

Classroom Craft

Our Pedagogical Teaching & Learning Methods



Policy No: 1

Our Vision. Our intention. Always start with why!



Valuing

Every Achievement

Social - Academic - Moral - Personal

We know that intention can be easy words that look and sound effective. Our true intention is one that is enabled and implemented by the actions we take to show that we mean what we say. Mayfield is committed to building a school that is viewed from the children's eyes. We ask ourselves: How will they approach this? What do they already know? What skills will they bring? Which groups require input? How do we need to teach this? What will engage them? How long do they need? What do they need us to teach them now?

So....

we know our children must be the busiest people in any room. Children must have 'active purpose' and we must erase 'learned helplessness'. Our children's starting points are a vital consideration. We must keep teaching groups as small and precise as possible. Their independence and resilience is imperative. Their strong attendance and punctuality is paramount. We want **everyone** to embrace mistakes and never be afraid to learn from them. We will draft, repeat, refine and polish to achieve lasting progress. Learning is not a rapid, one stop shop. We will talk, listen, perform and present to foster confidence. We must rapidly build vocabulary. Marking **must** have a clear purpose, a response and be as 'live' as possible. We are constantly developing a curriculum that meets our children's needs and it must utilise and embrace our unique location. Classroom layout and design is essential. A unique environment must be generated. We must provide a flexible and responsive timetable and lesson structure. Our teachers must adopt and explore many teaching styles. Social times are a chance for new ideas and to be viewed as a new opportunity and we must be insistent and consistent to foster positive behaviours. We are not afraid to change. We will dare to do and learn. We will challenge established thinking.

We will use common sense. We accept the fallibility of being human. We are not perfect.

We are proud to accept and respect everyone.

Enabling

Every Achievement

Genuine. Honest. Passionate. Take our hand. Change the landscape.

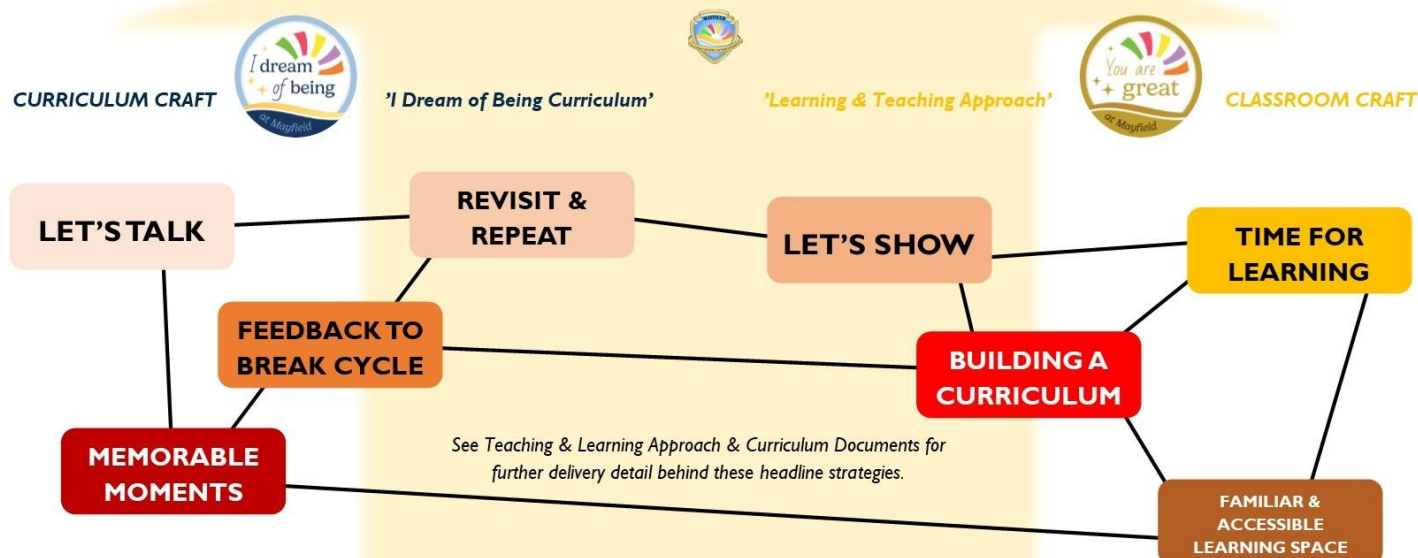
*** Mayfield Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. We recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. ***

How We Learn

How do we adapt a learning experience at Mayfield?

Learning Goal

What are we aiming for socially? How do we want a learner to feel about the experience they have had? What knowledge and skills are we aiming for the learner to have gathered?



Learner Starting Point

We are talking about typical daily readiness. We have to acknowledge and empty the known baggage. We have to create a learner's eye journey. We build an antidote to a barrier.

We have a very diverse local community. Children arrive at Mayfield with many differing qualities, strengths and areas that they need to develop to move their learning forward. We know we cannot be static and offer an age old approved model of learning and teaching. In fact we know that is never a good idea. Strong teaching must come from huge awareness of learner need and the learner eye. So we ask: What do the children see when learning? What do they need to be more successful learners? What is missing from their own learner tool bag?

Some of these elements may be social, emotional, knowledge based or skill based but the key is that we then shape and build from there. We have a clear '**I Dream of Being**' curriculum which fully delivers the National Curriculum. We call it 'Curriculum Craft' at Mayfield. But what we also have is a 'Classroom Craft' and this is the key to adaptation of learning and teaching at Mayfield. It takes account of the responses to the questions above and it allows us to shape and re-shape our learning experience accordingly. Some strategies consistently work well and can be deployed successfully over long periods but some methods require changes, alterations and new thinking to hit learner starting point need. School leaders and class teachers in any setting and at any level should not rest on laurels, instead we should search for teaching adaptations that fit the starting position of the learners in front of them. It is not about moving goalposts or lowering targets or expectations - our final outcomes at the end of our learning journey in Year 6 tell you that. **It is about the personal 'active purpose' learning experience** in-between the starting point and the end point. That is where adaptation sits at Mayfield.

Active Purpose

What we feel we do particularly well is to trial and test ideas and monitor the impact of this. We are not scared to test an idea that may make a difference no matter how small. If it doesn't work then we will work from there. 1% or 2% for specific children and groups really counts. We should innovate and adapt in search of this. We want our teachers to embrace this and be brave in their teaching.

Here are some of the key Classroom Craft adaptation strategies you will currently find at Mayfield.

LET'S TALK

A feature that we push at all times during learning projects, but particularly during the earlier stages as we are getting to know and establishing ideas and new concepts.

REVISIT & REPEAT

Gaining confidence through familiarity, improves our children's independence belief and ability to grow from a sound basis. This often means revisiting and repeating key messages and even activities (which we present in different formats and styles). Progression comes from a basis of understanding. Learners progress when they are confident and possess a clarity about learning. Moving on endlessly will not necessarily transfer to progress for our children.

LET'S SHOW

Not every project, nor every subject, needs to be driven by outcomes in books as the only way to show a learner has understood key knowledge and can demonstrate key skills. If we believe one way fits all learners then we would do it, but we do not believe this for our learners. A single way to gather and gauge knowledge and skill level is very limited and creates barriers. So we break these down by using 'Let's Show' strategies. These appear towards the end of projects and terms as we harvest the new knowledge and skills from our children. It involves performance, discussion, talks, pictures, film and presentations. More than just looking at work in a book.

TIME FOR LEARNING

So how long does effective learning and teaching last for? Does it have a set time? Is there a clock ticking on the timescale? No. In truth, learning's optimum time is related to the children concerned, the kind of task, the subject, the objectives and aims, the stage in a project. We could go on...

We plan sessions with a timeframe that is responsive to each of the above. Adapting this both in our planning and at the point of teaching. When is enough actually enough? Finding when the learning has hit saturation point and it becomes redundant time and making that adaptation when we observe learner changes.

FEEDBACK TO BREAK A CYCLE

Marking - for who and with what message. Futile and without impact if seemingly just done. So we have a **Bronze, Silver & Gold methodology** that we employ. We have constantly been learning and tweaking this over many years (and will always review its effectiveness). Ultimately how we mark has to come down to time for learners to respond, asking for a response in the right channels and moments and then seeing a resonating change in our children's work and methods. Breaking the cycle of marking that looks ok and fits a policy but doesn't actually fit a style of learning that we see in our children.

MEMORABLE MOMENTS

Always a feature of our work, dating from our first curriculum work as a new team in 2019. Memorable episodes, stunning starts, characters, stimuli for projects, theme days. A way in for learners that sparks our children's interests and let's teacher hang learning upon them.

FAMILIAR & ACCESSIBLE LEARNING SPACE

Muscle memory. Repeated actions that can aid accuracy and support for learning. We have observed our learners closely over many years and crafted several variations of our classroom settings that attempt to deliver progressive consistency through layout, wording and accessibility. A comfortable space that is familiar can, for our children, generate a more confident learner. Every 1% counts. The classroom setting is absolutely paramount and every element matters.

BEYOND A CURRICULUM

A learner's day is more than just traditional learning minutes. A whole package of thought, honing what we feel our learner's need to be best prepared for the next experience or moment. A combination of excitement, motivation, head space, calm time and thoughtful actions are brought together in many of the non-class based spaces, environments and opportunities we have developed. A school adapting every possible moment and space into hitting that learner need or that learner message. **Lunchtime Play Zones, Boot Room, Brain Breaks, Aspects of Nurture Provision, Curriculum Enrichment Clubs/Offer these are all examples of this.**

CLASSROOM CRAFT: OUR 'LIVE' TEACHING & LEARNING PEDAGOGY

Our approach to teaching and learning is captured in our core school intention statement. We simply believe the teaching and learning should carry and implement this across all subjects. This forms our agreed policy towards 'how we teach', and underpins our disciplinary knowledge work and pedagogical subject knowledge across all subjects. The detail of 'what we teach' (the substantive knowledge) is contained within our separate subject related documents – what follows runs alongside those coverage and progression based items.

Every strategy and system below has the reduction of 'learned helplessness' as a primary intention.

Every strategy and system below has the promotion of 'active purpose' as a primary intention.

The teaching and learning strategies at Mayfield Primary School that underpin our core pedagogical beliefs and intentions in order to meet our children's needs are...

THE HORSESHOE

A term used to describe our desired method of input and intervention in the classroom. We sometimes call this the 'horseshoe within a horseshoe'. Our core intention talks about making groups as small as possible, this aids the appropriate level of input as often a wide range of mixed abilities leads to redundant lost learning time, learned helplessness and a loss of learning pace. All of which reduces the chance of progress within a session and over time. The horseshoe philosophy creates a dynamic set-up allowing for rotating groups to receive instructor input for focused, minimum time. It means we can divide classes into clearly defined sections in a way which allows others to easily work independently at the same time. The mini horseshoes are set within a larger class horseshoe allowing for an inner movement space for adults to pull groups together, to intervene pro-actively and to facilitate, observe and prompt during learning time in an accessible way which means 'every child is on the front row' – ensuring the learners are the busiest 'on task' people in the room. As a result, all children can be monitored for 'active purpose' and the avoidance of 'learned helplessness'. Horseshoes commence in Early Years but at an introductory level only.

THE 'HISTORY' ISLAND (From Year 1) & SUBJECT STATIONS

A central area, from Year 1, which promote pupil independence, active purpose and further assists with the emphasis upon the children being the busiest people in the room. These areas house supporting resources via the various shelves and organisers and 'on top' house the current history theme making it a history focus area as well and are highlighted as such to emphasise the prominence of this subject. They can house generic supporting resources in other lower areas and provide the home for the children's exercise books. The emphasis is upon pupil accessibility.

'Islands' also have additional smaller **Subject Stations**. (The stations concept are a core part of provision in Early Years rather than a central island.) In all cases, these must be clearly labelled, accessible and well maintained. Islands and Stations must also house relevant, contemporary, accessible and independent resources to aid current learning in that specific subject area. They are positioned adjacent to the working walls for the specific subject.

ISLANDS, SUBJECT STATIONS & HORSESHOES are an ever oscillating pedagogical approach. They are determined solely by current starting point needs for our children in each classroom. They should, and do, shift, alter and change as learner's needs, stamina and maturity change.

'LIVE' MARKING/FEEDBACK & THE MARKING PODIUM

Simply put, marking/feedback must be made use of and ideally be done at the point of learning allowing for swift response from the children whilst their minds are focused upon what they doing. In some sessions, children may respond the following day when they return to their work but we encourage immediacy. It is right for our children. Marking in books that serves no purpose for the learner as it is not the planned intention of the teacher to return to that specific piece when complete would merely be there for the purpose of others monitoring work and therefore not essential to the learning process. We have developed a three part Marking Podium which the teachers deploy initially into their planning phase and then take to each planned activity.

BRONZE = CHECKS & INFORMS FOR FUTURE PLANNING & PREPARATION

SILVER = VERBAL MARKING DUE TO THE NATURE OF THE WORK UNDERTAKEN

GOLD = ACTION MARKING. WE WANT TO SEE A LEARNER RESPONSE

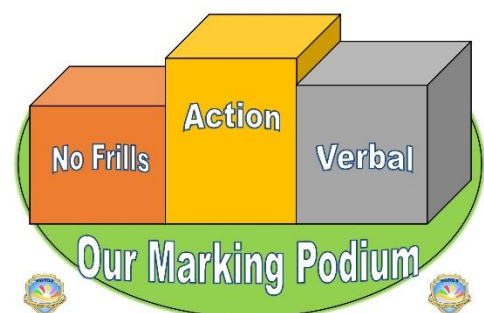
Self-marking via Marking Bays are utilised within our KS2 approach to mathematics.

LEARNING OBJECTIVES & SELF-ASSESSMENT BAY

Learning objectives are of little use if they are simply written at the start of piece of work. Learning objectives must be understood at the outset. Steps in how to achieve these clearly enabled and then practical self-assessment made against them at the end of each session. Learning objectives should be practically introduced with teacher's eliciting initial understanding from immediate wipe board responses and questioning. When undertaking monitoring, leaders at all levels will be able to access the planning which underpins work in books thereby accessing the relevant objectives to match the work at that point. Negating the need for children to waste learning time writing objectives merely for the purpose of others undertaking monitoring.

ELICITATION AT THE OUTSET

At the outset of their next unit/theme in all subjects, children will undertake an initial activity similar that planned expected outcomes for that unit. This pre-learning indicator allows the class teacher to elicit starting point knowledge and skills and then prior to undertaking the planning unit make necessary revisions to activities, resources, timescales, their suits of teaching, outcomes and formulate relevant horseshoe group starting points to ensure that outcomes are attainable and suitably challenging for all. The aim is to arm the teacher with the knowledge to reduce redundant learning which may be below the children, repetitive or too challenging. This may be a written activity (such as the pre-learning challenges in mathematics), however in most cases these will be **quizzes** with answers recorded via children's verbal/ephemeral responses. **Big/Key Questions** form the basis for such work.



PURPLE, GREEN & GOLD STARTING POINTS

We use the language of purple, green and gold starting points to determine our class layout, horseshoe groupings, differentiation, adaptations and assessment of progress and attainment across all subjects and in all lesson preparation. The pre-learning elicitation is vital for this.

PURPLE = CHILDREN WORKING TOWARDS STANDARD

GREEN = CHILDREN WORKING BROADLY WITHIN THE STANDARD

GOLD = CHILDREN WORKING CONSISTENTLY BEYOND THE STANDARD

Red is a term we also use, less frequently, for small numbers of children working below the key stage they are currently in.

You may also see the term 'Purple to Green' used as a key target group.

PUPIL PROGRESS students are immersed within this with progress tracked separately by the ACHIEVEMENT & PHASE PROJECT LEADERS.

FAST TRACKING

Fast tracking is a strategy used post elicitation pre-learning. This determines those children who start the session at a 'higher' position and do not receive/need immediate guided input to aid them getting underway. This adds personalised pace to their work and ensures they do not waste learning time listening to messages that they are already demonstrating the ability to manage independently.

GREATER SESSION LENGTH FLUIDITY

We have developed a philosophy of being able to shape the timing of learning according to need rather than a definitive finishing time for 'the class'. No longer do we specify '60 minutes for this subject and 60 minutes for that subject'. Instead leaders set expectations about what should be covered and then the teachers have a degree of fluidity about how long each session requires for their children in their setting - drawn from an initial outline plan. Based upon monitoring of progress and achievement of the learning objective, teachers will then determine when a session should be brought to a conclusion. Watching for the beginnings of passivity or learned helplessness is also a key guide to know when the children have reached the conclusion of an independent phase of work. Stamina is vital to consider in the behaviour and body language of all learners. SHORT, SHARP, STRONG is an often used phrase which works for our children (however it does not necessarily mean that SHORT is always best.) Flexible timetabling allows for the strategic use of Brain Gym.

** The only subjects which always require a set time are those that require the use of shared spaces i.e. physical education, music.*

*** It is necessary, however, to outline a broad timetable plan for the week to colleagues and leaders, for the relevant phase of school, in order for Teaching Assistants to be assigned effectively to the right subject at the right time.*

**** We do not discourage taking a break between stages of a session i.e. drafting a section from a piece of writing then after a break returning to refine and polish the piece and create a second draft whilst the work is fresh and the learner is 're-energised'. These may be short comfort breaks. These would be in addition to the one timetable Brain Break per day.*

BRAIN BREAKS

We take a **Brain Break** from learning each morning and attempt for these periods to be more about social, calmer time and less about running around. Thinking instead about being ready to move away from learning briefly and then being ready to return rather than with heightened emotions. It is important to note that we do not state that the children should not run around or engage in active play but we do encourage the children to use this time in a thoughtful way which allows for readiness for learning rather than creating short-term potential for distraction. Brain Breaks are taken in as small a group as possible, but this is limited by staffing numbers. **Brain Boxes** can be used within indoor breaks or during shorter comfort breaks during the long afternoon sessions to keep the brain busy but away from the lesson task in hand. Brain Boxes, if used, are accessed from a specific area within the room.

BRAIN GYM (READINESS, REVISION, 'STICKY KNOWLEDGE')

A short strategy available to teachers in order to focus the class on their next challenge, recent work or retention of key substantive knowledge that aids progress and makes links to prior learning. Often used as children transition from brain breaks or lunch into the classroom but can be deployed to re-charge, re-engage, revise or simply gather together when the teacher determines this. They can be a highly valid 'SHORT, SHARP, STRONG' session in their own right. Useful for adding fast pace when this is deemed helpful to the progress of learning within a session. **Above all, this a key strategy for tackling that essential 'sticky knowledge'. The constant dripping tap of the knowledge that children need to retain as they progress through projects, units and across terms and years. USE THIS DAILY. USE THIS FREQUENTLY.**

WORKING WALLS

Not a new idea but a vital one. Classroom environments need to be consistent, contemporary and support independence and active purpose. They must be referred to constantly, and maintained, by the adults in the room. They are an **ESSENTIAL** feature of the classroom and a central tool for teachers and learners. They are effectively the 'set and props' if we assume the classroom is 'the stage' to work upon. Our aim has been to establish each room in a consistent way, as familiarity for the learner means they are generally more comfortable and therefore at ease in making use of the classroom as a genuine supporting resource and a tool for greater independence. Each of our classrooms therefore look and work in the same way with the same feature just age appropriate. These generally include areas for recap of key knowledge, the gathering of new learning and the importance position of subject specific vocabulary. Many of our subjects are present in this way within each classroom (supporting by their **Subject Station**) however some are featured within their own rooms or specific learning areas e.g. Design & Technology within the **Technology Station**.



WIPE BOARDS

A traditional but absolutely essential resource. Nothing new about their use but at Mayfield they play an essential part in pupil engagement, lesson pace, redraft, refine and polish and during the vital energiser moments. You will see their extensive use throughout the day. They play a particular important role between the oral rehearsal of sentences and the capturing of these sentences in writing. The 'upskilling' of sentences, and sentence structure itself, rely strongly upon this tool. They are essential to our writing process across the curriculum. **They are very useful during BRAIN GYM.**

SUITS OF TEACHING

Our teachers are asked to consider a range of different teaching styles when preparing for, and delivering work. These will be determined by the teachers knowledge of the intended outcome, their knowledge gained from pre-learning elicitation and the way in which to maintain active purpose and engagement. No suit is dominant. All suits are vital. Some will be utilised more often than others. Several will be apparent and necessary at the same time. The Instructor suit must be used with caution. This can lead to linear, single point teaching with learned helpless passivity and the teacher being the busiest person in the room. Generic lesson inputs thrive on Instructor teaching – be cautious and careful - it is the right suit but at the right moment. Let the children do. Keep input sharp.

THE SUITS

INSTRUCTOR
PERFORMER
FACILITATOR
OBSERVER

DESIGNER
ENERGISER
MONITOR
PROMPTER

INSTRUCTOR: All kinds of central input. Telling, Giving. Where knowledge is offered. Where we think we are giving something that will stick because we have told them at 'some length'. Where the computer has been the key to many doors. Where we are the driver in every way. Where we are the answer.

DESIGNER: Your room layout. The proxemics. Your group arrangements. Your 'necessary' resources. The accessibility of props. The need for digital input.

PERFORMER: Much derided in recent times but so important. You must sell snow to Eskimos. Acting is essential. Without interest there is no audience. Bland delivery is not ok just because you 'know your stuff' because the children will simply not care.

ENERGISER: Fill the room with a mood. A sense of the behaviours you want to model. Rewards are vital here. Pace is essential. A bond with your class is paramount. Knowing when you want the opposite from what you will receive from the children. Knowing how and when to rise and fall.

FACILITATOR: The master (or mistress) of the question. Open. Closed. Direct. Pointed. Precise. Provocative. Give a situation. Use silence. Use space. Questioning is then your toolkit. The ludicrous question.

MONITOR: This is your live marking. This is your teaching assistants live marking. Your compliance checks. Your completion checks. Your assessments.

OBSERVER: Find a silent space. Find a gap in time. Let it cease for you as you watch others learning within it. This is where you see 'how' children learn and discover their real motivations and attitudes. This is where you take a drink. It is necessary strategic thinking. It determines your behaviour. Without the 'observer' we simply run on the treadmill because we have to collect our suitcases quickly.

PROMPTER: A cheeky provocateur. Never an answer but always a thought. Never telling but always offering directions to a solution. You become a signpost rather than the welcome sign for the destination. You offer the encouragement. Your spur them on. You make them believe that they have the tools. You make it loud and clear that they will have time to have a go, learn and improve. This is where you celebrate the mistake as the greatest teacher of all.

A LEARNER'S CLASSROOM - A CONSISTENT APPROACH

Classroom layout is essential to the implementation of our core school intent. They are part of an active, used **'live' learning environment which supports independence**. They should be contemporary and reflect the current term in all cases. They must be ready for the start of each new term and each new academic year. All classrooms from Year 1 onwards adopt the horseshoe philosophy with aspects of this beginning in Early Years. What we also aim for is a **CONSISTENT** layout. We see the environment acting as 'another adult' if it is familiar to the learner. Familiarity can breed confidence and safety which in turn can breed independence. If our children have access to a clear, joined up methodology in the classroom it can add capacity to our independent, active purpose learners. Never underestimate the importance of the learning environment. It is not an after-thought.

School adopts a hessian, grass, soft lighting and ivy 'natural feel' to learning environments across schools. All classroom displays should be hessian backed with a black/navy border.

Each classroom, beyond Early Years, features the following...

WRITING STATIONS
PHONICS SUPPORT (AS REQUIRED)
MATHEMATICS STATION with FLANIMALS
A CENTRAL ISLAND
HISTORY/GEOGRAPHY/SCIENCE/RELIGIOUS EDUCATION/FRENCH/PSHE STATIONS
READING STATION with READING GANG (WITH READING SPINE TEXTS & BANDED BOOKS)
LEARNING OBJECTIVE & MARKING BAY (YEAR GROUP RELEVANT)
ACCESSIBLE CLASS RESOURCES POSITIONED IN SUBJECT STATIONS
EASELS & FLIP CHARTS
CLASS NOTICES
CLASS REWARDS
BRAIN BOXES
WORD OF THE DAY

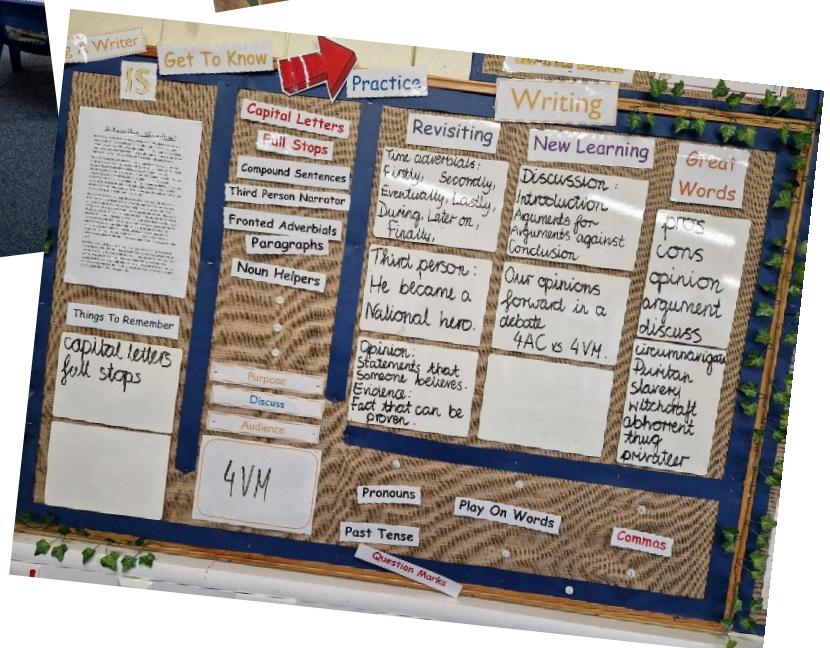
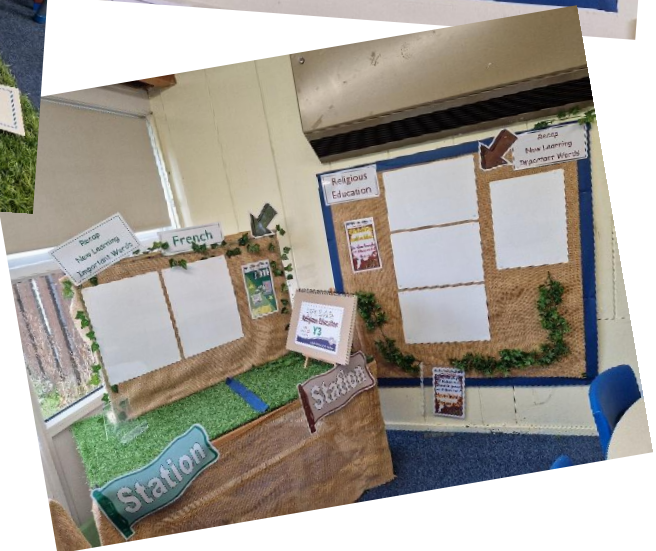
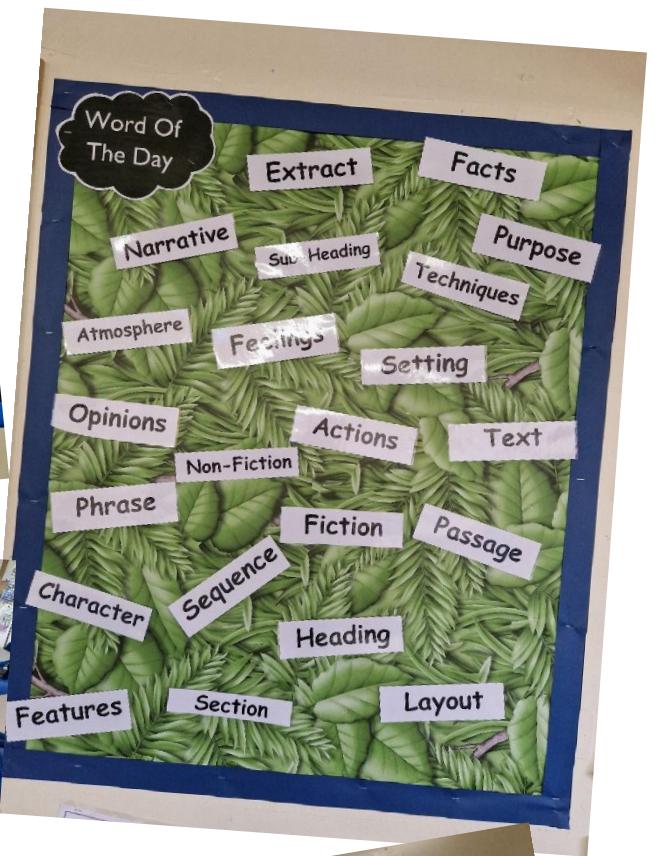
** No pre-produced random posters, phrases or exemplars should be used. Avoiding Twinkl generic resourcing.*

** Teacher desks are not to be used in class.*

** Movement is the dominant suit for teachers and supporting adults. Teaching from a seating position may have limitations if overused and set the wrong tone for learners. BE CAREFUL.*

SUBJECT STATIONS

We aim to present a consistent format in the subject stations. They should at least feature chance to **RECAP/REVISIT, SUMMARISE NEW LEARNING & gather GREAT WORDS**. They may also feature a small range of specific subject terminology nearby. Subject Stations also have a physical space adjacent to the wall aspect. These should house supporting resources, copies of current work for pupils to collect and use. They are places that the children should be encouraged to visit as part of their lesson routines. They need maintaining but it is worthwhile. Subject leaders should maintain an overview of the resources available in the subject stations.



A LEARNER'S SCHOOL

LEARNING ENVIRONMENT – CORRIDORS

These celebrate outcomes and personal achievement from across our curriculum and follow our vision: **'Valuing Every Achievement'**. Each display reflects a subject within the curriculum and children are chosen from each year group to celebrate the personal progress made by the child concerned from their own starting point. A short description is written by the relevant teacher to outline the progress. The display is the responsibility of the subject leader as these exemplify aspects of progress and across the year groups and subjects. **These boards must use the subject colour backed with a black or navy blue border.**



LEARNING ENVIRONMENT – OTHER ROOMS

ABC THEATRE

The home for all music sessions. This is also the place for speaking, listening and performance based work when a larger space is required. External and internal performing arts colleagues use the theatre at timetable points during the week. All shows and larger events take place in the ABC Theatre.

THE TECHNOLOGY STATION

Our dedicated computing and D.T. area. A combination of resources allowing children to develop their knowledge and skills in these two subjects. This area is designed to be dual purpose and also includes our latest curriculum addition - our 3D printer.



THE BOOT ROOM

Our outdoor/indoor learning area, designed for work with our focus, history and geography control groups. This room also has a pastoral role and was the first of such curricular themed rooms that we have created.



ART STUDIO

Our new dedicated Art & Design space. This room houses our central support resources for children's art work across school. With dedicated working walls and stimulus this room provides the perfect space to conduct learning in this subject.

MEETING/TRAINING ROOM 1

The central place for CPD, resources and policies. Staff, Governor and Leadership Meetings can take place in here. This is a staff and governor only area. It means we now have a dedicated area for staff development and a space to think and work. **This is not a lunchtime staff room and should not be used as such in any circumstance.**

INDOOR & OUTDOOR BREAK OUT SPACES

Two new spaces are being developed to enable individual and small group work in a more personalised setting. These spaces are also part of our expanded 'after school wrap around offer'.

GYMNASIUM

This is used primarily, but not exclusively, for lunches and PE. The gym is out of use from 11.30 until 1.15 approximately for lunchtimes.

REFURBISHED CLOAKROOMS

Each area of school has a newly refurbished cloakroom area. New carpets, decoration, lighting and a brand new locker for each child.



WORK BOOKS

Subject	EXERCISE BOOK	BIG BOOK
WRITING	Y2-Y6 RED 8MM 229X178 Y1/Ind. RED A4 15MM	
READING		
MATHEMATICS	Y2-Y6 ORANGE 7MM SQUARES 229X178 Y1/Ind.	
SCIENCE	PURPLE 8MM 229 X 178	
HISTORY	GREY 8MM 229 X 178	BIG BOOK
GEOGRAPHY	LIME GREEN 8MM 229 X 178	
RELIGIOUS EDUCATION	PRINTED LEARNING MAPS	BIG BOOK
ART & DESIGN	SKETCHBOOKS	
MUSIC	N/A	BIG BOOK
DESIGN & TECHNOLOGY	INDIVIDUAL PROJECT BOOKS	BIG BOOK (Final Outcomes)
PHYSICAL EDUCATION	N/A	
MFL	YELLOW A4 FOLDERS	
PSHE & RSHE	N/A	BIG BOOK
COMPUTING	N/A	BIG BOOK

FEEDBACK, MARKING & PRESENTATION

ADAPTATION IS KEY TO ANY METHOD

Whilst we have a list of methods we use to respond to learning in order to move children's understanding forward, this is essentially a working document about a range of strategies available to adapt in order to meet the needs of each child in relation to their individual need, stage of learning, type of activity, subject or context. Yes, we may ask any adult leading learning to talk about their choice of feedback strategy but the decision has to be theirs at the point of learning. Equally, presentation has a desirable system but this is completely adaptable to suit need and stage of learning.

SYSTEMS

We have created some working examples at the rear of this document that will hopefully help further.

- * Marking to be done in green pen by all staff.
- * New page for every new piece of work.
- * Date written on top line – left hand side.
- * Long date for all subjects except **mathematics**.
- * **Mathematics** should use a six figure date e.g. 03/02/21.
- * The date should be underlined in red using a ruler.
- * Learning objectives and titles are not to be written in books.
 - Learning objectives should be shared, introduced and described to the children at the outset of all lessons.
 - Learning objectives should be visible during the session where reasonable i.e. written on boards/screens/laminates.
- ** KNOWING WHAT WE ARE AIMING TO ACHIEVE IS MORE IMPORTANT THAN SPENDING TIME WRITING IT. ****
- * **All new units and projects in English and Mathematics are preceded by the placing of the relevant project/unit mat into the children's book. These should be double folded.**
- * **Numbers will be used to match a piece of work in Mathematics with the relevant stage in the project/unit mat.**
- * Blue pen may be used by all children if deemed ready when writing. Pencil would be the initial option. This is a fluid and adaptable decision by the class teacher.
- * One number for one box in **mathematics** books.
- * Guided Learning in **mathematics** should be denoted, when required, by adding **GL1, GL2, GL3, GL4** on the left hand side and underlined in red before the work itself. Guided Learning may often take place on wipe boards.
- * Independent work in **mathematics** should be denoted by adding **Purple 1, Purple 2, Green, Gold** on the left hand side and underlined in red before the work itself. A coloured circle may also be used.
- * Final answers in **mathematics** should be underlined in red.
- * Handwriting in **mathematics** books should be 'as normal' and not be one letter per box.
- * **Self-marking in mathematics should be via highlighter lines only.**
- * **Highlighter pen marking should be a short line only – not 'ticks'.**
- * Pencil should be used for all drawings, lines in work and in all **mathematics** books.
- * Capital letters should not be 'oversized' in relation to the child's handwriting.
- * All lines must be drawn using a ruler.
- * **Red pen to be used to denote corrections/refine and polish work.**
- * Refine and Polish red pens should retain the same expectation of handwriting and presentation as all other work.
- * **Punctuation should be corrected at the correct point in the text.**
- * **Individual words should be corrected in the margin.****
- * **Phrases and sentences should be added at the end of the piece.****
 - ** A number may be used to help indicate the position of the above.**
- * **If a margin is not present spellings should be corrected where the word originally appears.**
- * If spellings are given by an adult they should be placed in the margin.
- * All books should have a cover sticker with each child's forename and surname and the subject.
- * **Children must not write on the cover pages of any book.**
- * Corrections should not be rubbed out. A ruler line should be placed through the middle of refined work to be removed. It is often good to see the journey. Mistakes can be a great teacher!
- * Teaching Assistants may mark work – however it is expected that the teacher will check every piece to ensure accuracy and standards.
- * The choice of Bronze, Silver or Gold marking is down to the class teacher but should be appropriate in order to move learning on in relation to the tasks given. All books should be marked on the same basis.
- * **MARK AT THE POINT OF LEARNING 'LIVE MARKING' AS MUCH AS POSSIBLE.**



NAME:
CLASS:
SUBJECT:

FURTHER POTENTIAL ADAPTATIONS ACCORDING TO STAGE OF LEARNING AND INDIVIDUAL NEED

- * Pink highlighters to indicate that there is a mistake in spelling, punctuation, capital letters or letter formation.
- * If a word is spelt incorrectly then the incorrect grapheme will be highlighted so children can use their phonics mats to find the alternate grapheme for the word e.g. bowt.
- * Codes to be used when children are ready for this form of feedback.



BRONZE: CHECKS & INFORMS FOR FUTURE PREPARATION

(If aspects or all of this can be done during monitoring in teaching time then please do so.)

- The aim of marking in this style is to inform the teacher of the current position of each child's understanding, not to require a follow-up response from the child in their book.
- A very short positive, encouraging comment e.g. *Great work! I am really impressed! Outstanding effort!*
- Team point rewards.
- If you wish to use a stamp to reward presentation compliance then please do.
- Bronze marking does not require a response from the children. It is not the purpose of bronze marking. It is designed to aid the next step in planning and preparation.
- Capital Letters. Full Stops. Spellings. These may be checked and highlighted if this is deemed appropriate to the task, child and subject at that specific time.

SILVER: VERBAL MARKING

- Generally this will be work that is not recorded in individual books. If marking is recorded in books then it should either be designated in planning as bronze or gold.
- The only form of silver marking that may link to work in books would be Art Sketchbooks.

GOLD: ACTION MARKING – WE WANT A LEARNER RESPONSE

(If aspects or all of this can be done during monitoring in teaching time then please do so.)

- Team point rewards.
- If you wish to use a stamp to reward presentation compliance then please do.
- Gold marking always requires a 'refine and polish red pen' response from the children.
- The aim of gold marking is to elicit a review or extension to a specific designed challenge through a written response when this is deemed the most effective way for learners to qualify or reflect upon previous work.
- MATHS MARKING IS ALWAYS 'LIVE' ACTION MARKING USING THE FEATURES OUTLINED IN THE STANDARD PRESENTATION EXPECTATIONS.

1-2-1 Student Intervention Feedback Sessions – support the above methods.



GOLD ACTION MARKING DURING INDEPENDENT WRITING



sp

Check a spelling.

cl

Check for a capital letter.

fs

Check for a full stop.

p

Check for ! ? , " ...

ch

Check it makes sense.

//

New paragraph.

Codes will be written in the margin!

If required, the two colour codes below may be used instead.



Shows children where they've been successful with the learning objective.



Mistakes in spelling – incorrect grapheme highlighted, punctuation, capital letters or letter formation highlighted in pink.



GOLD ACTION MARKING IN MATHS



Yellow highlighter. The answer is correct



Pink highlighter. You need to look at this again.

ONLY STICK SHEETS INTO MATHEMATICS BOOKS WHEN THE ANSWER REQUIRES IT.

0.9 + 0.9 + 2.5

Purple 1

1)
$$\begin{array}{r} 315 \\ + 219 \\ \hline 534 \\ \hline \end{array}$$

2)
$$\begin{array}{r} 63 \cdot 21 \\ + 47 \cdot 38 \\ \hline 110 \cdot 59 \\ \hline \end{array}$$

3)
$$\begin{array}{r} 347 \cdot 2 \\ - 1928 \\ \hline 2804 \\ \hline \end{array}$$

4)
$$\begin{array}{r} 6 \cdot 5 \cdot 24 \\ - 57 \cdot 10 \\ \hline 18 \cdot 14 \\ \hline \end{array}$$

5)
$$\begin{array}{r} 47 \\ \times 8 \\ \hline 376 \\ \hline \end{array}$$

6)
$$\begin{array}{r} 125 \\ \times 21 \\ \hline 125 \\ 2500 \\ \hline 2625 \\ \hline \end{array}$$

7)
$$\begin{array}{r} 0290 \\ 5 \overline{) 1450} \\ \hline \end{array}$$

Purple 2

$$\begin{array}{r} 62 \cdot 51 \\ + 41 \cdot 47 \\ \hline 103 \cdot 99 \\ \hline \end{array}$$

$$\begin{array}{r} 62 \cdot 51 \\ + 41 \cdot 47 \\ \hline 103 \cdot 98 \\ \hline \end{array}$$

ONLY STICK SHEETS INTO MATHEMATICS BOOKS WHEN THE ANSWER REQUIRES IT.

1009.25 2

Purple 1

What is the volume of each 3-D shape?

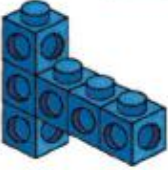
a)  3 cubes

b)  4 cubes

c)  5 cubes

d)  4 cubes

e)  9 cubes

f)  6 cubes

ONLY STICK SHEETS INTO MATHEMATICS BOOKS WHEN THE ANSWER REQUIRES IT.

Purple 2

1) Each cube has a volume of 1 cm^3 .
What is the volume of each shape?

a)  10 cm^3

b)  6 cm^3

2)  The volume of this shape is 7 cubes.

Do you agree with Tiny? _____
Explain your answer.

2) No because it is made up of 8 cubes - you just can't see one of them.

Green

Dexter has made some 3-D shapes using cubes.



a) What is the same about the 3-D shapes he has made?

Compare answers with a partner.

b) What is different about the 3-D shapes he has made?

Compare answers with a partner.

c) What is the volume of each of Dexter's 3-D shapes?

cubes

Dani makes this cuboid.
Each cube has a volume of 1 cm^3



I can see 10 cubes, which means that the shape has a volume of 10 cm^3

Do you agree with Tiny?
Explain your answer.

ONLY STICK SHEETS INTO MATHEMATICS BOOKS WHEN THE ANSWER REQUIRES IT.

9.9.25

1

1) $1 + 3 = 4$

$7 + 9 = 16$

$10 + 3 = 13$

$10 + 9 = 19$

2) $6p + 2p = 8p$

$2p + 10p = 12p$

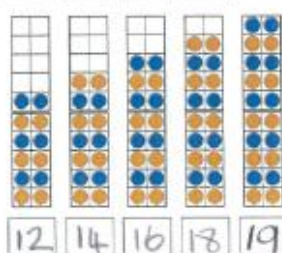
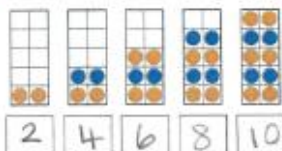
3) $17 - 3 = 14$

$21 - 2 = 19$

$18 - 6 = 12$

$27 - 10 = 7$

1 What are the numbers?



Circle 14 socks.



Fill in the missing numbers.

a)

0 2 4 6 8 10 12 14

b)

18 16 14 12 10 8 6 4

Monday 7th July 2025

Ly adverbs

The Ancient Egyptians strongly believed in many gods who helped them in different ways.

The people of Egypt wisely listened to the priests.

2+ps

Monday 7th July 2025

Section 1 using time connectives

Mummification

(sp) (cl)
bodies

Mummification was a way the Ancient Egyptians kept bodys safe after someone died.

(p)
(sp)
special

First, they took out parts of the body that might rot. Next, they dried the body using special salts.

Can you write another sentence using after a while?

After a while, they placed the body in a decorated coffin.

5+ps.

Monday 7th July 2025
Understanding of farm life.

Dear diary,

(CL) Today I woke up at 6am in the morning. First, I went to fertilize the crops and checked the animals. Then I went to let the lambs out into the field. Afterwards, I checked the crops and watered them.

(FS) (sp) crops Because of all this, I felt very tired. Finally I put the sheep back in the barn so they don't escape.

P.S. I must remember to harvest the crops tomorrow

Do you think the life of a farmer is difficult? Why do you think this?

Yes because they work long hours. Ltps

Wednesday 11th June

Adjectives

T

the amazing astronauts
went in the hot rocket.

They landed on the bumpy
surface of the moon.

(5TP)

Thursday 15th May

Connectives

The boy and the penguin went ^cback to the ^sSouth pole ^pand they were sad.

On his way back ^{me}home the boy realised the penguin was just lonely so he went back for him.

(7TP)

Can you now use connective because?

They were happy at the end because they both became friends.