

St. John's C of E (V.A.) Primary School

Learning and Teaching Policy

Date: June 2009

The desire to meet the individual needs of each child is central to our Learning and Teaching Policy. We aim to provide a positive, nurturing environment so children grow into contented, confident individuals who achieve their very best. When they are happy, children learn and have a sense of self-worth.

Children need a wide range of experiences and activities in order to develop and become confident and independent learners.

At St. John's C of E Primary School we believe that children learn to the best of their ability when these experiences and activities are carefully planned to match their needs, in order that they experience both challenge and success. We aim to ensure that every child succeeds through the careful planning of a differentiated curriculum, which ensures the acquisition of basic skills and the experience of a broad and balanced range of experiences.

We believe that a successful partnership between the school, and parents/carers and the children helps each pupil to take full advantage of all that the school has to offer. We aim to work together with parents/carers and children on a basis of mutual respect to promote high standards of work and behaviour. We recognise that the education of children is a venture based on co-operation and support shared between the parents/carers and the staff of the school. Each has a part to play. We welcome the support of parents/carers and value their involvement.

At St. John's C of E Primary School we believe that our role is to ensure that within a Christian ethos, children make the maximum progress, acquire life long learning skills and enjoy a happy and successful school career that provides varied opportunities to develop individual potential and creativity. We work towards the 5 principles of Every Child Matters, helping each child to achieve the highest standards they possibly can. We aim to achieve this by ensuring consistency and continuity in our approach to learning and teaching.

In order to learn effectively, children need:

- To feel safe, secure and happy
- To experience and contribute to a school ethos where respect for others, learning and the environment are paramount and where praise, recognition and encouragement are central to everyday life.
- High quality pastoral care through which their welfare and academic progress are monitored and supported
- Opportunities and incentives to achieve and progress;
- Positive role models in all areas of the school;
- A stimulating environment to develop a lively, enquiring mind and a love of learning;
- Well planned and prepared learning opportunities that motivate and inspire;
- The resources to underpin his/her learning and to support his/her endeavours.

A caring and supportive learning environment will:

- nurture the emotional, intellectual, spiritual, creative and physical well-being of the children;
- meet the individual needs of each child;
- stimulate children's curiosity as well as desire and love of learning;
- give children the confidence to take risks and learn from mistakes;
- encourage children to take steps towards independent learning;
- encourage children to listen to, and value, the opinions of others;
- motivate children to persevere
- value and nurture the process and outcomes of learning.

Planning and preparing for stimulating learning involves:

- using visual, auditory and kinaesthetic approaches to learning and teaching to cater for the learning styles and individual needs of all children;
- providing time for the children to demonstrate their prior learning;
- collaborating with colleagues;
- planning for time to review;
- ensuring lessons have introductions, activity and conclusions;
- utilising displays to motivate, reinforce concepts and value children's work;
- varying the pace of teaching;
- planning for the use of ICT to engage and excite children in their learning
- considering the key thinking questions which will focus children's thinking and promote learning
- awareness of children's current attainment and the next steps they need to take in order to progress;
- ensuring involvement of children in their own learning and self assessment.

Feedback should:

- build every child's self esteem;
- where possible, be immediate;
- encourage, motivate and reward;
- support children's development and progress;
- include a balance of discussion and written comments;
- be explicit;
- be relevant to the aims of the lesson.

The learning and teaching cycle is characterised by thorough formative and summative assessment. This informs the class teacher's daily planning which is the basis for high quality teaching and results in learning.

Following analysis of children's work targets are set for Reading, Writing and Numeracy. These are set and reviewed in October, February and June and identify the next steps children need to make in order to progress their learning. Targets are shared with children and their parents/ carers.

Pupil Progress meetings are held termly between the class teacher and the HT (Head Teacher) / a member of SLT (senior leadership team) to discuss children's progress and possible approaches / planned interventions to support learning and teaching.

At St. John's, where possible and appropriate we especially try to make cross curricular links between subjects of the curriculum. These are based around each year group's

'Contexts for Learning' and enable children to see the links between different areas of their learning and build upon them.

Children in our school feel that they learn best when they:

- Discover things;
- Enjoy what they are doing;
- Find out facts;
- Experience new things;
- Have their confidence built up;
- Go on educational visits;
- Have fun;
- Share ideas;
- Improve on things they already know;
- Work in groups and with different people;
- Go over things they already know;
- Play educational games;
- Work as a team and co-operate with one another;
- Experiment;
- Answer questions;
- Achieve goals;
- Encounter exciting themes
- Sing;
- Listen to other people and take in their ideas;
- Read books;

Learning and Teaching are monitored by the HT and SLT through :

- regular and planned classroom observations,
- informal drop ins
- sampling of lesson plans
- book looks
- learning walks
- discussions with children
- data analysis
- marking scans
- the performance management cycle

Governors monitor learning and teaching through:

Regular and planned discussions with the HT, SLT and subject leaders.

This policy should be read alongside the following policies:

- Assessment
- Marking
- Monitoring
- Home School Agreement
- Home work policy

Appendices:

- A. Learning Styles
- B. The Learning Environment
- C. Display
- D. Resources
- E. Contexts for Learning
- F. Allocation of timings
- G. Planning
- H. Assessment

- I. Organisational Approaches to support children's learning
- J. Use of Additional adults
- K. Presentation
- L. Differentiation
- M. Groupings
- N. Pupil Voice
- O. Questioning
- P. Pupil Progress Meetings

Appendix A

LEARNING STYLES

Some people are **visual learners** - they prefer activities that use pictures and patterns, while others are **auditory learners** - they want to learn by listening rather than seeing. Those who prefer practical, hands-on learning are **kinaesthetic learners**.

At St. John's as part of our planning for children's learning, we try to include a range of different teaching techniques which cater for children with different learning styles.

Identifying different learning styles			
	Visual	Auditory	Kinaesthetic
When you cannot spell a word, do you:	Try and visualise the word	Sound out the word	Write down the word to see if it looks right
Talking – do you use words like:	See, picture, imagine	Hear, tune, think	Feel, touch, hold
Are you distracted by:	Looking at your surroundings or by untidiness?	Sounds and noises?	Activity and movement?
You prefer to contact people:	Face-to-face or in writing	By telephone	While walking or participating in an activity
You remember people best when you recall:	Where you met or what they were wearing	What you talked about	What you were doing
When reading, do you prefer:	Descriptive scenes or imagining the scene	Dialogue or plays	Lots of action, to do things rather than reading
When you do something new at work, do you prefer to have:	A demonstration or see it written on a poster or diagram	Verbal instructions or to talk it through with someone	To try it out yourself
When you are assembling something, do you prefer to:	Look at the instructions and pictures	Have someone to read out the instructions	Just put it together and only use the instructions if you are stuck
If you need help with a computer programme, you:	Look for pictures or diagrams	Phone a helpline or someone	Keep trying different ways

Appendix B

THE LEARNING ENVIRONMENT

The school is characterised by an indoor and outdoor learning environment which is:

- Well resourced and ordered
- Bright, inviting and stimulating
- Secure and safe
- Clean and well maintained

The Head Teacher and Governing Body have regard for the stewardship of the school. They ensure that:

- Buildings are maintained to a high standard
- The Health and Safety Policy is maintained.

- Each classroom is tidily organised with materials accessible and clearly labelled.
- Areas for different activities will be defined allowing for the opportunity of whole class, group and individual teaching where necessary.
- Display will be of a high quality (see attached appendix).
- Areas either inside or outside the classroom may provide opportunities for children to experiment and have 'hands on' experience.

At St. John's, classrooms, corridors and other learning environments should demonstrate the following characteristics:

- o An environment that is welcoming and shows that adults and students respect each other;
- o An environment which is clean and tidy;
- o A collective set of Rights and Responsibilities which are adhered to by all children;
- o Well maintained and stimulating displays (including pupil work) that reinforces learning across the curriculum areas. These should be changed regularly.
- o Resources which are organized, respected, relevant and accessible;
- o Classroom furniture layout that promotes learning and health and safety;

Appendix C

Questions for evaluating displays

Are there displays for each core subject or cross curricular displays?	Are there displays that cater for different learning styles e.g. visual, 3D, use of books and artefacts? Are there any artefacts the children can touch?	Are the displays bright, colourful, eye catching, clear and bold?	Has there been a regular change of displays (at least once a term)?
Is the display interactive? Does it ask or invite questions?	Is there an R.E. focal point?	Is there a celebration of all children's learning and achievement? (at least one piece each)	Is there a clear heading for each display?
Is the Context for Learning clear?	Are there different fonts to help children recognise the different formations of some letters?	Has a range of presentation styles, including diagrams, mind maps, photographic evidence been used?	Is there appropriate subject and key vocabulary on display to support children?
Is the display dominated by adult's work?	Are there key resources on display/ equipment clearly labelled to support pupils' independence?	Are there interactive displays with key questions, prompts and scaffolds to highlight learning, support thinking, extend and challenge?	Has attention paid to how work is displayed, e.g. is the size appropriate for writing and images? Is the work too high for the children to see and talk about?
Are there self evaluation and assessment prompts and questions displayed?	Are the learning prompts at an appropriate level for the children in the class?	Are there self help strategies to assist children when they are finished/stuck, need to know what to do next?	Are there visual models, images and diagrams to facilitate and support independent learning? (eg. Presentation prompts, number lines, 100 squares, timelines)

			etc)
Finally stand back and evaluate the display – has it worked?			
Are the children using it or talking about it?	Is it a useful tool for teaching?	Has it made a child feel proud?	What does it feel like in the classroom from a child's point of view?

Appendix D

RESOURCES

The careful, planned use of resources supports learning and teaching.

- Good quality equipment is purchased appropriate to the needs of teachers and children using the principles of Best Value.
- Children should be able to access equipment appropriate to their needs. Storage must be clearly labelled (appropriate to the age of the children; this may mean words and pictures). Some resources will need to be more closely monitored from the point of view of safety and economy.
- All classroom resources will be checked by class teachers to ensure that they are properly and well maintained; each teacher will be responsible for ensuring the safety of equipment before s/he allows children to use it.
- Resources more specific to one curriculum area will be monitored and checked by the curriculum subject leader who will update and enhance these within budget constraints.
- Resources are checked to ensure that they portray accurate information and are free from bias.
- General resources will be updated and replaced regularly.
- Resources are supplemented by outside agencies – CRERC, The Clocktower, Library as necessary and available.
- All staff act as role models in the use and maintenance of resources so that children understand the importance and value of resources and care for them appropriately.

ICT resources are constantly upgraded and enhanced according with budget provision.

Appendix E

Contexts for learning Curriculum Overview 2010

	Autumn 1	Autumn 2	Spring		Summer 1	Summer 2
	New beginnings	Getting on and falling out	Going for goals	Good to be me	Relationships	Changes
R	Colour, Size and Shape	Celebrations	Toys	Our Place	Roots and Shoots	All about me
1	Spot the difference	Castles, Huts and Homes	Wheels, Wings and Other Things		Dinosaurs and Dragons	Passports and Postcards
2	An Eye on London		Woodlands	Ourselves - now and then	Hot and Cold	Buckets and Spades
3	Food Glorious Food	Festivals and Traditions	Hidden Treasures (Egypt)		Jungle Fever	Bright Ideas
4	A Taste of Italy	Battles and Encounters (Anglo Saxons/Vikings)	Scrapheap Challenge		Funny Bones	Home and Away (contrasting localities)
5	Eureka! (Greeks)	Tepees and Totem Poles	Cool Planet		The Great Exhibition	
6	Friend or Foe (WW2)		Rhythm, Rhyme and Royalty (Tudors)		Land of the Emu	

Appendix F**SUBJECT TIMING ALLOCATIONS FROM 2007**

Guidelines for the allocation of time during the school week to help ensure a balanced curriculum.

In reality not every subject will be taught every week and some are taught in concentrated blocks of time at different points in the year. Cross curricular links should also be remembered where children can extend their learning over more than one subject area.

Subject	Key Stage 1 per week (22hrs 05mins)	Key Stage 2 per week (23hrs 45mins)	Additional remarks
Literacy	8hrs 20 mins (5 hrs + 3hrs 20)	8hrs 20 mins (5 hrs + 3hrs 20)	Includes Guided reading (20/25 mins per day) and phonics / word level work (15 mins per day)
Numeracy	5 hrs	5 hrs	
Science	2hrs	2hrs	
ICT	30 mins	45 mins	Discrete ICT for the teaching of skills etc, not ICT in other subjects
RE	1 hr	1 hr 15mins	
Art or DT	1 hr 10 mins (35 mins each)	1 hr 30 mins (45 mins each)	May be taught in blocks
Geography or History	1 hr 10 mins (35 mins each)	1 hr 30 mins (45 mins each)	May be taught in blocks
French (MFL)	none	30 mins	
Music	30mins Yr 1/2	30 mins	
PE	2hrs	2hrs	With the addition of travelling time the allocation of 1 hr 45 mins is exceeded when children go swimming. This time is taken equitably from other subjects.
PSHE	15 mins	15 mins	

PLANNING FOR LEARNING**LONG TERM PLANNING**

The Foundation Stage Curriculum and the National Curriculum for Key Stage One and Two are the basis for the half termly Contexts for Learning. The Contexts for Learning are child-centred and motivating to their year group. They show cross curricular links and opportunities to support Citizenship and sustainability.

MEDIUM TERM PLANNING

Each half term has been recorded as a Scheme of Learning which includes the appropriate Programmes of Study, (ensuring breadth and balance across the year and across each topic); NLS (National Literacy Strategy) and NNS (national Numeracy Strategy), weekly planning; plans for visits and visitors and exemplary work from previous years.

WEEKLY PLANNING

Planning for the ELG (Early Learning Goals), Literacy, Numeracy and all other subjects are planned weekly by the Class Teacher to ensure continuity and progression. Differentiation for more able, less able and children with an IEP (Individual Education Plan) is planned based on informative assessment.

DAILY PLANNING

Each class teacher plans for the following day's teaching based on the weekly plan and formative assessments made that day. EYFS (Early Years Foundation Stage) planning is flexible and allows for the opportunity to reflect the needs/ likes of the children in that class.

Effective lesson planning:

Lessons and activities planned by teachers at St. John's should demonstrate the following characteristics:

- Learning objectives for each lesson are clear, child friendly and shared with the children;
- Success criteria (WILF - What I'm Looking For) which are directly related to the learning objective and understood by children and supporting adults;
- Resources are well prepared, in good condition and used appropriately.
- Different learning styles (visual, auditory and kinaesthetic) are all planned for, resulting in high levels of engagement;
- Expectations are high for behaviour and quality/presentation of work;
- Children are given opportunities to take risks and develop as independent learners making decisions and choices for themselves;
- Continuous assessment for learning makes the lesson flexible and responsive to the individual child's needs;
- Differentiation throughout the lesson challenges for all children (including SEN, EAL {English as an Additional Language} Gifted and Talented etc.) and encourages creativity and reflection;
- A positive classroom environment is created through genuinely constructive praise, assessment, feedback and rewards.
- The teacher's subject knowledge is extensive to allow him/her to pick up any misconceptions and answer any questions;
- Teaching Assistant involvement is well planned and allows the TA to support, reinforce and extend the lesson;
- Cross curricular themes are developed explicitly when appropriate;

- Homework is integrated to consolidate or extend learning and home learning projects are set to extend and enhance the learning taking place in school
- ICT is used to enhance and extend learning.

Numeracy Planning format

Unit: Block Week: Date: Year group: Focus:
 Key Learning Objective for this unit

Session	Learning Objective:	Success criteria I can...	Shared learning and teaching inc. Key questions	Independent learning – Differentiated inc. adult support	Plenary inc. Key questions
1					
2					
3					
4					
5					

Please use the following abbreviations for adult support: (T) – Teacher, (TA) Teaching Assistant, (P) – Parent, (S) – Student, (O) – Other

Numeracy Mental and Oral Starter Planning format

Unit: **Date:** **Year group:** **Focus:**

Speaking and listening:	Key vocabulary:	ICT:
Curriculum Links:	Resources:	

Mental and Oral Starter.

Please use bullet points only

Session	Learning Objective:	Activity Differentiation inc. adult support	Thinking questions
1			
2			
3			
4			
5			

Please use the following abbreviations for adult support: (T) – Teacher, (TA) – Teaching Assistant, (P) – Parent, (S) – Student, (O) – Other

Literacy Planning format

Week:

Date

Year group:

Theme/Focus/genre:

Key Learning Objective for unit:

Please use bullet points only

Speaking and listening:	Key vocabulary:	ICT:
Curriculum Links:	POCA focus:	Texts:

Session	Learning objective:	Success Criteria	Shared learning and teaching inc. key questions	Independent learning – Differentiation inc. adult support	Plenary inc. key questions
1					
2					
3					
4					
5					

Please use the following abbreviations for adult support: (T) – Teacher, (TA) – Teaching Assistant, (P) – Parent, (S) – Student, (O) – Other

Foundation subject planning format

Subject:

Year Group:

Date:

Please use bullet points only

Date/ session ↓	Learning Objective	Success Criteria ✓ Communication ✓ Application of number ✓ Information Technology ✓ Working with others ✓ Improving own learning and performance ✓ Problem solving	Activity Differentiation – indicate adult support ▪ G&T ▪ HA ▪ MA ▪ LA ▪ SEN	ICT	Thinking Questions ? Knowledge ? Comprehension ? Application ? Analysis ? Synthesis ? Evaluation	Resources

Please use the following abbreviations for adult support: (T) – Teacher, (TA) – Teaching Assistant, (P) – Parent, (S) – Student, (O) – Other

Please use the following colours to highlight evidence of **Visual**, **Auditory**, **Kinaesthetic**

Appendix H

ASSESSMENT

This policy needs to be read alongside our assessment and marking policies for more detail.

AfL

For effective learning to take place learners need to understand what it is they are trying to achieve (learning objective), to want to achieve it (purpose and motivation), and to understand how they can be successful in achieving it (success criteria; WILF – What I'm looking for). Communicating learning objectives and success criteria involves discussing them with learners using terms that they can understand, providing examples of how the criteria can be met in practice and engaging learners in peer and self-assessment.

Children are often asked to assess their own progress against the learning objective using the traffic light system (red – I need some more help to understand this, amber - I think I need to practise this some more, and green - I can do this independently). Self assessment is also sometimes undertaken orally with a thumbs up/down system.

Marking

Marking should be related to the Learning Objective. **Teachers should:**

- pinpoint the learner's strengths and advise on how to develop them
- be clear and constructive about any weaknesses and how they might be addressed
- provide opportunities for learners to improve upon their work.

Children should be given the opportunity to read teacher's comments and regularly respond to the comments their teacher has made.

Targets

Following analysis of children's work targets are set for Reading, Writing and Numeracy. These are set and reviewed in October, February and June and identify the next steps children need to make in order to progress their learning. Targets are shared with children and their parents/ carers.

Progress

High expectations of progress apply equally to children and young people working above, at, or below age-related expectations, including those who have been identified as having special educational needs. There is an expectation of participation, fulfilment and success; and learning and teaching is characterised by ambitious objectives, challenging personal targets, rapid intervention to keep pupils on trajectory and rigorous assessment to check and maintain pupil progress. There are clear plans to support those who are struggling to maintain trajectory.

Appendix I

ORGANISATION APPROACHES TO SUPPORT CHILDREN'S LEARNING

Whole Class

On carpet e.g. introduction to learning
At tables, e.g. during plenary
Circle

Partner Work, Collaborative play/collaborative work

Using oracy to clarify/extend thinking, share ideas,
Reinforce/consolidate learning

Independent learning

Planned opportunities for individual learning

One on One

Teacher/pupil; pupil/pupil; pupil/TA

Group – mixed ability

Focus teaching by teacher or TA
Individual work with peer support
Role-play

Group – differentiated

Focus teaching by teacher or TA
Individual work with peer support

Targeted Group

Focus teaching by Teacher
Focus teaching by Teaching Assistant

Appendix J USE OF ADDITIONAL ADULTS

All those who work and support in our school, should follow the ethos of our school and the principles of this policy.

Teaching Assistants

The core purpose and role of Teaching Assistants is to work under the instruction/guidance of the class teacher to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

The duties of Teaching Assistants include:

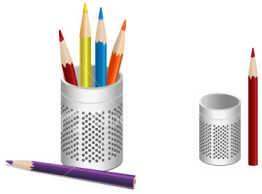
- Supervising and providing particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.
- Setting challenging and demanding expectations and promote self-esteem and independence.
- Providing feedback to pupils in relation to progress and achievement under guidance of the teacher.
- Using strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Assisting with the planning of learning activities.

- Monitoring pupils' responses to learning activities and accurately record achievement/progress as directed.
- Providing detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Promoting good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour.

Volunteers

The school actively recruits parent/carer volunteers to support with various activities within the school day and greatly appreciates the time and commitment given. Other volunteers are also welcomed into the school to support learning either in small groups or with individuals. Parents/carers are usually directed to a class group where they do not have a child. Volunteers are in a position of great trust; teachers and children put a huge deal of trust in those who support them. Volunteers who support in school will be guided and instructed by the class teacher and must only discuss the work they have undertaken in school with the teacher. Work may be carried out in the classroom or outside the main teaching area.

In the interest of safeguarding children volunteers must hold an enhanced CRB clearance and list 99 check.



Presenting our work



At St. John's we take pride in our learning and this includes taking pride in the way that we present our work. We all try hard to keep our handwriting neat, a correct size and joined using the St John's handwriting script.

IMPORTANT: Before we start writing we make sure that we have a sharp pencil/ a pen which is working and that we are sitting comfortably and correctly. We hold our pen/ pencil correctly using our thumb and first finger and use our other hand to hold the paper still.



We write the date on the right hand side of the page, at the top of a piece of work and underline it with a ruler. The long date (day, date and month in words) should be written for Literacy, the short date (day, month and year) should be written for all other subjects.

Monday 1st September
1.9.09



LO: To present my work correctly.

We write the learning objective underneath the date, across the page and underline it with a ruler.

After finishing a piece of work / at the end of the lesson we complete traffic lights self assessment of how we feel about our learning. This is a small coloured dot next to the learning objective.
Green = I can do this on my own
Amber = I think I need to practise this some more
Red = I need some more help to understand this

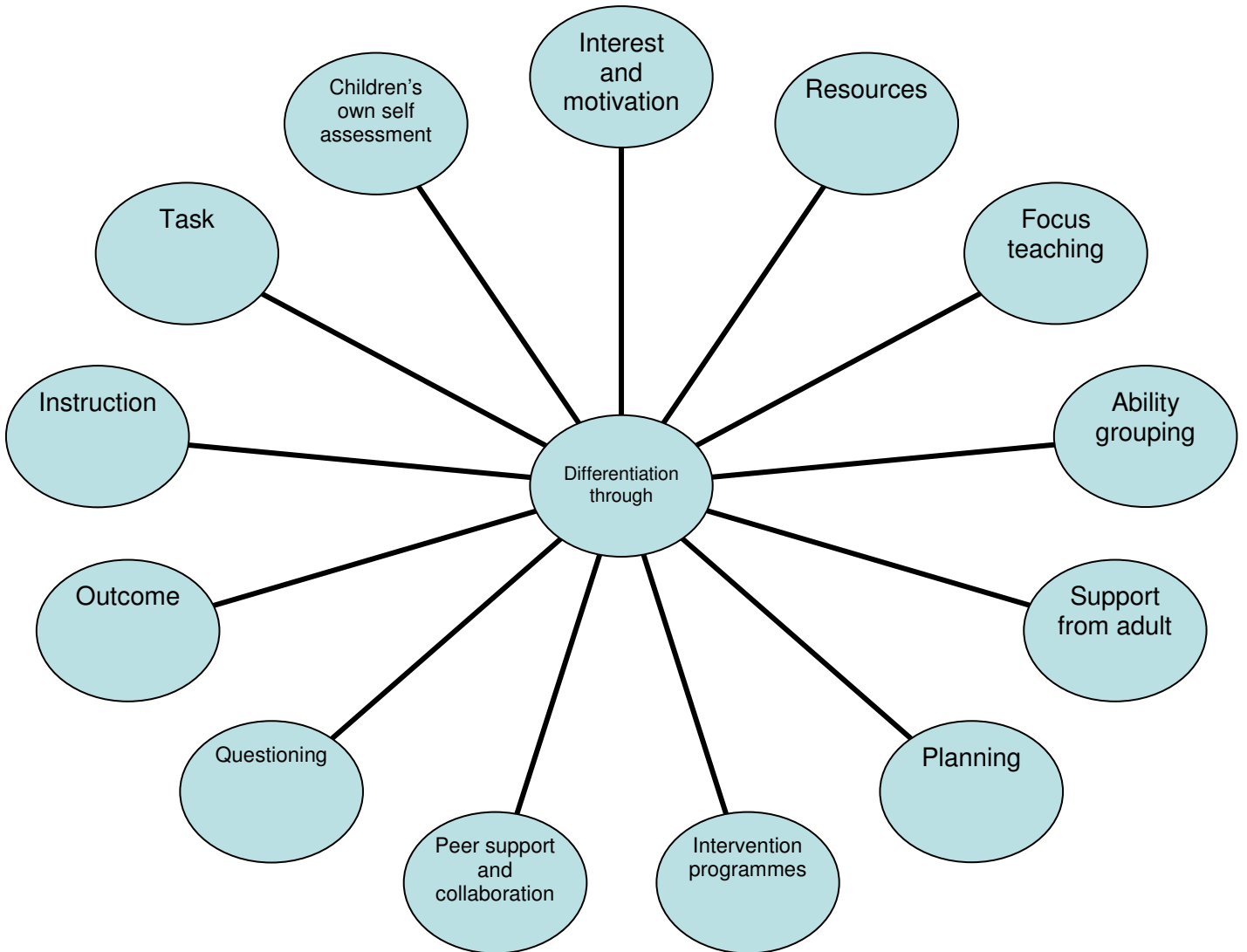
In Numeracy we write using pencil and record one digit/ one symbol per square

3	+	4	=	7	
1	2	÷	3	=	4
5	-	2	=	3	

In Literacy we write using pencil or pen and try hard to keep our writing on the line

Goldilocks was walking through the woods when she smelt a delicious smell coming from an open window.

Every child has differing abilities and learning needs. The teacher's responsibility is to meet each child's needs by matching them to appropriate and effective learning styles.



Teachers group children in a variety of ways. They use their professional judgement, knowledge of the curriculum, and familiarity of the children's abilities and learning styles to make decisions about which groupings best suit the class. Teachers may use mixed ability groups, friendship groups, ability groups, single sex groups or other suitable groups. Groups can be any number in size, and can be a variety of sizes. Teachers should be flexible with groupings depending on children's specific needs and the nature of the learning e.g. a child might be in a different group when studying 'time' to 'numbers'.

Best practice is for teachers to use mixed ability (or general groups) where the task and resources allow. Teachers are expected to assess and review their groupings on at least a termly basis.

The organisation of groupings is based on a teacher's professional judgement of the way each child functions within the class group.

APPENDIX N**PUPIL VOICE**

In order to support our children to learn most effectively, we regularly consult the children about their learning using the types of questions listed below:

- What makes a good learner?
- What do we need to do every day in our school to help you to become a good learner?
- At what age is learning most exciting and interesting in this school? Why is this?
- What makes a good lesson?
- What makes a good teacher?
- Why is it important for you to be a good learner?
- Do we help you to become a good learner?
- If yes, what do we do?
- If not, what do we *need* to do?

The outcomes of these discussions are shared with the staff and pupils opinions and ideas are acted on, or incorporated into future planning where possible.

Appendix O

QUESTIONING - Question cues for critical thinking

Knowledge

Memory of previously learned material. Recalling facts and subject matter.

who	what	why	when	where	which	how	choose
find	describe	name	label	show	tell	list	match
define	quote	relate	recall	select	examine	collect	

Comprehension

Demonstrate understanding of the facts and ideas by organising, comparing, interpreting, giving own descriptions. Translate knowledge into new contexts.

compare	explain	outline	show	predict	discuss		
contrast	demonstrate	interpret	extend	illustrate	infer	relate	summarise

Application

Solve problems by applying existing knowledge and techniques in a different way and for a new situation.

apply	choose	develop	interview	organise	make use of	plan	solve
identify	demonstrate	change					
construct	relate	utilise	model	modify	classify		

Analysis

Examine and break information into parts - spot patterns, identify separate components to recognise hidden meaning.

compare	contrast	discover	divide	examine	simplify	separate	test for
order	explain	Conclude	connect	select			
analyse	categorise	classify	disect	inspect	survey	distinguish	assume
function	motive	infer					

Synthesis

Using old ideas to create new ones. Compile information in a different way by combining different elements to create a new solution. Draw together knowledge from several areas to predict and draw conclusions.

what if	choose	combine	create	design	develop	estimate	imagine
invent	plan	predict	solve	discuss	change	improve	test
compile	compose	construct	formulate	generalise	propose	solve	suppose
originate	modify	adapt	minimise	maximise	delete	theorise	elaborate

Evaluation

Present and defend opinions by making judgements about information or validity of ideas based on a set of criteria. Compare ideas and make choices based on reasoned argument.

choose	conclude	decide	evaluate	judge	compare	agree	Give an opinion
explain	prove	estimate	assess	influence	perceive	value	deduce
award	defend	determine	dispute	justify	measure	rate	recommend
select	appraise	prioritise	interpret	support	importance	Apply criteria	disprove

Appendix P

PUPIL PROGRESS MEETINGS

Year Group		Term	Autumn 2009	Date:	
Teacher		SLT members:			

Profile of the class

No. of children in class =	Number / %		No. of boys	No. of girls	Children
B/G ratio					
Summer born					
FSM					
CiC					
Refugees/ asylum seekers					
SEN	SA				
	SA+				
	Statement				
Ethnicity	AIND				
	BAFR				
	BCRB				
	MOTH				
	MWAS				
	MWBC				
	WBRI				
	WOTH				
	AOTH				
	CHIN				
	Total BME				
EAL (include languages)					
Attendance issues (-95%)					

Mobility rate		Impact:
No. new to the class this year group:		
No. new to the Key Stage:		

Other features of the class or class history:

Subject: Reading / Writing/ Maths

Evidence supplied:

		Number / % of whole class	Number / % of boys	Number / % of girls
No./ percentage of class below age related expectation				
No./ percentage of class at age related expectation				
No./ percentage of class above age related expectation				
	Number / %	Children	Profile	Reason
No./percentage of children who regressed from last term:				
No./percentage of children who made no progress from last term:				
No./percentage of children who made 1 sub level progress from last term:				
No./percentage of children who made more than 1 sub level progress from last term:				

Current intervention strategies:	Impact:
Successful strategies in raising attainment:	Barriers to achievement:

Children to target in order to ensure accelerated progress				
Child's name	Barriers to achievement	Strategies or actions to overcome barriers and support accelerated progress	Expected progress by the end of next term	Review

Points for action		
Action	By whom	By when

Any other issues arising:

Date of next progress meeting:

Class teacher:

HT