

Our Non Negotiables for Teaching, Learning and Assessment

How can we ensure that every pupil has equality of opportunity in improving their learning outcomes for writing and other core subjects?

Non Negotiable for Effective Marking and Feedback

The cycle of monitoring, evaluating and reviewing will be explicit and we will show that it has been closed/ managed/ dealt with through all or some of the following procedures:

Purple pen

Orange Highlighter - intervention information highlighted, for example;

Noun phrases 6.12.16 **Decomposition with 0 as place holder 3.12.16**

Pathfinders – a specific point picked up and discussed and recorded in pupils' notes.

Marking the children's work and pink/ greening TBAT.

Non negotiable for Home Reading

Teachers expect that all children read at home at least 3 times a week.

Some children will meet this expectation and their reading frequency can be checked through Pathfinders. Children will come to their Pathfinder session with their Reading Journal

Some children will regularly not meet this expectation and so will be checked daily. Checking will be an expected task for a staff member in each classroom.

We will hold a Reading Club for children on a Tuesday and Thursday from 12.45 in Dragonflies.

Criteria for attending club:

Children who have not read 3 times between Tuesday and the following Monday (Tuesday Club)

Children who have still not read 3 times by the Thursday morning.

Children who want to attend a quiet reading time (voluntary)

Non negotiable for Reading Displays

Every classroom will have an age appropriate, interactive Reading Working Wall/ Display.

In the 4 classes there will be a building of reading comprehension skills.

The reading skills expected will form the basis of the display. It will have the following:

1. PEEL

Bumblebees – P

Ladybirds – PE

Hornets -PEE

Dragonflies -PEEL

Point - Explain - Evidence - Link

Of course, children can work at a higher level whichever class they are in.

2. Reciprocal Reading key words

Predict

Clarify

Question

Summarise

3. Types of question

Literal

Deduction

Inference

Working evidence and examples of reading skills in action will add to the display, for example, children's comments on post it notes.

Non negotiable – 1 to 1 tutorials and Learning Skills Sessions

1 to 1; Teachers will be active in picking up misconceptions, errors or a key learning point that can be addressed with a pupil during a 1 to 1 session and readily act upon this. The 1 to 1 session should move the child' learning forward. Other staff members may also tutor pupil(s)

LB, H, DF have 1 to 1 allocated time of 1 hour per week for bespoke group or 1 to 1 work.

BBs tend to have 1 to 1 time or small group time as part of their everyday practice.

In addition, teachers will identify and timetable 3 x 15 minute Learning Skills time across the week **which enables further tutorial and Learning Skills sessions.**

Learning Skills: Whilst the teacher is delivering the 1 to 1 sessions, useful learning skills will be taught to the class. Teachers will identify a learning skill and direct a team staff member to lead the Learning Skills time (having explained and modelled it). For example, how to CIC, how to use purple pen, the 'trough of learning', how to use the traffic lights.

Non-negotiable; Writing Working Walls and Writing displays across the school environment

Each class will maintain a writing display in their classroom.

It will contain examples of fair copies, working copies, worked copies and other working wall ideas.

After the Celebration Assembly on Fridays, a team member will photocopy any writing that has been celebrated. It will be mounted and displayed on the board by the foyer door.

Each class will be responsible for the turnover of this display – refreshing it weekly.

AO will check that the board is relevant and well kept.

Non-negotiable; Evidence of meeting targets and recognition that targets have been met.

We will enable children to tell us about their targets being met and we will celebrate this.

As a direct question during Pathfinders and at an appropriate and spontaneous time during a teaching session, we will ask; "What is your target? Can you show me where it is? Can you show me where you think you have met it?"

Each classroom will have a place where children can post their evidence for meeting a target (for example post-it notes) or where they can post the work directly.

Staff members and Governors will be easily able to identify the target evidence area.

IMPORTANTLY: this is not a display that the teacher controls. It is a pupil - led area (as part of Pupil Voice). The staff member may well have to prompt younger children to post target evidence.

It must be valued and referred to often by staff members so that it remains vibrant and current.

Non-negotiable TBATs (to Be Able To...)

There will be TBATs for Writing, Maths/ Number/ SSM, RE, Science and JIGSAW

We will call the bullet pointed list 'Steps to Success'

The TBAT will be different according to the task but will always include;

- Meet your target
- Meet the TBAT
- Use non negotiables
- Use your spellings/ Include Challenge Spellings
- How you can exceed your target
- TBATs will have the new common language for outcomes E D Exp Exc#
- Will state whether the task was scaffolded/ supported/ independent/ guided*

Depending on the stage of the task;

- CIC your work

We will ensure they know the expectations of the non-negotiables.

We will hold children to account if they do not meet these non-negotiables.

Non Negotiable- # Common Language of outcomes and progress

To ensure parity across the school it was decided:

Emerging } Known as Emerging in EYFS
Developing }
Expected
Exceeding

***Language of supported, guided, independent and scaffolded work.**

Supported – high level of support, pupil working in the emerging/ developing phase

Scaffolded - there was a tool to help them with the task, for example a writing frame, step by step approach, some periods of independence followed by next step guidance.

Independent – worked by themselves for the vast majority of the task

Guided – was part of a structured teaching session, the staff member modelled the task carefully. Children were asked for their input which the staff member included, chose not to use, reframed, challenged and improved. The children worked at a level higher than they would be able to work at on their own.