



**The Park Federation Academy Trust  
Wood End Park Academy  
Teaching and Learning Policy**

## Approval

<b>Signed by the principal</b>	Ms Surjeet Johra
<b>Date of approval</b>	September 2015
<b>Mid Review to update marking guidance</b>	March 2017
<b>Date of 1<sup>st</sup> review</b>	September 2017
<b>Date of 2<sup>nd</sup> review</b>	September 2019
<b>Date of 3<sup>rd</sup> review</b>	September 2020
<b>Date of 4<sup>th</sup> review</b>	September 2021
<b>Date of 5<sup>th</sup> review</b>	September 2022
<b>Date of 6<sup>th</sup> review</b>	September 2023
<b>Date of 7<sup>th</sup> review</b>	September 2024
<b>Next review</b>	September 2025

## Notes on Document Control

This document is the property of The Park Federation Academy Trust and its contents are confidential. It must not be reproduced, loaned or passed to a 3rd party without the permission of the authoriser.

It is controlled within the Park Federation Academy Trust Admin Server where the electronic master is held and can be accessed on a read only basis, subject to security permissions.

Users of the document are responsible for ensuring that they are working with the current version.

Paper or electronic copies may be taken for remote working etc. However, all paper copies or electronic copies not held within the Admin Server are uncontrolled.

Hence the footer 'DOCUMENT UNCONTROLLED WHEN PRINTED' which must not be changed.

Once issued, as a minimum this document shall be reviewed on an annual basis by the originating team/function. Any amendments shall be identified by a vertical line adjacent to the right hand margin.

To enable continuous improvement, all readers encouraged to notify the author of errors, omissions and any other form of feedback.

## Contents

1.	Teaching and Learning Policy Rationale	4
2.	Aims and purpose	5
3.	Planning	6
4.	Questioning	8
5.	Feedback	9
6.	Marking Policy	10
7.	The WEPA Way	11
8.	Instructional Coaching	12
9.	Appendix 1 - Opening Minds	13
1 0.	Appendix 2 - ICT	15
1 1.	Appendix 3 - WEPA Marking Codes	16
1 2.	Appendix 4 - KS1 Marking Codes	
1 3.	Appendix 5 - Every Time We Write Checklists	
1 4.	Appendix 6 - Metacognition	



*'To question is to grow'*

**Wood End Park Academy**  
**Working for Excellence Performance Always**

**Authors:** Director of Teaching and Learning: Fauzia Khalil  
Principal: Surjeet Johra

**Teaching and Learning Policy Rationale**

We aim to put our children at the centre of their own learning and place great emphasis on real life skills and attitudes such as resourcefulness, resilience, reflectiveness, reciprocity and co-operation. We develop this through the teaching of Opening Minds competencies (see appendix for list of Opening Minds competencies taught in each year group) and a growth mindset approach throughout everyday teaching, enabling pupils to become successful and independent learners. Through metacognition, the pupils are taught to understand their own thought processes – how they learn – which they can then apply to a range of contexts and learning experiences.

The ultimate goal is for all of our children to develop a mindset which enables them to break through learning barriers: 'I have a growth mindset. I am in charge of how smart I am because I can grow my brain like a muscle by learning hard things. I can achieve anything with effort and right strategies. And even if I fail or make a mistake it's a great thing because I can learn from them and I get better.' Growth Mindset in action.

We recognise the importance of making learning engaging, meaningful and memorable. For this reason, we teach through a themed, experienced based approach to enable children to make connections and link ideas and areas of learning.

Our Teaching and Learning policy aims to ensure that the children at our academy are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

### **Aims and purposes**

Any attempt to raise standards in our academy must be focused on the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a *daily* basis.

Across our academy, the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

By adopting a whole school approach to teaching and learning across our school, we aim: ✓ To provide consistency of teaching and learning across our school.

- ✓ To enable teachers to teach as effectively as possible.
- ✓ To enable children to learn as efficiently as possible.
- ✓ To give children the skills they require to become effective lifelong learners.
- ✓ To provide an inclusive education for all children.
- ✓ To learn from each other, through the adoption of a collaborative, enquiry-based approach to teaching and learning, where good practice is shared.

There is no single recipe for improving teaching and learning in a school. However, this policy outlines some of the **key elements**, which are key to raising standards in teaching and learning.

### **Our responsibilities**

We will ensure that our curriculum is engaging, memorable and relevant. It must be based on assessment of need. Through our planning, delivery, creative use of resources and personnel, professional development and training, we will aim to make teaching and learning at Wood End Park Academy **excellent**.

### **Our Learning Environment**

We aim for our learning environment to:

- be welcoming
- be challenging and stimulating
- be happy and organised;
- be well resourced and clearly labelled
- make learning accessible
- be encouraging and appreciative, and celebrate diversity
- provide for equal opportunities
- provide for a working atmosphere
- support the development of independent learners through interactive displays.

## **Planning**

- Termly Overviews are completed as a year group before planning of any unit of work commences.
- The termly Overview should contain references to computing links which will enrich and extend the learning of children.
- The termly Overviews should contain references to opening minds competencies and where these skills can be developed in lessons daily.
- Daily planning should be linked to assessment of prior learning/put lesson in a context of past and future learning e.g. talking to the children, personal notes, looking in books.
- Plan for children to have enough knowledge or experience before being expected to write.
- There should be a clear structure and organisation that is fit for the purpose – style and content of learning meet the needs of all pupils-personalised learning. Planning should acknowledge different children.
- Planning should build on and extend learning for all pupils e.g. runs with the comments the children make.
- There should be a clear measurable learning objective that pupils understand and that is reviewed as a lesson progresses and evaluated at the end.
- Planning activities should capture a pupil's imagination, be relevant to their daily lives and be real experiences.

Planning Checklist-ensure planning contains the following: School planning format to be used- non-core planning should be planned using the English planning format and maths using the maths format.

- Clear **Learning Objective**, which is skill based and in child speak, 'I can....'
- Non-core and science learning objectives to be learning questions 'LQ: How do you know...?' 'Why did...?'
- Child-friendly intent for each lesson
- Record the computing tool to be used and to what effect to enrich and extend learning. Include an IT element when appropriate using tools available. Video recordings taken in a features lesson could be used to play back and remind children of features later in the week/unit.
- Lesson plans show clear and effective use of super six:
  - Structuring the lesson
  - Quality of teacher explanation
  - Quality of teacher questioning
  - Adult-pupil / pupil-pupil interaction
  - Embedding the concepts taught
  - Activating pupils to learn
- **Success Criteria**
- steps to success, what children need to do to achieve the learning objective.
- The success criteria should be built with the children and detail the steps needed to meet the LO or LQ. The success criteria should be built with the pupils from the AfL and through the teaching input.
- Highlight in purple the specific higher order features (to reach 'exceeding') on the success criteria that you expect more able pupils to be achieving.

**Retrieval practice (quizzes) for science and non-core subjects**

- Science and non-core lessons start with a quiz.
- The quizzes contain questions that enable pupils to revise prior learning.
- To ensure pupils have the opportunity to engage in spaced learning, questions on the quizzes will include the follow:
  - questions from the previous lesson
  - questions from the previous units
  - questions from the previous years
- The pupils are given time to complete the questions.
- Teachers walk around and hot mark.
- Teachers address any misconceptions seen in the quiz.

**WEPA Lesson Plans**

<b>Preamble:</b>	Quiz	Unit Intent	Character (e.g. Super Scientist)	Vocabulary
	Learning Journey - intent of the lesson	Concepts	CLAPS	GRADES
<b>Learning Question</b>				
	AfL	Assess prior knowledge on the learning Pick out the misconceptions Expose to an aspect of new learning		
	Build the success criteria			
	Teaching Input	Iron out the misconceptions New teaching points Interactive - use of talk partners - show me		
	Modelling	Teacher models task		
	Have A Go	Pupils practising Scaffolds      Keywords Teacher assesses		
	Pupil Task	Same intended outcome Monitoring Guided group		
	Plenary	Assess the LQ Extent Link to future		

### **AfL Starter Activity –**

- Activity to support the teacher's assessment of what pupils already know. Pupil discussion is a key feature with adults eavesdropping to ascertain pupils' understanding. The success criteria should be built with the children from the pupil's responses in the AfL.
- Stimuli should be provided that will enable the pupils to activate prior knowledge of the subject being covered. This is part of our commitment to using the knowledge from Cognitive Science research.

### **Modelled examples**

- to help children recognise what standards they are aiming for, build on their ideas.
- Provide up levelling opportunities whilst teaching. Always model best examples and good use of technical language. Address misconceptions through modelling and prompting.

### **Questioning** – include a range of questioning types:

- cold call (ask a question and expect all pupils to have an answer) ask the question and say the pupils name at the end.
- wait time – for deeper thinking questions. Tell pupils you will give them time to think of an answer. Pupils can refer to their books, make jottings or notes during the wait time.
- Call and response - ask the class to respond all together in unison to build confidence with energetic, positive engagement. This can help pupils get ready to learn, recall learning or create long-term learning.
- Ensure that speaking and listening is a feature in all lessons, as well as the use of pupil whiteboards.
- Visualise the outcome and work backwards when planning the layers ensure activity is key to learning objective

### **Scaffolds**

These are put into place to support pupils: challenge/support at the right level. Resources for SEN and EAL children are created to allow these pupils to access the work and complete parts independently.

- Non-core and science lesson outcomes should be the same for all pupils with scaffolding in place to support less able pupils. This scaffolding should be removed so pupils can be more independent.
- Opportunity for peer and self-assessment (through coaching) noted in the unit of work.
- **LSA and CT** role noted at each stage of the lesson- what specifically are they doing to support and extend? Note any extra resources that they might use. LSA and CT to work with a focus group. Adults use the focus activity to maximise pupil progress and guide pupils to achieve their targets.
- **Plenary planning**-choose an activity that best fits the lesson's purpose: reflection, discussion, probing and extending questioning, assessment, investigation, value effort.
- **No hands up rule**-whilst teaching and questioning you should practise the no hands up rule. This is important so that all pupils know that they may be asked a question. Should you ask a question and choose a child who cannot answer, prompt them or develop a system where other children may help them, such as “phone a friend”,



- "50/50" where you give them the answer and another choice and "ask the audience". Specific talk partners should be given (boy/girl is ideal).
- **Homework**- should be related to the current learning or revision of key concepts already taught.

## **Feedback**

### **Verbal feedback (by teachers)**

This should be a part of everyday practice at WEPA in every lesson – feedback in the moment. The more that we probe the pupils, the more is revealed.

This can be done in a variety of ways:

- Checking pupils' understanding through questioning 'What have you learnt so far?'
- Guiding the pupils with where they are going in their work 'Tell me what you're going to do first/next...'
- Asking pupils their steps to success (using the success criteria as a prompt)
- Offering suggestions to improve
- Learning from mistakes (developing a growth mindset) and making this a part of classroom practice (using the visualiser) 'How can you develop on that...? How could you change this to...?'
- 'I noticed that...'
- Give specific praise on what the pupil has done well
- Model a good example

### **Pupil feedback**

Another effective use of feedback is through the pupils, which again should be part of classroom practice.

This can be done in the following ways:

- Through questioning (display on IWB): 'Can you explain that? Why do you think that? What would the consequence be of that? Can you put it another way?'
- Encouraging the pupils to coach each other (see appendix for pupil prompts) through peer conversation stems and questions.
- Mini plenaries to display work under the visualiser, which pupils can use the success criteria to mark against.
- At the end of the lesson, pupils use success criteria tables to say what has or hasn't been achieved.

## **Marking Policy**

Each lesson must have a learning objective (LO), skills based and at age-related expectations.

When marking: **mark to the Learning Objective** with:

-LO? If the child shows no evidence of being able to apply the skill. This should happen rarely as adults should be picking up on any pupils who are struggling. Ensure an adult works with this child to catch.

-LO/ if the child can use the skill quite well but there are parts of the success criteria that has not been used.

-LO\* if the child has used all features of the success criteria to good effect.

In addition, **presentation and handwriting** should also be marked:

PH? - If the child's handwriting and presentation is not at the standard shown in their own handwriting sample and at age related expectation.

PH/ -If the child's handwriting and presentation is at acceptable standard for age and ability.

PH\* -If the child's handwriting shows correct letter size, formation and joins, dates and LOs underlined, clear thought and attention to detail in diagrams, pictures etc.

**KS2 Next step comments:** at least every other piece in English should be marked with a next step comment and example where appropriate. The next step should be one that the child can *easily* use in their next piece of work.

In mathematics, a next step comment or challenge question that helps the child move on in their maths is placed at least once a week.

All other subjects are marked with either a question or reflection to develop understanding or a next step at appropriate times.

VF is written when the teacher has been able to give verbal feedback with the pupil about their work, to provide purposeful feedback to move the pupil on.

### **KS1 Next step comments:**

The children will get at least two pieces of feedback from an adult per week. At least once a week, a next step should be written in the children's books. At least once a week, verbal feedback should be given to the children and indicated with a TC and a symbol/short phrase (see appendix 5) for the discussion topic.

In mathematics, a next step challenge should be placed at least once a week. At the start of the lesson the next day is the option of 1-3 differentiated questions for the children to solve independently.

**Targets:** each child must have their own writing target. A writing target is given after each big write and form a focus of teaching in the guided group work.

Arithmetic targets inform the makeup of arithmetic maths starters.

With next steps and targets, an example must be included so the child knows how to carry out the next step/target and can readily apply into their next piece.

Mark with a tick or arrow to show effective parts of a child's work or to praise good practise that you see and want child to continue.

Mark at least one area of writing that could be developed and be improved.

All work needs to be marked before the pupil sees their next piece in that subject

## The WEPA way

Below are additional teaching and learning strategies, unique to Wood End Park Academy, which helps to build on the learning, knowledge and skills that the pupils in our academy need to acquire, so that they are well-rounded pupils, ready for the world we live in.

- As well as being placed on plans, vocabulary ladders will be displayed for the pupils at the beginning of each non-core lesson. Some vocabulary will be recapped and others may be new words. Each of these words will be discussed with the pupils at the start of the lesson. In maths these words are called star words.
- The pupils are given an Every Time We Write checklist (see appendix) checklist which outlines the basic skills that the pupils should already know. These basic skills should be utilised by the pupils and expected within all lessons.
- Metacognition strategies should be embedded into your daily routines.  
This includes asking pupils how they feel before attempting a task (especially if it is difficult) so that the pupils learn to overcome the anxiety that they have and build up resilience to the unfamiliar – this way they are more likely to attempt a challenge (see appendix for examples). Furthermore, when introducing one lesson a day, as well as saying the LO and LQ, explain the skills (see appendix) and strategies that the pupils will use to achieve the LO and LQ. For example, today we are going to plan an investigation and **how** we will do this is by thinking, deciding and making suggestions. This way the pupils will develop an awareness of how they learn and begin to make links within their own learning.

Pupils will ask themselves key questions to support their learning.  
See appendix 6 for 7 questions for stronger learning.

- End of day reading is a part of everyday life here at Wood End Park Academy. During this time (from 3pm) pupils are able to hear teachers read, as well as read individually, a class text which has been chosen specifically for them. The pupils develop a love of reading and an enjoyment of reading a book for pleasure. Teachers are expected to ask questions of the pupils with the main focus on language. New words are explained to the pupils and displayed in the classroom, so that the pupils can utilise them in their own work.

## **Instructional Coaching**

Instructional coaching involves a more expert teacher helping another teacher to develop their practice with individual classroom-based observational feedback. Coaches focus on bite-sized pieces of feedback (a goal) and provide specific steps (strategy) that the teacher can take to develop their expertise through regular coaching over time.

The programme supports teachers through:

- Teachers have a mentor
- Regular dropins
- Regular feedback sessions
- Work scrutiny

The teachers work in partnership with your mentor to improve practice. The development of teachers is done through a supportive approach with good communication.

We adopt a variety of approaches to continue excellent performance.

### **Modelled Lessons**

The purpose of a modelled lesson is to demonstrate good practice; how a lesson should or could look. A modelled lesson clarifies expectations. A modelled lesson could take place in the following formats:

1. Mentor to their own class
2. Teacher teaches the same lesson to own class
3. Teacher observes an teacher with the mentor

Before the modelled lesson takes place, the mentor modelling should clarify to the observer the specific points to observe and focus on. Wherever possible, the mentor modelling should guide the observer through the lesson and openly share why and how they are teaching specific pedagogical components. Likewise, wherever possible it can prove useful to have a mentor to observe alongside the observer to provide guidance during the observation of strategies to view in action and use in their own practice.

### **Coached Lesson Dropins**

Teachers are dropped into weekly. The time and focus of the lesson is discussed and agreed with the mentor. Mentor watches part of the lesson and provides feedback to the teacher. The feedback will consist of positives from the lessons and a goal. The mentor gives the teacher strategies to achieve the goal during the feedback session. The strategies can be actively practised as part of the feedback session.

### **Work Scrutiny**

Work scrutiny is an important part of reviewing the quality of teaching and learning by looking at pupil outcomes in detail. Carrying out a work scrutiny will provide insight to standards, use of pitch and challenge, teacher subject knowledge and curriculum coverage. Work scrutiny will happen during learning walks as leaders will be able to view work in the lesson, look at books during the lesson and

Speak to pupils about their work. Whole school work scrutiny will also be carried out for specific subjects or pupil groups bi-weekly during the leader's session. This will also form an important part of professional development so that all middle leaders are equipped with the knowledge and expertise to carry out effective work scrutiny. Findings from the work scrutiny will be recorded and shared with all teachers.

**Appendix 1**

**Opening Minds competencies taught at Wood End Park Academy**



Opening Minds theme of the month:		
September	Coping with change	
October	Diversity	
November	Feelings and Reactions	
December	Self- Management	
January	Risk Taking	
February	Positive Motivation	
March	Communication	
April	Coaching	
May	Moral and Ethics	
June	Emotional Intelligence	
July	Making a Difference	
Competencies we can cover all year; Learning Approaches, Reasoning, Creativity, Key skills, Research, Reflection, Leadership, Teamwork, Entrepreneurship (charity projects)		

## Opening minds whole school overview

	<u>Aut 1</u>	<u>Aut 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer2</u>
Nur						
Rec		Making a Difference	Diversity	Self-Management	Entrepreneurship	
Year 1	Learning Approaches	Reflection	Risk Taking	Research	Moral and Ethics	Emotional Intelligence
Year 2	Entrepreneurship	Diversity	Coaching	Risk taking	Reflection	Teamwork
Year 3	Positive Motivation	Research	Moral and Ethics	Risk Taking	Self-Management	Teamwork
Year 4	Research	Reflection	Self Management	Emotional Intelligence	Teamwork	Coaching
Year 5	Research	Entrepreneurship	Feelings and Reactions	Making a Difference	Leadership	Self Management
Year 6	Reflection	Diversity	Coaching	Leadership	Positive Motivation	Moral and Ethics

## Appendix 2

### ICT

#### Hardware Key

Hardware:

Easi-Speak MP3 Microphones  
Child Friendly Stopwatches  
Traffic Light  
Lower-Case Keyboards  
Trackball Mouse  
Colour Coded Mouse  
Microscopes  
Vtech Infant Tablets  
Tuff Cam 2 Digital Cameras  
Digital Cameras w/ Video  
Digital Camcorders  
Digital Camcorders for Tripods  
Tripods  
SD Memory Card 4GB & 8GB  
Green Screens  
Movie Clapper Boards  
Microphones for Music Recording  
Headphones for Music Recording  
Cameras (Young Adults)  
Tech Soft (Software) - 2D Primary (CAD)  
Tech Soft (Software) - 2D Design  
Laptops

#### Key ICT Software

Purple Mash  
Tech soft Software - 2D Primary & 2D Design  
Scratch

Appendix 3:

**WEPA Marking Codes**

**LO\*** learning objective has been securely met

**LO/** learning objective has been mostly met but not all of the success criteria used

**LO?** Skill in the learning objective needs practising, not understood.

**PH\*** excellent presentation

**PH/** nearly there with presentation

**PH?** presentation needs improving – use the next steps given

**VF** verbal feedback was given going through the strengths and next steps to be used

**NS** read the next step to use in your next piece of work

For non-core subjects:

A question to think about related to what you have just studied

Something to reflect upon; give your thoughts as it will deepen your understanding.

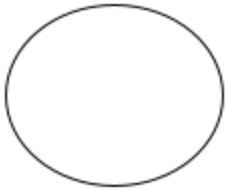


Appendix 4:

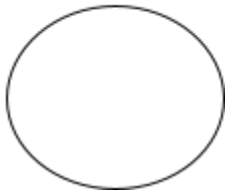
KS1 Marking Codes



Check finger spaces

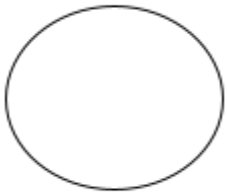


A Capital letter

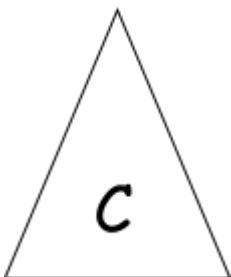


Full stop

\_\_\_\_\_sp Check the



spelling



Add an adjective

1/2/3 Try the maths challenge 1, 2 or 3

## **Appendix 5 - Every Time We Write Checklists**

### **Every Time We Write Reception writers will...**

- ✓ hold a pencil correctly
- ✓ write their own name independently
- ✓ experiment with mark-making and know what the marks mean
- ✓ use clear letters to communicate
- ✓ use the correct first sound when writing words
- ✓ use phonic knowledge to write simple regular words
- ✓ make phonetically plausible attempts at writing more complex words.
- ✓ begin to form captions and simple sentences.
- ✓ begin to use punctuation (capital letters, full stops)

### **Every Time We Write Year 1 writers will...**

- ✓ use a full stop to end every sentence
- ✓ use a capital letter to start a new sentence
- ✓ write on the line
- ✓ use a margin
- ✓ write from left to right
- ✓ form each letter clearly
- ✓ use a finger space between words
- ✓ phonetically sound out words
- ✓ use a lead pencil

- ✓ use the upper and lower case correctly
- ✓ make sure ascenders are tall (to the top of the line)
- ✓ make sure descenders hang down (under the line)

### Every Time We

#### Write Year 2 writers

#### will...

- ✓ use a full stop to end every sentence
- ✓ use a capital letter to start a new sentence
- ✓ use a capital letter for a name of a person or place
- ✓ write on the lines
- ✓ use a margin
- ✓ write from left to right
- ✓ form each letter carefully
- ✓ join letters that have been taught
- ✓ use a finger space between words
- ✓ phonetically sound out words
- ✓ use a lead pencil
- ✓ use the upper and lower case correctly
- ✓ make sure ascenders are tall (to the top of the line)
- ✓ make sure descenders hang down (under the line)

### **Every Time We Write**

#### **Year 3 writers will...**

- ✓ use capital letters for beginning of sentences/proper nouns
- ✓ use full stops at end of sentence (or ! ?)
- ✓ write the date and LO and underline
- ✓ use cursive handwriting or clear, well-formed handwriting
- ✓ rule off last piece of work
- ✓ stick in sheets (so they do not stick out of the book)
- ✓ draw margins (if needed)
- ✓ use correct spellings of key words related to work (topic words)
- ✓ start a new line for new paragraphs
- ✓ start writing at the margin
- ✓ write to the end of the line

### **Every Time We Write**

#### **Year 4 writers will...**

- ✓ Use full stops at the end of sentences (or ! and ? if needed)
- ✓ Use capital letters to start sentences and for proper nouns
- ✓ correctly spell the date and LO
- ✓ underline the date and LO (in pencil)
- ✓ rule off neatly
- ✓ start at the margin
- ✓ use correct cursive handwriting
- ✓ stay on the line
- ✓ draw diagrams in pencil
- ✓ use a ruler to underline / cross out / draw labels
- ✓ use neat side/messy side when needed in maths books
- ✓ use correct spelling of topic / maths vocabulary

## **Every Time We Write**

### **Year 5 writers will...**

- ✓ use full stops to mark the end of sentences
- ✓ use capital letters for the start of sentences and proper nouns
- ✓ use commas to mark clauses
- ✓ correctly spell the date and LO
- ✓ underline the date and LO (in pencil)
- ✓ rule off
- ✓ start at the margin
- ✓ use correct cursive handwriting that matches (or is better than) our handwriting sample
- ✓ stay on the line
- ✓ use handwriting pens in all books except maths
- ✓ draw diagrams in pencil
- ✓ use a ruler to underline / cross out / draw labels ✓      draw neat margins in maths books
- ✓ use correct spelling of topic / maths vocabulary

## **Every Time We Write**


### **Year 6 writers will...**

- ✓ use a handwriting pen (except in maths or when drawing diagrams)
- ✓ use a capital letter to start each sentence
- ✓ place a full stop to end every sentence
- ✓ use ? and ! every time it is needed
- ✓ use a comma to mark clauses
- ✓ have a capital letter for proper nouns

- ✓ have no capital letters in the middle of sentences
- ✓ read our work out loud to check that it makes sense
- ✓ check our writing is all in the same tense
- ✓ use appropriate conjunctions to join sentences
- ✓ use exciting adjectives when the reader needs to visualise
- ✓ make sure our handwriting matches (or is better than) our handwriting sample ✓  
use paragraphs to organise our writing.

## Appendix 6 - Metacognition 7 questions for stronger learning

### METACOGNITION



## 7 QUESTIONS

### FOR STRONGER LEARNING

1

### What do I do First?

Before beginning, think of the first step or steps you need to take to start strongly.

## Metacognition Skills Progression

<b>Nursery</b>			
looking	listening	feeling	Guessing
choosing	Deciding	Thinking	Remembering
sharing	Taking turns	wondering	Keep trying
Trying out	Finding out	Using imagination	
<b>Early years</b>			
Trying different ways	Being a good team member	exploring	Remembering other learning
Showing others	testing	suggesting	estimating
Working out	Taking care	Solving problems	cooperating
<b>Middle Years</b>			
testing	checking	planning	Expressing feelings and thoughts
noticing	redrafting	Making connections	improving
Considering others	concentrating	Supporting	Using other learning
Looking for patterns	Revising/retrying	estimating	
<b>Upper years</b>			
Looking/observing	listening	feeling	guessing
Choosing	Deciding	Thinking	Remembering
Sharing	Taking turns	Wondering	Keep trying
Trying out	Trying different ways	Finding out	Using imagination
Being a good team member	exploring	Remembering other learning	Showing others
Suggesting	Testing	Solving problems	Working out
Taking care	Checking	Cooperating	Noticing
Planning	Improving	Redrafting	Supporting

Expressing feelings and thoughts	Explaining thoughts and opinions	Remembering other learning	Showing others
Suggesting	Testing	Solving problems	Working out
Taking care	Checking	Cooperating	Noticing
Making connections	Concentrating	Using own plan	Predicting
Finding evidence	Planning ahead		



## Prompts for being a good learning coach in English

- Is there anything you feel you need help with?
- What impact on the reader do you want to achieve?
- Do you think you are achieving this?
- How successful do you think you have been against the success criteria?
- How can you include this aspect of the success criteria?
- You could use a simile/metaphor etc. here. Can we think of one?
- Can you think of a better word instead of \_\_\_\_\_?
- Could you think of any adverbs to put before any verbs in your writing?
- Could you ask the reader a question in your writing?

## Prompts for being a good learning coach in mathematics

- Have you followed the success criteria?
- Can you demonstrate that this is the right answer? Explain how you know.
- Would a whiteboard help you?
- Could you draw a diagram?
- What is the rule for (e.g. rounding numbers)?
- How do you know this number is (e.g. divisible by 2/prime/a factor of 32)?
- Let's talk through an example and go through the steps.
- Ask me questions and interrupt me if you don't understand.
- Now can you do this example on your own? Talk me through it.



# PEER CONVERSATION STEMS

## ADMIRATION

- "I like what \_\_\_ said because..."
- "That's a great point, because..."
- "When you said...I understood..."
- "This is interesting because..."
- "That's a great point..."
- "I agree with \_\_\_ because..."

## QUESTION

- "Could you explain a bit more please?"
- "Could you show me?"
- "One question I have is..."
- "What do you think?"
- "I still have questions about..."
- "This makes me think"
- "I noticed that..."

## INSPIRATION

- "What if..."
- "This makes me think..."
- "I wonder..."
- "I would like to add on"
- "Who else could we ask about..."
- "To add on to that..."

## PERSPIRATION

- "Can you tell me more about..."
- "Could you please elaborate more on..."
- "Tell me more."
- "Could you give me an example?"
- "How do you know?"
- "If you did know the answer, what would it be?"

## CLARIFICATION

- "So far we have said..."
- "I think the author is saying..."
- "So you are saying..."
- "Could we agree that..."

## CLASS CREATION

## COMMUNICATION: WHAT ARE NEXT STEPS...

