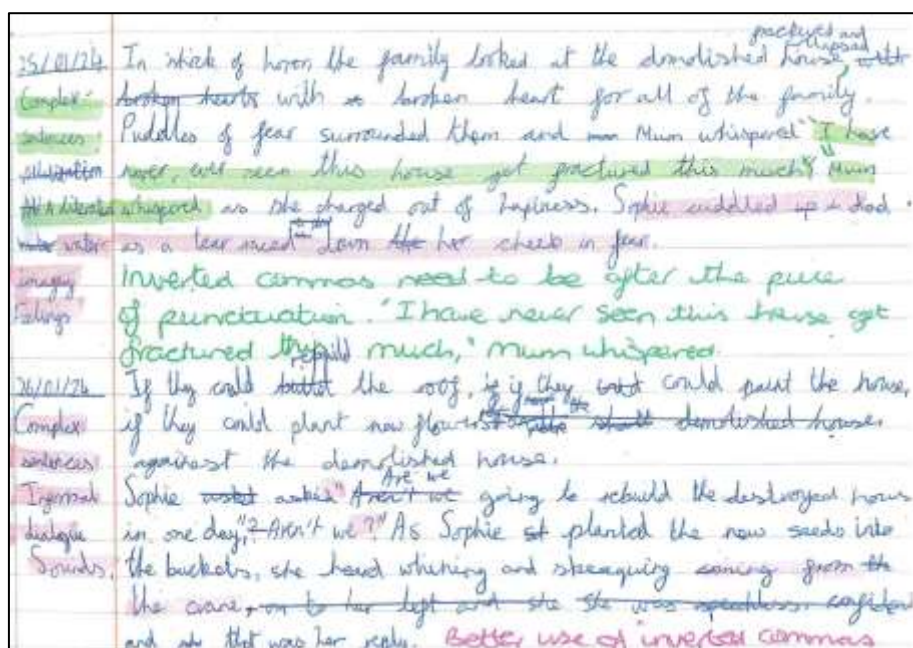
Learning assessment

1. Highlighting strategy

“Tickled Pink” is used to highlight successful elements of the learning against learning intentions/success criteria.

“Green for Growth” is used to highlight areas for further development (with a corresponding written prompt as appropriate). A focussed comment should help the child in “closing the gap” between what they have achieved and what they could have achieved.

Pencil will be used by the children when self-editing their work. Children must be provided with quality time for this. ‘Fix It Time’ happens during every session. Highlight one specific aspect that is achieving ARE in pink, highlight one specific aspect requiring adaptation in green. Highlight in blue one aspect displaying Greater Depth.



2. Green box marking

Green Box Marking involves the teacher selecting a section of work to feedback on in detail. They offer specific feedback on this section which the pupil can act upon. The purpose is to enable a more precise focus on the key areas for improvement. The pupil knows where to target their efforts and improvements can be identified much more clearly to help aid student progress

This type of feedback is more focussed and manageable for pupils. Instead of asking students to re-write or apply feedback to the entire response (which can be demotivating for a pupil) they only re-write the work highlighted in the green box whilst considering the teacher feedback.

The size of the box will determine how many improvements need to be made and the technique can be used flexibly. Teachers may use more than one green box throughout the work to direct the pupil towards a focus e.g. The omission of question marks.

3. Editing Slips

Editing slips could be used by pupils to show their response to all types of feedback, including green box marking and peer and self-assessment.

Editing slips will show the improvements made to work and therefore the impact of feedback.

4. Challenge

A question is used to challenge (more able) and is linked to the learning intention.

Pupil recovery

1. Fix it focus

Find and fix. Pupils are given time to correct and redo their work during lessons. This can be a mixture of quick fixes and a deeper redraft to demonstrate that work meets assessment standards.

Marking Code

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our simple

marking code that works for both teachers and pupils to help them understand and respond to feedback and, ultimately, progress in their learning.

Symbol	Meaning
	<i>I'm tickled pink! This part of your work is correct or meets the learning intention</i>
	<i>Take a look at this part again. Make the correction needed and edit appropriately</i>
	<i>Read through and address verbal feedback given. If space is required for correction staff should also put a green star at the bottom of the page so there can be clarity of the response and that the correction is visible.</i>
	<i>Correct/good point/well written (in more practical subjects, such as PE, this could be a 'thumbs-up').</i>
	<i>Incorrect/wrong point (in more practical subjects, such as PE, this could be a 'thumbs-down').</i>
sp	<i>Correct a spelling mistake (these words should be redrafted as part of good retrieval practice exercises to support memory).</i>
P	<i>Correct a punctuation mistake (these sentences should be redrafted as part of good retrieval practice exercises to support memory).</i>
?	<i>This does not make sense/sentence needs to be clearer.</i>
^	<i>You need to add a word.</i>
//	<i>You need to start a new paragraph.</i>
e.g.	<i>Provide examples.</i>
H	<i>Handwriting needs to be improved</i>

[Marking Code Display 2023-24.pdf](#)

[Feedback methodology 2023-2024.pdf](#)

19. ASSESSMENT – FORMATIVE AND SUMMATIVE

We use Curriculum Maestro to support our assessment methods. Children are assessed against a **progressive skills and knowledge framework**, based on end of year curriculum-related expectations (CREs) which are used to inform planning in all subjects. Our curriculum specifies what has been taught and children are assessed as to whether they have met a minimum threshold in their understanding. The framework breaks the programmes of study into end of year group expectations to show a clear progression. Each statement contains objectives-substantive, disciplinary and procedural knowledge. For each subject the skills and knowledge are organised into aspects, allowing teachers to monitor children's breadth of understanding.

Big idea	Concept/Aspect	Year 3	Year 4	Year 5	Year 6
Human-kind	Human features and landmarks	Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location. Curriculum: - Ancient human features include standing stones, henges, Celtic monuments and long barrows. - Ancient human features were built as monuments, burial grounds and for religious communion. - Most human made features such as shops, houses and places of worship are located in populated settlements. - Some human features such as supermarkets and airports are located out of populated areas and are connected by roads and railways. Curriculum:	Describe a range of human features and their location and explain how they are interconnected. Curriculum: Britain's railway network links major towns and cities across Britain and are sometimes linked to ferry interchanges and airports. Curriculum:	Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world. Curriculum: - Transport networks link places together and allow for the movement of people and goods. - Transport networks are usually built where there is a high demand for the movement of people or goods. - The journey that food travels from producer to consumer is measured in food miles. - A motorway is a mass road built for fast travel over long distances. - In the United Kingdom motorways run north to south and east to west across the country. - Motorways connect towns and cities and provide transport links between other transport networks. For example between airports or ferry ports. - Motorways allow people and goods to move quickly around the country. Curriculum:	Explain how human function in the place they live. Curriculum: The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement. Curriculum:

Knowledge and skill progression frameworks, including end of project outcomes can be found on SharePoint here: [Knowledge and Skill Progression](#)

We assess children in the following subjects: reading, writing, maths, science, computing, history, geography, religious education, physical education, design and technology, art and design, music, modern foreign language (MFL).

In the autumn, spring and summer term, children are assessed as either:

- Greater depth** within the expected standard
- Within** the expected standard
- Borderline** expected standard
- Below** the expected standard*

* If a child is Below a number of months can be added to show how far above/below they are working. *For example, Roisin is working Below (-16 months).*

[PHA Assessment Calendar 2023_24.docx](#)

[Assessment at Powers Hall Academy.docx](#)

Types of formative assessment include:

- Low-stake assessment quizzes and 'Knowledge catchers' are used at the start and end of the unit to assess pupil progress.
- rich question and answer sessions during lessons
- check for understanding strategies such as 'cold calling' and use of mini-whiteboards
- marking of pupils' work
- observational assessment, such as during the **Innovate stage**
- regular short recap quizzes (low stakes tests)
- Fix it time
- scanning work, from across the curriculum, for pupil attainment and development

The image shows a 'Quiz' form from Kapow Primary. At the top right is the 'Kapow Primary' logo. Below it, there are fields for 'Unit title:', 'Name:', and 'Date:'. The main body of the form consists of a grid of 10 questions, labeled 'Question 1:' through 'Question 10:'. Each question has four radio button options: A, B, C, and D. To the right of the grid, there is a large empty box for 'Question 10:' and a 'Score:' field at the bottom right. The form is titled 'Quiz' in the top center.

- adult and peer feedback and response partners
- child self-assessment and reflection on learning, such as during the **Express stage**

Engage stage – effective diagnostic assessment often comes before a teaching sequence with the purpose of ascertaining pupils’ prior knowledge. Mind maps (sometimes called ‘concept maps’) are used here to assess the prior knowledge and understanding of pupils and their readiness to study new material. They can also be used to highlight connections and to organise or categorise ideas and concepts.

Innovate stage – outcomes are documented in Innovate learning journals and teachers assess how successfully children can use, apply and problem solve in creative and imaginative ways.

Express stage – at the end of a knowledge-rich projects (KRP) pupils take a low stakes quiz to help them practice knowledge retrieval. A short summative test provide an opportunity for more focused assessment of knowledge acquisition and a way of assessing understanding of the key substantive knowledge we expect pupils to learn.

This is how teachers uncover misconceptions and challenge pupils to deepen understanding.

HINGE QUESTIONS– Hinge questions provide an immediate, often informal check of the initial understanding of every pupil in a class. While not necessarily an indicator of secure learning, they can inform the teacher if pupils have understood what has been taught and, when carefully designed, can identify misunderstandings and misconceptions.

QUIZZING– Having decided through curriculum planning the key concepts you expect pupils to learn, low-stakes quizzes provide a quick way of checking understanding of these and identifying areas needing development. This is done via retrieval quizzes carried out regularly at the start of a lesson, followed by re-teaching, then the specific targeting of verbal questions.

With the information diagnostic assessments provide, teachers may:

- decide to adjust the level of challenge of activities
- reteach specific concepts or topics
- adjust curriculum content in the medium or long term
- provide pupils with feedback through which they can address their own areas for improvement
- decide which pupils may need additional, targeted academic support

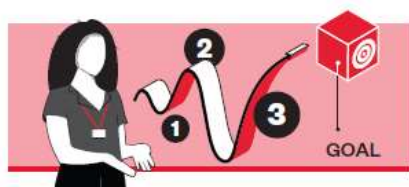
This one-pager summarises five formative assessment strategies from the 2015 book 'Embedding Formative Assessment' by Dylan William and Siobhán Leahy.



DYLAN WILLIAM & SIOBHÁN LEAHY

FORMATIVE ASSESSMENT

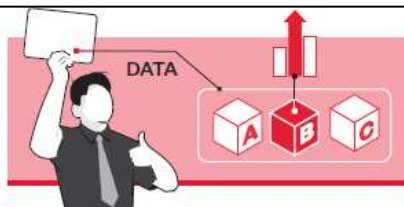
FIVE STRATEGIES TO MOVE LEARNERS FORWARD



STRATEGY 1

CLARIFYING LEARNING INTENTIONS AND SUCCESS CRITERIA

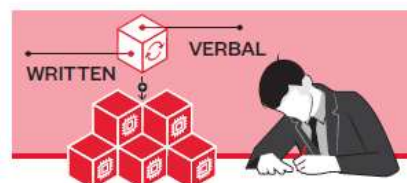
Learning intentions are descriptions of intended learning and are useful for educators when planning their teaching. Success criteria are descriptions of task performance and are useful for *evaluating* teaching, and therefore useful for both teachers *and* students. Misuse can turn them into checkboxes that detract from long-term goals. Showing anonymous samples of work can help students to see what high-quality work looks like. Clarify 'big ideas' and develop progressions that encompass stages of the learning process.



STRATEGY 2

ELICITING EVIDENCE OF PROGRESS

Eliciting evidence of what students can do is valuable for informed decision-making in the teaching and learning process. Planning quality questions with colleagues enhances the design of effective questions, activities, and tasks. Purposeful high-order questioning engages students and provides insights into their knowledge. Use no-hands-up approaches to get whole class responses. For example, promote active participation with mini whiteboards. Retrieval practice and well-designed hinge questions, or exit tickets are also effective methods of checking what students can do.



STRATEGY 3

FEEDBACK TO IMPROVE THE LEARNER

William and Leahy stress that "*feedback should be more work for the recipient than the donor.*" This means that feedback should be clear, helpful and actionable with the intention of improving the learner not the work. Give comment-only feedback on key pieces of work and allocate subsequent class time for students to respond to your feedback. Implement low-effort, high-impact strategies like turning feedback into detective work where students find a mistake or solve a puzzle. Digital tools also provide support for workload and are great for both verbal and written feedback.



STRATEGY 4

ACTIVATING STUDENTS AS LEARNING RESOURCES

Provide students with opportunities to support each other through the learning process. Peer feedback is particularly powerful when scaffolded effectively - for example, using structured *kind, specific* and *helpful* language or 'two stars and a wish' criteria. Prioritise individual accountability in group tasks

by assigning specific group roles with care. For example, do not assign a student as a 'reporter' until the end of the work. Disciplined *think, pair, share* routines or peer-to-peer quizzing activities can provide powerful opportunities for student talk and collaborative challenge.



STRATEGY 5

ACTIVATING STUDENTS AS OWNERS OF THEIR OWN LEARNING

As teachers, our ultimate objective is to nurture confident lifelong learners who can thrive beyond the confines of our classroom. Equip students with a repertoire of metacognitive strategies to enable them to plan, monitor, and evaluate their own learning regularly.

To develop their self-assessment skills, encourage students to use traffic light colours to judge their understanding and implement surveys to address students' feelings, thoughts and actions so that they can improve next time. The focus should be on continuous improvement, not students' marks or grades.

20. QUESTIONING

Questioning is at the forefront of formative assessment. It is the key tool in responsive teaching, with evidence highlighting its role in securing strong pupil outcomes. Teachers need feedback from multiple pupils in order to gauge the success of their teaching. Rosenshine's research (2012) shows that effective teachers ask more questions from more students in greater depth; they check for understanding, involve all learners, explore thinking processes and misconceptions, and interrogate correct answers. This is how teachers uncover misconceptions and challenge pupils to deepen understanding.

We use a **no hands up** approach to discussion and questioning in class. The research shows that when putting hands up children who perhaps need challenge, questioning and help don't put their hands up because they *don't know the answer* whereas those children who do know can dominate the learning experience. We encourage teachers to use a range of strategies to encourage lots of different responses from lots of different learners.

Teachers should provide sufficient 'wait time' for pupils to respond and carefully frame questions so that they reveal more about a pupil's thinking.

Questioning takes many forms. We promote the following strategies:

- **Cold Call:** This is a 'no hands up', dialogic approach that keeps all pupils engaged. This makes feedback meaningful so that teaching is responsive to pupils' needs and levels of understanding.
- **No Opt-Out:** This allows teachers to return to pupils who get an answer wrong so they can show their understanding. It can also be used to engage pupils who refuse to answer to help establish a culture of academic learning and rigour.
- **Think, Pair, Share:** This allows all pupils to engage in a structured discussion that provides an opportunity to think generatively, share ideas and rehearse answers.
- **Whole-Class Response:** This allows the teacher to access responses from each and every pupil in order to get an overview of class understanding.
- **Check for Understanding:** This dialogic approach seeks to uncover the extent of understanding from a range of pupils to determine whether to explore, re-teach, defer or move on.
- **Say It Again, Better:** This allows teachers to set academic expectations for verbal responses and pupils to develop greater levels of success by adding depth, accuracy or sophistication to initial answers. It can also be used to develop grammar.
- **Probing:** By asking multiple, linked questions to a few pupils, teachers can promote deep thinking and allow pupils to make connections.
- **Process Questions:** By seeking out the 'how and 'why', teachers can develop pupils' metacognition, deepen their understanding and help them to evaluate their responses.

21. ASSESSMENT RECORD KEEPING

At Powers Hall Academy, teachers keep the following assessment records to assess pupil progress against national curriculum expectations:

- Termly Reading Fluency rubric assessments
- Year 1 and 2 Common Exception Words Assessment tracker
- Year 3 and 4 Statutory Word Assessment tracker
- Year 5 and 6 Statutory Word Assessment tracker

- Termly arithmetic attainment and gap analysis tool
- Termly reading, SPaG and Maths attainment and gap analysis tool
- Termly reading, SPaG and maths test data conversion tool
- Termly reading, SPaG and maths standardised scores
- Performance of Writing teacher assessment grids
- Reading – Star Summary report
- Reading – Star Parent report – shared with parents/carers at consultation meetings
- Reading – Star Growth Report
- Reading – Instructional Planning – Student Report

22. LEARNING ENVIRONMENTS

At Powers Hall Academy, we understand the need for a learning environment that is welcoming and sets the high expectation from the second the children enter the building. The classroom environment is seen as a learning tool and a way of engaging children and celebrating their success.

Key aspects to be presented within the classroom aimed at optimising resilience, self-regulation and promotion of highly effective independent learning.

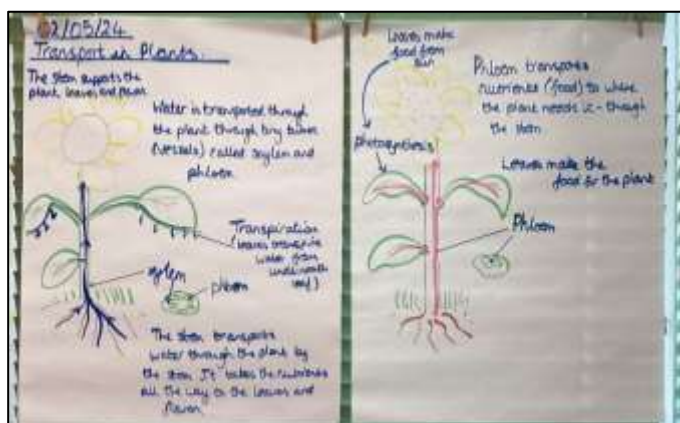
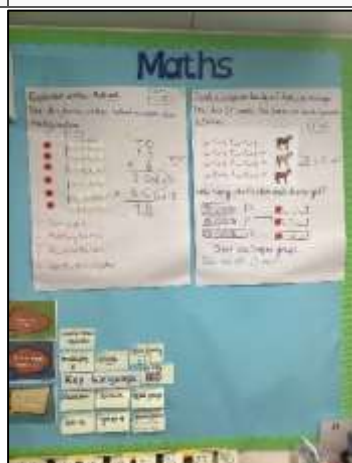
- Uncluttered tables and shelving in and around the area. Piles of junk / books / teaching resources / pupils' work should not be left scattered in disorganised piles. Floor space is clear.
- Marking code, Code of Conduct, Zones of Regulation, 'We are listening to...' should all be displayed in a prominent position in the classroom
- Accessibility for children in the classroom is key. Can they see where the modelling takes place?
- When relevant, use of concrete resources when modelling and display on maths working wall
- Pencil cases or toys from home are not permitted – please remove these from the tables.
- Any caddies or pots are tidied at the end of each day by the children – part of everyday routine.
- Teachers' desks should not be piled high with resources / paper or folders
- Trays should be kept tidy and should be labelled neatly and clearly with words and images in a uniform font
- When pupils are independently learning, their desks must be clear from clutter to avoid low level distractions. Only resources required for the lesson/activity are available/accessible. Creates space for collaborative learning.
- All loose paper recycled
- Mathematical stem sentences on display to support articulation and explanation
- Tidy cloakrooms/coat pegs – no belongings on the floor
- Exercise books stacked neatly and accessible by all. All books should have covers on them.
- Clearly labelled equipment in trays/caddies. There must be enough equipment for each pupil.
- Monitors for identified roles (if you require them)
- Class visual timetable
- Interest table – used to create an instant reference to a learning theme. Display topic artefacts and books.
- Classrooms should have working walls for English, maths and main project theme. These should display the learning for the week and/or current cycle
 - Key vocabulary and knowledge organisers to be on display on core working walls maths, English, science and theme, including tier 2/3 vocabulary

- Visual aids such as diagrams, pictures, concrete/tangible objects alongside words to support understanding
- Book corners should be inviting, stimulating places to learn to read and learn. Fluency success criteria on display, including 'books we have read'.
- Modelled cursive handwriting style at all times.
- Layout of classroom conducive to engaged learning. All children can access the IWB and displays.
- Exemplars of learning displayed with explanations to why the work is of a high standard
- Effective and professional learning environment which promotes organisation and structure
- Displays to be interactive with questions posed: focus should be on support within the class and celebration outside
- Displays should be maintained to ensure that they do not become tatty or ragged.
- Do not hoard resources. When you have finished using them, they should be promptly returned to correct resource spaces so other staff can access them easily.
- Chairs and tables should be kept straight and tidy and chairs tucked under before leaving for break/lunch/home time and during transitions.



[Learning space success criteria.pdf](#)

Calm and collaborative climate for learning	Teachers and pupils create a calm and collaborative climate for learning where pupils feel they belong, and their contributions are valued.
Well-organised learning space	Equipment is easily accessible to all pupils and furniture arranged to allow a range of learning experiences. Learning materials and resources are clear and uncluttered, labelled using text and images. There is practical apparatus available and accessible.
Seating and groupings	Seating plans and groupings take account of individual needs and routinely provide opportunities for access to positive role-models, mixed-ability groups, structured opportunities for conversation and equal access to additional adults where they are available.
Visual information for the lesson or day	There is visual information about what will happen and when. In the early years and primary education, this may be a class visual timetable for the day and/or lesson.



23. ORDINARILY AVAILABLE – APPROACH TO SEND

As a school, we utilise the research conducted by Education Endowment Foundation (EEF). Every teacher is a teacher of every child including those with SEND. We recognise that it is the class teacher's responsibility to meet the needs of all children in their care and the majority of pupils will have their needs met by:

- Providing an environment where learners can feel confident
- With staff who understand their needs (utilising specific adjustments on learner profiles and CPD)
- Exposing them to high quality teaching, broad curriculum and subject specific vocabulary (teaching to the top and providing scaffolding for learners and time to address misconceptions)
- With subject specific support in small groups or one-to-one interventions
- Making effective use of additional adults when required

In line with the Code of Practice (2015), we use a graduated approach to support pupils with SEND which begins with a focus on high quality whole class teaching, that takes account of all learners' needs and prior learning. This teaching is clearly planned and matched to the learning of all children to help them make progress.

At Powers Hall Academy, The Ordinarily Available (OA) sets out the common set of expectations about the provision and practice that is expected for children with SEND. It is what the child, parent/carers can expect to be 'ordinarily' available to their child without the need for involving specialist support. The OA provides a framework for every teacher and adult to consider their individual practice and look for ways to make their teaching ever more inclusive to ensure universal provision is in place for all children.

Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they use daily and flexibly in response to individual needs.

	What is it?	To what extent do I...
	Explicit instruction refers to a range of teacher-led approaches, focused on teacher demonstration with a focus on clear explanations, modelling and frequent checks for understanding. This is followed by guided practice and independent practice. Explicit instruction is not just "teaching by telling" or "transmission teaching"	...use clear and succinct language in my teaching, checking pupils' understanding frequently? ...help pupils to organise their thinking by 'chunking' the content and introducing new material in small steps? ...model how to complete a task before expecting pupils to work independently?

2 Cognitive and metacognitive strategies 	Cognitive strategies are skills like memorisation techniques or subject specific strategies like methods to solve problems in maths. Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Metacognitive strategies help pupils plan, monitor and evaluate their learning	...support all pupils to recall previously learned content, before moving on to new content? ...support pupils to plan, monitor and evaluate their own learning? ...model the selection of metacognitive strategies e.g. using checklists to monitor their progress?
3 Scaffolding 	'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities. When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.	...provide scaffolds (visual, verbal and written) that allow all pupils to access the learning? ...use scaffolding in a way that reduces pupils' reliance on adult support? Do I reduce my scaffolding for pupils over time? ...provide scaffolds in a non-stigmatising way (for instance, providing them at the whole-class level, allowing students to opt-in to a scaffold for a particular task)?
4 Flexible grouping 	Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.	...group pupils in a way that reduces stigma, ensuring such groups are based on the relative difficulty of curriculum content, rather than being fixed and inflexible? ...promote peer tutoring, placing my pupils in groups in which they learn from one another?
5 Using technology 	Technology can assist teacher modelling. Technology, as a method to provide feedback to pupils and/or parents can be effective, especially when the pupil can act on this feedback. Technology can be used by a teacher to model worked examples; it can be used by a student to	...utilise technology such as a visualiser when modelling work for pupils? ...use technology to help students to record their learning, i.e., through speech-to-text software?

	help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.	
--	---	--

A graduated approach is then acted upon. This involves more detailed approaches, more frequent review and more specialist input (including from external agencies) in successive cycles in order to match interventions to the needs of the child. This approach can be described as:

- **Assess** – evaluate pupil outcomes based on differentiated and targeted learning opportunities.
- **Plan** – implementation of targets and interventions as well as targeted support put in place. A date for review is set with parents and staff. The support and intervention provided is evidence-based and approaches, interventions and further advice set out by 'The OA: Targeted Support' support staff with the right knowledge. A One Page profile and One Plan will be drafted to reflect this outlining the expected additional provision to support effective learning. These additional strategies and practices will be relevant for some pupils.
- **Do** - The class teacher remains responsible for the child on a daily basis. Where the interventions involve group or individual teaching outside the main class, they still retain responsibility for the pupil's learning, planning and monitoring any teaching. The SENCO supports the class teacher in any further assessment of the child's particular needs and monitoring the effectiveness of the provision
- **Review** -The effectiveness of the support and the impact on the child's progress is reviewed by the agreed date. The class teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, deciding on any changes to support and revised outcomes in consultation with the parent and pupil. Formal reviews with parents are conducted termly when a new One Plan for the child will be drawn-up if the child is on the SEND register.

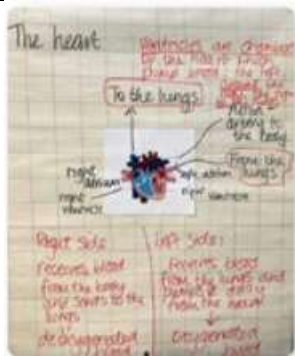


[SEND Informal Lesson Observation.docx](#)

24. SCAFFOLDING



Scaffolding is a metaphor for temporary support that is removed when no longer required. It may be visual, verbal or written.

What can it look like in practice?	For example:	
Visual  Visual scaffolds may support a pupil to know what equipment they need, the steps they need to take or what their work should look like.	A task planner A list of the steps a pupil needs to take Model and showing examples of a completed task or piece of learning Images that support vocabulary learning Mind maps to visually organise information Visual timetable Photographs of learning Communicate in Print SEND knowledge organiser	
Verbal  Providing a verbal scaffold may involve reteaching a tricky concept to a group of pupils, or using questioning to identify and address any misconceptions.	"Let's look at this together..." "What have you done before, that will help you with this task?" "Don't forget, your work needs to include..."	
Written  A written scaffold will typically be provided for a pupil to support them with an independent written task. It could be the notes made on the whiteboard	A word bank A writing frame Graphic organisers Sentence stems: Write a sentence stem for a child to complete. The use of the stem sentence or scripts enable children to use a series of set	

during class discussion; it could even be the child's own previous work used to support their recall.

phrases, such as 'I think...because..' to introduce their ideas and get them started on their recording.

Reconstructing sentences: If you have a child working at sentence level, rather than writing a dictated sentence out for the child to copy, write the sentence onto a strip of paper. Reread it with the child. Then cut the sentence up, so that each word is separate. Muddle the pieces up and get the child to reconstruct the sentence in the correct order, and then stick the pieces into their book.

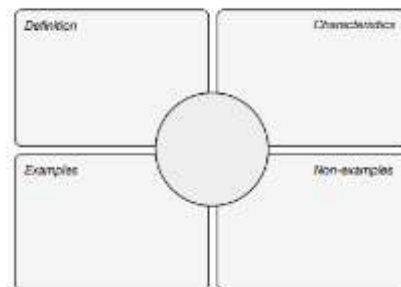
Adapting model sentences: Write a model sentence for the child to use, changing the key words or ideas: 'The girl jumped out of the window and ran away' could become, through questioning and prompting (such as 'Which girl?' and 'How did she run?'), 'The princess leaped out of the window and sprinted away.'

Use of individual whiteboards to record: Writing on a board removes the fear of a permanent first mark, and so enables children to take risks. Try to avoid children having to copy what they have written on a board into their books.

Figure 13: An example of a graphic organiser for morphology



Figure 4: The Frayer model—an outline



25. ADAPTIVE TEACHING

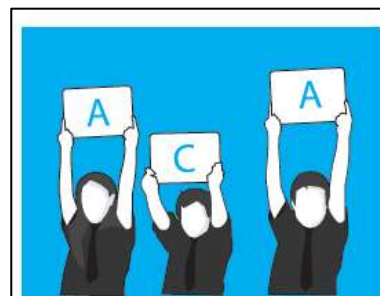


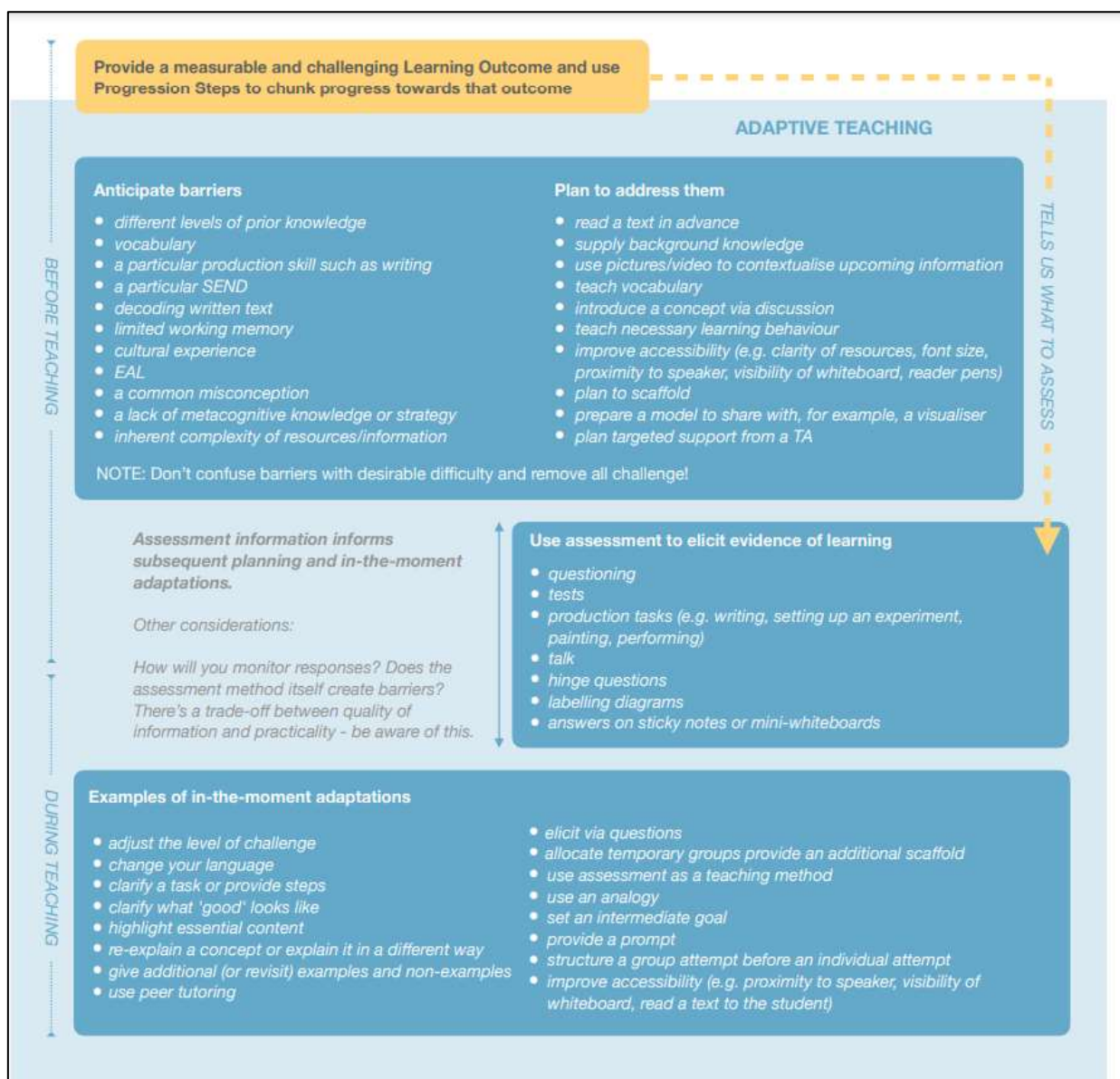
Addressing misconceptions at the earliest opportunity is important to reducing any potential gaps in knowledge, and ensuring students know more and remember more powerful knowledge. A good well-delivered question can give you all the information you need.

There is no directed method for Assessment for Learning (AfL) in lessons, however, teachers at PHA ensure there are adequate opportunities to check understanding of **all students** throughout their lessons.

Staff receive CPD and support to help them develop their responsive teaching toolkit. This ensures that opportunities for misconceptions to occur are actively reduced and addressed in an instantaneous manner. Some of these are outlined below.

- Tackling misconceptions head-on through modelling
- Correcting – identifying and correcting common misconceptions. This involves presenting students with a common misconception or procedural error and evaluating their ability to identify and rectify it.
- **Feedback** – Teachers circulate the room purposefully checking students' work and providing feedback on how to rectify specific errors.
- Visualising – students to draw or create visual representations, such as graphic organisers and concept maps, can be useful in checking the depth
- **Mini-whiteboards** – teachers quickly collect whole class responses and check for students' understanding and use flexible groupings
- **Find and fix.** Pupils are given time to correct and redo their work during lessons and at the start of the next lesson. This can be a mixture of quick fixes and a deeper redraft to demonstrate that work meets assessment standards.
- **Hinge questions** – In maths, multiple-choice questions provide an immediate check of initial understanding and, when well designed, have wrong answers based upon common misconceptions
- **Summarising and reflecting** – during the Express stage, pupils are provided with a structured opportunity to reflect on their learning and apply subject specific vocabulary (outlined on KO and the glossary). This allows teachers to gauge whether pupils have secured a concept.





[Understanding-Adaptive-Teaching-v11.pdf](#)

[Addressing misconceptions and using assessment.pdf](#)

26. EFFECTIVE USE OF SUPPORT STAFF

The role of the LSA is very important. The effective deployment of an LSA can make the difference between a child succeeding or failing. Much of the LSAs role is directed by the teacher, but an outstanding LSA is also intuitive and responds to the needs of the children.

It is important that both teacher and LSA work together with the aim that all the children in the class are learning throughout the lesson. Children should make progress through suitably challenging activities and questioning. Thinking time is good; down time is not.

The 2015 Education Endowment Foundation (EEF) Guidance Report 'Making Best Use of Teaching Assistants' made 7 recommendations to maximise the impact of teaching assistants based on the best research evidence:

- LSAs should not be used as an informal teaching resource for low-attaining pupils.
- Use LSAs to add value to what teachers do, not replace them.
- Use LSAs to help pupils develop independent learning skills and manage their own learning.
- Ensure LSAs are fully prepared for their role in the classroom.
- Use LSAs to deliver high-quality one-to-one and small group support using structured interventions.
- Adopt evidence-based interventions to support LSAs in their small group and one-to-one instruction.
- Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions

Plan for teaching assistant deployment

Teachers must ensure that support staff are used effectively. All children must have access to designated guidance and support throughout the day, not just the lower performing pupils (Except those designated as needing specific support due to high incidence SEND).

Make it clear what is expected of them at each point in the day – from the moment the children arrive until they leave. No moment should be wasted.

Recommendations 1 and 2- Deployment of LSAs in the classroom

- The learning needs of all pupils are met, first and foremost, through high quality teaching by the teacher. Teachers spend at least as much time working with lower- attainers as others.
- LSAs work with a range of pupils within the class
- Teachers and LSAs work effectively as a team, with a shared understanding of their respective roles in achieving lesson objectives.
- LSAs support whole-class delivery at the front of the class, rove the room or undertake administrative tasks to ease teachers' workload.
-

Recommendations 3- LSAs interactions with pupils

- LSAs provide the right amount of support at the right time, and consistently give the least amount of help first.
- LSAs ensure pupils retain ownership over their learning and responsibility for their work..
- LSAs actively look for opportunities to allow pupils to attempt parts of tasks independently and to experience a healthy mix of success and challenge.
- LSAs are confident in their role and have good subject knowledge. Good questioning skills inform their interactions.
- LSAs allow sufficient 'wait time' for pupils to think and respond (e.g. 4-5 seconds).

Maximising support staff as a resource

There must never be a point during the session whereby support staff are simply 'enjoying the view". Their role is to support the teacher in ensuring children's learning is maximised.

- Define their role when the children arrive in the morning. Are there children who should be targeted for 1:1 reading/fix-it support/Post-teach?
- When main teaching commences all support staff must have a mini whiteboard to micro model the main teaching points – ensure this is accessible to the target pupils and referenced throughout.
- They must be seated at the same height as the children; whether this is on the carpet or a focus group at the table. Think about who and where as well as what you require from your support staff. If resources would benefit the children, they are targeting them they must have them to hand prior to the session commencing.
- Support staff interaction during main teaching must be subtle and whispered so as to not impact on teacher delivery.
- Methodologies such as double bank teaching and class scribe may also be deployed with HLTAs utilised to this end.

Intervening in learning

The basic process which must be deployed by Support staff when intervening in learning within the classroom is:

Highlight – Explain – Appraise – Replicate

- **Highlight** the specific aspect to be improved to the pupil
- **Explain** how to improve succinctly and clearly
- **Appraise** the pupil's understanding of your explanation
- Expect the pupil to **Replicate** process shared by staff

[Effective deployment of LSA in the classroom.pdf](#)

[LSA Reflecting on best practice tool 2024.pdf](#)

27. HOMEWORK

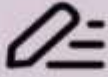
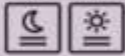
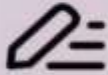
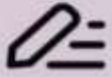
Learning at home is an essential part of good education. Regular homework is important, since it gives pupils the opportunity to practise at home the tasks done in class, and helps them work towards improving important skills. Homework activities are an important part of our home/academy agreement. All children are expected to take part in a variety of homework tasks to enhance and support their work in class.

As pupils will forget much of the knowledge taught if it is not reviewed regularly, homework tasks at Powers Hall Academy are designed in the form of knowledge retrieval practice to allow pupils to strengthen connections to long-term memory and to retain more information over time.

The three main strategies that we will ask pupils to use in order to carry out their retrieval practice are outlined below:

- Low-stakes quiz questions
- Self-quizzing with a knowledge organiser involving pupils memorising and recalling sections of the knowledge organiser, such as key words and definitions

- Brain dump

	Look, Cover, Write Check	Definitions of Key words	Flash cards	Self-Quizzing	Mind Maps	Paired Retrieval
Step 1	Look at and study a specific aspect of your KO. 	Write down the key words and definitions. 	Use your KO to condense and write down key facts or information onto flash cards. 	Use your KO to create a mini quiz. Write down your questions using your KO. 	Create a mind map with all the information you can remember from your KO. 	Ask a friend or family member to have the KO or flash cards in their hands. 
Step 2	Cover or flip the KO over and write down everything you can remember. 	Try not to use your KO to help you. 	Add pictures to help support. Then self-quiz using the flash cards. You could write questions on one side, and answers on the other! 	Answer the questions and remember to use full sentences. 	Check your KO to see if there are any mistakes on your mind map. 	They can test you by asking you questions on different sections of your KO. 
Step 3	Check what you have written down. Correct any mistakes and add anything you have missed. Repeat. 	Check your work. 	Ask a friend or family member to quiz you on the knowledge. 	Ask a friend or family member to quiz you using the questions. 	Try to make connections, linking the information together. 	Write down your answers. 

As well as retrieval activities (above), children are set the following weekly homework:

- **Reading** – Reading at home with an adult, sibling or independently to read/discuss books together and practise reading skills at least three times a week. Pupil Planners should be signed by both parents/carers and teachers.
- Children should also be completing quizzes on Accelerated Reader as part of their reading.
- **Spelling** – Spelling Shed is used for homework and whole-class “Hive” games as a more interactive form of a spelling test. Each week, teachers will set lists of 10 words relating to the spelling pattern being studied and reflects each pupils’ ability. Children should practise these words before being tested on the weekly spelling pattern plus 4 previously learned spellings in order to embed in their long-term memory.
- **Maths** – We expect pupils to play Times Table Rockstars a minimum of 21minutes a week – recommended three minutes per day – as part of their homework every week. Teachers should use the Sessions feature to set a homework assignment and the number of minutes pupils need to play during a particular time period.

Homework will be set on Mondays and will be expected to be returned by Monday the following week unless advised otherwise by the class teacher. If for any reason a child cannot complete their homework at home, then they will be invited to homework club over lunchtime to complete assigned tasks.

[Homework expectations 23-24.pdf](#)

28. MONITORING AND EVALUATION

All teachers are observed teaching and are provided with verbal & written feedback about areas of strength in their teaching and areas needing improvement linked to our 5-step pedagogical approach. Formal observations of teaching staff are carried out for the purpose of appraisal once a year. If necessary, support from colleagues will be provided to model effective teaching & learning approaches, either through organising formal staff development sessions or through informal arrangements between staff. Staff use them to develop particular teaching methods, skills and innovative ways of teaching, for example by asking members of staff to work in pairs or groups of three to demonstrate particular ways of working to each other.

As part of the monitoring of teaching and learning, the Leadership team and subject leads also conduct 'learning walks' and 'Drop Ins' each half-term which involve visiting every class to assess the quality of the learning environment created by each teacher in the school. These lesson visits also give insight into the typicality of teaching and learning in classrooms. All teachers receive a written summary of the findings from both the book scrutiny and learning walk with identified strengths and key areas for improvement highlighted and recorded on individual monitoring tracking sheets.

The termly cycle of monitoring & evaluation is as follows;

- Assessment week
- Data capture points
- Pupil Progress Meetings (PPMs)
- Parent Consultation evenings
- Pupil Voice
- Parent/carers Voice

The monitoring and evaluation of the quality of teaching and learning is underpinned by The DfE Teaching Standards, Early Career Framework (ECF) and the Essex Ordinarily Available: Inclusive Teaching Framework (OA). These tools are used to support best practice and should be the starting point for any teacher. The OA provides a framework for every teacher and adult who works with children to consider their individual practice and look for ways to make their teaching ever more inclusive. These strategies and practices are effective for all pupils.

Children's workbooks are also scrutinised to ensure;

- that the school marking and feedback policy is being followed
- that all children are being presented with an achievable challenge in their work
- that the quality of presentation is high
- that expectations of all pupils, including those with SEND, is high
- pupils' work builds on previous learning
- content of tasks provide breadth and depth of coverage
- that pupils make strong progress from their starting points
- pupils are regularly given opportunities to revisit and practice what they know

Monitoring documents:

Monitoring forms

- [Behaviour and attitudes reflection questions.docx](#)
- [Drop in lesson observation form 2024-25 graded.docx](#)
- [Learning review book scrutiny 2024.docx](#)
- [Professional Partner lesson feedback slip 2023.docx](#)
- [Lesson Observation crib sheet 2024-25.docx](#)
- [Lesson Observation sheet 2024-25.docx](#)
- [Planning scrutiny all years BLANK.docx](#)
- [Work scrutiny all years BLANK.docx](#)

Powers Hall Academy - Learning review / book scrutiny		2023/24	
Name	Class	Subject	Date
Aspect	Met	Comment	
Is work planned with an appropriate written knowledge based on reflective of the curriculum intent?			
Is the school's marking policy being followed? Is marking recorded against the learning intention?			
Does marking inform future planning and teaching? Next steps marking evident?			
Do children display appropriate take responsibility for marking their own work?			
Are consistently written work/notes/evidence in children's books/assessment?			
Is there evidence of attention for all? Sufficient quality and quantity?			
Is there a balance of practical activities and written work?			
Is the written work a balance between consultation, scaffolded practice and emerging problem?			
Is the progression of concepts evident? Is there sequential sequence and development of knowledge and skills?			
Is there evidence of progress being made in specific areas? Do pupils know more? Can they do more after the lesson?			
Are activities reflective of and appropriate to the needs of all children?			
Are children given sufficient opportunity to master the job based on their needs?			
Is there evidence of open ended tasks being set to demonstrate deeper thinking?			
Do children take pride in their written work? Is there consideration given to handwriting and layout presentation?			
Are pupils given regular opportunities to review and practice what they have to deepen and solidify their understanding?			
Do tasks allow pupils to deepen their knowledge, skills and understanding of the subject?			
Does pupils work show that they have developed their knowledge and skills over time?			
Strengths	Areas for development		

Evaluating planning - Crib sheet

- Do lessons follow the school's pedagogical approach (I do, We do, You do)?
- Do teachers understand the content they are teaching and how it is learnt?
- Do teachers have a deep and fluent knowledge of the subject content?
- Have teachers considered common misconceptions and sticking points?
- Have teachers considered the use of technology to model worked examples and share pupils work?
- Have teachers planned an appropriate sequence of learning tasks that support the learning intention?
- Do teachers plan a variety of activities, including imaginative ones, to encourage risk-taking?
- Are learning intentions rigorous? Do they challenge pupils?
- How often do teachers plan for the different needs of different groups of learners in the class?
- Do learning intentions very clearly link to the core skill/knowledge learning outcomes?
- Are learning intentions written using active doing verbs that are measurable?
- Is there evidence of practise and consolidation, where it is appropriate?
- Do lessons begin with a recap of prior learning?
- Is new learning presented in small steps and through carefully planned explanations?
- Are scaffolds (visual, verbal and written) planned to allow all pupils to access the learning?
- Is there evidence of dual coding (i.e. diagrams, images) to aid students' understanding of new content?
- Less is more. Have text and diagrams been reduced to as few as necessary to avoid cognitive overload?

Lesson observation aide memoire			
OA	Focus area	Teacher Standards	Expectation
A, B	Relationships and behaviour	TS1, TS2, TS7	Teacher has clear rules and routines (such as call-and-response) for behaviour in their classroom and take responsibility for promoting good and courteous behaviour built on mutual respect. Behaviour expectations are explicitly modelled and a framework for discipline with a range of strategies, including praise, has been established. Low level disruptions are addressed in a timely manner.
H	Pitch of learning	TS1	Formative assessment is used well to set tasks that are perfectly matched to pupils' prior attainment and which identify next steps accurately to maximise progress, and teaching then demands more of pupils. Learning intentions are linked to outcomes (skill or knowledge), reflect NC and are shared with pupils alongside relevant success criteria which are measurable.
H	Challenge	TS1	It is challenging – success is achievable only if individual pupils work hard and try their very best. All individuals find the tasks demanding at their own level. Work is chosen that promotes healthy struggle-not too difficult but not too easy.
A	Use of support staff	TS8	Support staff are highly effective in promoting rapid learning for groups of pupils of all aptitudes and needs. Adults support whole-class delivery at the front of the class, rove the room or undertake administrative tasks to ease teachers' workload.
C	Learning environment	TS1	There is a well organised learning space. Equipment is easily accessible to all pupils and furniture arranged to allow a range of learning experiences. Learning materials and resources are clear and uncluttered, labelled using text and images. There is practical apparatus available and accessible. Modelled cursive handwriting style is presented at all times. Working walls reflect current learning and there is evidence of visual aids such as diagrams, pictures, concrete/tangible objects alongside words to support understanding.
D, G	Opportunities to develop reading, writing, maths, ICT	TS3	The work includes appropriate opportunities to develop pupils' skills in reading, writing, mathematics and ICT, as well as providing opportunities for extending wider skills, such as research and co-operative working. Teacher has excellent understanding of the CPA approach, and uses concrete, pictorial, abstract representations throughout teaching. Manipulatives are representations are used to support and challenge pupils' understanding.
I	Use of strategies and practice tasks to engage pupils	TS4, TS1,	Strategies and tasks enthuse pupils so that they persevere when faced with difficult problems and are resilient, keen to succeed and to learn more, and high expectations of pupil behaviour are supported. Pupils evaluate the work they have produced and reflect on the processes, actions and activities during the Express stage. Pupils are provided with the time needed within a lesson to work with new material. Practice is slow and purposeful so that it is fully understood and transferred to long-term memory. Teachers set activities and questions like those previously modelled and remove scaffolds gradually. Tasks support pupils to meet the lesson aim whilst securing knowledge and consolidating learning.
F	Pace and depth of learning	TS4	The pace of learning is optimised throughout the lesson as the teacher is able to use the time to best effect to support pupils at the time, they need such support. As a result, almost all pupils make significant and sustained progress, including those with SEND.
F	Use of questioning	TS6	Questions tease out pupils' understanding so that the teacher is exceptionally aware of the degree to which pupils are secure. Questions are asked throughout a lesson that check understanding, probe, challenge, promote oracy and encourage metacognition. Effective questioning strategies used e.g. cold calling/"wait time" No Hands Up, with targeted questioning used to support and challenge all students. Whole class responses to questioning are done effectively with mini whiteboards, hand gestures etc.
F	Assessment of learning during lessons	TS6	Systematic formative assessment is used well to modify teaching, the work for each individual pupil is adapted in the light of misconceptions that are brought to light through questioning or checks on pupils' work. Hinge-point questions enable the

			teacher to know whether it is appropriate to move on, briefly recap, or completely reteach material.
I	Feedback	TS6, TS2	Feedback is frequent and regular, providing pupils with very clear guidance on the strengths of work and how it can be improved in future, including next steps linked to the success criteria. It moves learning forward. Teachers circulate around the room and supervise pupils working, providing verbal feedback. "Fix it" time is given at the start of a lesson for pupils to read and action any written feedback (Green for Growth and Tickled Pink) the teacher has provided before moving on to new content.
F	Corrections and misconceptions	TS6, TS3	The teacher ensures that corrections are carried out and misconceptions are addressed at the earliest opportunity. Lesson begins with a "Do Now" prior learning task, which helps to activate what pupils have previously learnt and prepare them for the new learning they will encounter. Retrieval practice uses testing methods (e.g. quizzing) to encourage students to recall knowledge from their long-term memory. Any misconceptions are addressed in written work and there is evidence to show that pupils have overcome these in future work.
H	Scaffolding	TS5	Pupils with SEND achieve the best possible outcomes. Teacher scaffolds the learning effectively for difficult tasks. Temporary supports and scaffolds through visual, verbal or written models assist pupils during independent learning. Teacher uses flexible groupings to work with several different pupils, forming temporary groups when several pupils have the same current difficulty.
E,H, F	Mastery	TS1	Opportunity to master skills is an integral part of the lesson. It embeds and extends the learning and is treated as being essential within the lesson. Teachers provide pupils with the time needed to work with new material so that it is fully understood and transferred to long-term memory. Pupils might practise by answering questions, completing tasks or participating in a discussion.
E	Modelling	TS2	Live modelling is used frequently in its varied forms. Most commonly it will follow the 'I do, We do, You do' model of gradual release. Teachers provide narrative to explain their thinking and therefore model the metacognitive processes involved. Teachers share with pupils "what a good one looks like." Teachers pre-teach and model Tier 2 formal vocabulary and Tier 3 subject specific language. Dual coding (i.e. diagrams, images or tables on a mini-whiteboard) to aid students' understanding of new content.
D	Explanation	TS2	The teacher demonstrates deep subject knowledge and understanding of the content and work is pitched at a level that is appropriate to the individual. Teacher's use of concrete examples, analogies, stories, illustrations and visual representations is purposeful. Learning is broken down into manageable chunks. Subject specific vocabulary (tier 2/tier 3) is highlighted and unpicked with pupils across the curriculum. As a part of high-quality oracy education, pupils learn both <i>to</i> talk and <i>through</i> talk, deepening their subject knowledge and understanding through classroom talk which has been planned, structured, and scaffolded (stem sentences) to enable students to learn skills needed to talk effectively.
J	Books	TS2	Children take pride in their written work. Presentation and handwriting is of a high quality and in line with the policy. Work given to pupils matches the aims of the national curriculum and pupils knowledge is consistently, coherently and logically sequenced so that it develops incrementally over time. Pupils make strong progress from their starting points and tasks allow pupils to deepen their knowledge.

29. EEF – REFLECTING ON PRACTICE

To what extent do you employ and embed seven strategies into your day-to-day practice to support the progress of all pupils, including those with SEND. Use the questions below to reflect on what this might mean for you and to consider how consistently you embed these into your daily classroom practice:

1	Behaviour, attitudes and expectations 	... deal with the first hint of off-task behaviour effectively? How do I manage low level disruptions? ... give my pupils independence and responsibility? ... get pupils full attention before giving clear, succinct instructions? Have I established a signal-pause-insist routine? ...praise and reinforce the behaviour I want to see more of (positive behaviours)? ...create clever transitions between tasks?
2	Explicit instruction 	...use clear and succinct language when explaining things to pupils, checking their understanding frequently? ...use dual coding (i.e. diagrams, images or tables on a mini-whiteboard) to aid students' understanding of new content? ...live model how to complete a task and think aloud before expecting pupils to work independently. (In the form of "I do, We do, You do" rather than pre-prepared models to demonstrate a process)?
3	Cognitive and metacognitive strategies 	...support pupils to recall previously learned content, before they move on to new content? Do my lessons begin with a recap of prior learning? This may be through low-stakes quizzes e.g. short-answer fact questions. ...help pupils to organise their thinking by 'chunking' the content into smaller steps? ...ask metacognitive questions that support pupils to plan, monitor and evaluate their own learning? ...provide a high-quality oracy education, where pupils should learn both <i>to</i> talk and <i>through</i> talk? Have opportunities for classroom talk been planned, structured, and scaffolded to enable students to learn skills needed to talk effectively and present their learning? ...plan collaborative tasks and activities?
4	Scaffolding 	...use scaffolds (visual, verbal, and written) that support pupils to access the learning? How can <u>graphic organisers</u> and mind mapping be used to support learning? ...use scaffolding in a way that reduces pupils' reliance on adult support, lessening scaffolds overtime? ...provide scaffolds in a non-stigmatising way (i.e. providing them for a small group or pair, rather than only for 1 pupil)? ...pre-teach and use robust strategies for teaching vocabulary and modelling language use in the classroom?
5	Flexible grouping 	...work with several different pupils, forming temporary groups when several pupils have the same current difficulty? ...promote peer tutoring, facilitating pupils learning from one another? ... deploy support staff effectively who are working in my classroom? Are they effective in promoting rapid learning for groups of pupils of all aptitudes and needs?
		...utilise technology as part of the delivery of interventions?

6	Using technology 	...support pupils to use technology to record their learning, i.e. through speech-to-text software (JamBoards, Google Classroom)
7	Formative assessment 	... use a range of questioning strategies to check the understanding of all pupils, including cold calling, no hands up, paired talk, etc. but with appropriate thinking time before targeting? ... adapt the work for each pupil in light of misconceptions that are brought to light through questions? ...shape my lessons according to the needs of the children: sped up or slowed down or levels of support adjusted following in-lesson assessment? ...provide frequent, specific and clear feedback that focuses on moving the learning forward and how it can be improved linked to the success criteria? ... circulate around the room and supervise pupils working, providing verbal feedback? ... use diagnostic assessment to identify what pupils already know and can do, enabling the teaching content of the new topic to be planned? Examples of diagnostic assessment include hinge questions, quizzing and pre-topic 'mind maps'. ...<i>ensure that corrections are carried out and misconceptions are addressed to ensure learners have a better understanding?</i> ...<i>timetable opportunities for these misconceptions to be fixed before moving on to new learning?</i>

[Teacher Reflecting on best practice tool 2024.docx](#)

30. PROFESSIONAL DEVELOPMENT

Providing effective professional development opportunities is fundamental to the development of exceptional classroom practice, high pupil outcomes and outstanding leadership. We embrace the use of evidence-based research to drive professional development, and ensure that there are opportunities for teachers to share best practice and engage in professional discussion.

All CPD at Powers Hall Academy follows these principles:

- Will be relevant to the everyday work of teachers,
- Will be informed by evidence and supported by experts,
- Will teach new knowledge and skills,
- Will actively involve teachers in collaborative reflection and learning,
- Will have follow up, practice and support,
- Will improve the quality of teaching,
- Will have an impact on student outcomes.



At Powers Hall Academy, the principles of instructional coaching are used as part of professional development to support improvement and practice. Using a range of resources, which are underpinned by instructional coaching, the focus is on developing teachers, not judging them.

Professional Partners

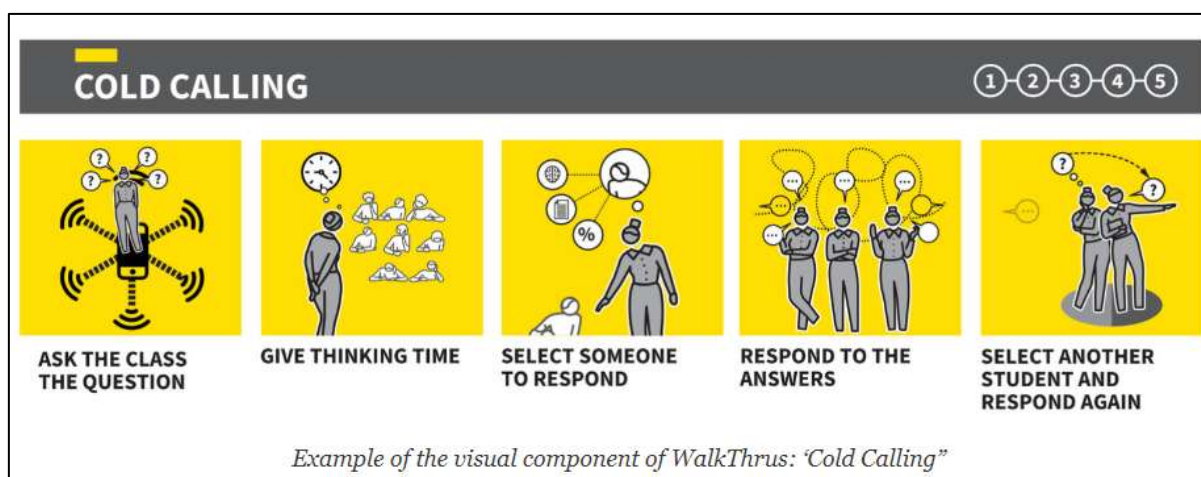
Professional Partners involves teachers working collaboratively in an individualised, classroom-based, **observation-feedback-practice cycle** linked to whole school CPD. This is a form of instructional coaching where teaching professionals help one another to focus on refining aspects of their pedagogical teaching practice.

The key to successful instructional coaching is that it is a collaborative endeavour between professionals who work together in a mutually supportive environment. Professional Partners and coaching should be viewed as a development tool to enhance teachers' pedagogical success by giving them new evidence-based strategies that are relevant to their practice, rather than being used to address concerns about weak teaching.

We use Tom Sherrington and Oliver Caviglioli's *Teaching WalkThrus* (2020) as an aide to support our strategy selection. Combining them into clusters makes sure that teachers see the connectedness of every aspect of classroom practice and support rehearsal.

What is a WalkThru?

These use both words and static images. Their design is based on clear decisions about what matters and what should be left out. Each WalkThru has 5 visual steps with a text description of the teacher's actions and thoughts.

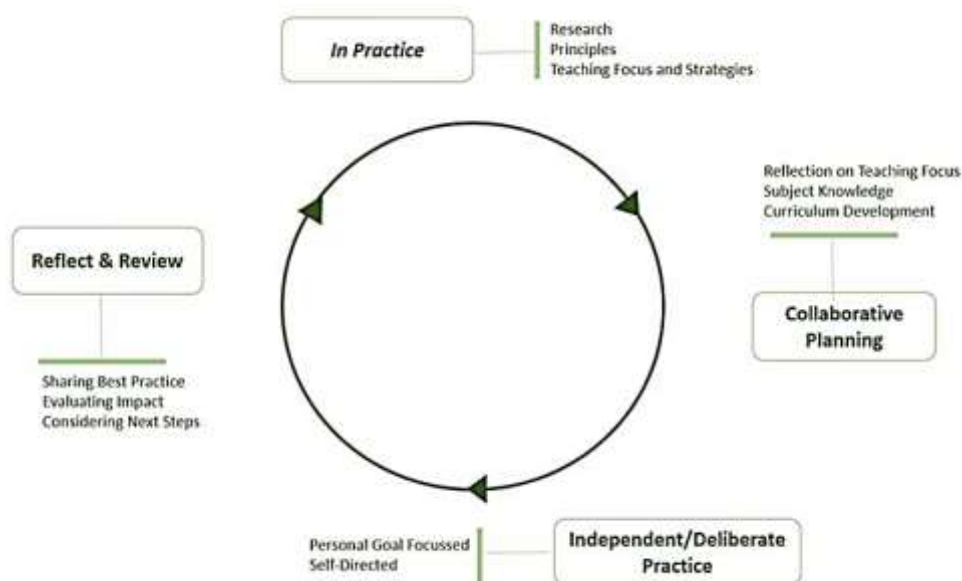


[WALKTHRUS](#)

WHOLE-SCHOOL CPD CYCLE

Our whole-school CPD cycle ensures that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice as recommended by The Education Endowment Fund (EEF) in their guidance report: Effective Professional Development. The "one

cycle” can be broken down into four steps: In practice, Collaborative planning, Practice, and finally Reflect and Review.



Professional Partner PD Pathway Model

Step 1- Build Knowledge <i>In Practice</i>	• <i>Manage cognitive load</i> • <i>Revisit prior learning</i> • <i>Develop understanding and knowledge of teaching practice</i>
Step 2 -Motivation <i>Collaborative Planning</i>	• <i>Presenting information from a credible source</i> • <i>Setting and agreeing on goals</i> • <i>Providing affirmation and reinforcement after progress</i>
Step 3 -Develop Teacher Techniques <i>Deliberate/independent practice</i>	• <i>Introduce and model 3 key strategies</i> • <i>Rehearsal</i> • <i>Social support</i> • <i>Monitoring and feedback</i>
Step 4 -Embed Practice <i>Reflect and Review</i>	• <i>‘Show and Tell’ staff meetings</i> • <i>Providing prompts and cues</i> • <i>Action planning</i> • <i>Monitoring through self-reflection logs</i>

[Professional CPD PHA Policy 2023.pdf](#)