**Dromore Road**

**Primary School**

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**Dromore Road is a small controlled Primary school situated in the town of Warrenpoint. We provide a broad and balanced education for children from P1 – P7.**

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**Teaching and Learning POLICY**

**Teaching and Learning Policy**

At Dromore Road Primary School we are committed to high quality teaching and learning to raise standards of achievement for all children. This is the business of the school. All staff work together with parents, governors and the community to ensure that every child is treated as a unique individual, able to fulfil his or her potential in a supportive and safe environment.

This policy outlines the fundamental aims and key elements, which underpin all Teaching and Learning at Dromore Road Primary School. All stakeholders have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. By adopting a whole school approach to teaching and learning we plan:

* To provide consistency of teaching in each classroom, whilst accepting that certain approaches are age appropriate.
* To enable teachers to teach as effectively as possible.
* To enable children to learn as effectively 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 a collaborative approach to teaching and learning, where good practice is shared.
* To provide children with a safe and happy learning environment.

This policy should be read in conjunction with our other subject policies.

**Aims of Learning**

Learning is the purpose of the whole school and is a shared commitment. At Dromore Road Primary School we recognise that education involves children, parents, staff, governors and the community, and that for optimum benefit all should work closely together to support the process of learning. As a school, we are committed to our mission statement – ***‘Together we Can’.***

Working in partnership, we aim to help our pupils:

* To develop as confident, disciplined and enquiring learners, able to make informed choices and decisions.
* To enjoy reading and to develop a confidence with language that enables them to communicate effectively with others.
* To develop the skills and knowledge of mathematics to enable them to cope confidently with everyday situations.
* To develop the ability to handle and communicate information, solve problems, pose questions and be creative through the use of technology.
* To know and understand their world through scientific, historical, geographical and religious inquiry and to come to an understanding of their responsibilities to care for their environment.
* To develop practical, creative, artistic and physical skills.

In achieving these aims we endeavour to:

* provide a supportive, positive, healthy, caring, safe and child centred environment, which has high expectations of all and values all members of the school community;
* recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
* ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced and challenging curriculum;
* provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
* provide a broad and balanced curriculum which promotes the academic, spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
* develop a learning culture that encourage the development of pupil’s thinking skills and personal capabilities;
* encourage all children to be enthusiastic and committed learners, promoting their self -esteem, self-worth and emotional well-being;
* develop children’s confidence and capacity to learn and work independently and collaboratively;
* develop their natural curiosity and enthusiasm for learning so fostering positive attitudes;
* to help them learn perseverance and pride in their work as they strive to achieve their highest possible standards;
* develop enduring values of tolerance, responsibility, respect, sensitivity, honesty, equality, integrity, fairness, self-discipline and trust;
* encourage children to develop the skills, concepts and knowledge necessary to prepare our young people to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
* encourage children to value the diversity in our society and the environment in which they live;
* encourage children to become active and responsible citizens, contributing positively to the community and society.

**Roles and Responsibilities**

Teaching and learning is a shared responsibility and all members of the school community have an important part to play.

All members of the school community should work towards the school’s aims by:

* esteeming children as individuals and respecting their rights, values and beliefs;
* fostering and promoting good relationships and a sense of belonging to the school community;
* providing a well ordered environment in which all are fully aware of behavioural expectations;
* offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
* encouraging, praising and positively reinforcing good relationships, behaviours and work;
* working as a team, supporting and encouraging one another.

Teachers will endeavour to:

* provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
* recognise and be aware of the needs of each individual child according to ability and aptitude;
* ensure that learning is progressive and continuous;
* be good role models, punctual, well prepared and organised;
* keep up-to-date with educational issues;
* provide clear information on school procedures and pupil progress;
* have a positive attitude to change and the development of their own expertise;
* establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life.

Parents are encouraged to support their child’s learning by:

* ensuring that their child attends school regularly, punctually, well-rested and in good health;
* ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
* providing support for the discipline within the school and for the teacher’s role;
* supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
* participating in discussions concerning their child’s progress and attainment;
* ensuring early contact with school to discuss matters which affect a child’s happiness, progress and behaviour;
* support the school’s homework policy and give due importance to any homework;
* ensuring that all contact addresses and telephone numbers are up to date and correct;
* allowing their child to become increasingly independent as they progress throughout the school;
* informing the school of reasons for their child’s absence.

Pupils are encouraged to support the school’s aims by:

* attending school in good health, maintained by adequate diet, exercise and sleep;
* attending school regularly and punctually;
* being organised, bringing necessary equipment, taking letters home promptly, etc;
* conducting themselves in an orderly manner in line with the expected behaviour policy;
* taking increased responsibility for their own learning.

The community is invited to support the school by:

* contributing to activities, such as assemblies, specialist outings, clubs, etc;
* presenting themselves as positive role models to be emulated;
* organising activities and events throughout the year to extend and deepen pupils’ knowledge and skills;
* supporting school events;
* voluntarily helping in the classroom.

**PRINCIPLES OF TEACHING AND LEARNING**

Teaching at Dromore Road is ‘Learning Centred’, meaning that each element of whole school and classroom practice is planned with an understanding of how children learn best at its heart. Teachers at Dromore Road feel that pupils learn best when:

* they are happy, healthy and alert – receptive and positive
* they are interested and involved – learning is relevant and stimulating
* the purpose of a task is understood – they understand why they are doing it
* they feel safe and secure – in terms of environment, relationships and learning
* they feel valued – teachers and other adults care about their development as learners
* they have opportunities to explore and take risks
* they are actively involved, making choices and taking responsibility in their learning
* they have an element of control and can work with independence
* they receive positive feedback and praise for achievements
* the learning environment is well-organised and resources are easily accessed
* tasks are differentiated, matched to the child
* learning is built on existing knowledge and experience – clearly defined small steps
* they have opportunities to talk about their work, reflecting, discussing and sharing ideas
* the teacher is knowledgeable, enthusiastic and motivated
* they have clearly defined targets which they can successfully achieve e.g. appropriate time scale

Linked to the above, successful teaching is:

* confident – teachers have a clear understanding of subject knowledge and setting objectives
* high expectation – there is optimism about, and high expectation of success
* well planned – there is differentiation with methods and organisation strategies which match curricular objectives and needs of all pupils
* interactive – pupil’s contributions are encouraged, expected, extended
* characterised by high quality oral work
* well-paced – there is a sense of urgency, driven by the need to make progress and succeed
* informed – by assessment outcomes

**Effective Learning**

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning, children develop their skills through a variety of processes and learning styles.

We offer opportunities for children to learn in different ways including:

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| Investigation | experimentation | listening |
| observation | talking and discussion | asking questions |
| problem solving | researching and retrieving information | child-initiated play |
| debates, role plays and oral presentations | imagining | making choices and decision-making. |
| designing and making things | repetition | practical exploration |
| by using and responding to a range of technology | participation in athletic or physical activity; | through visitors |

At Dromore Road Primary School opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills. We aim to provide opportunities to develop a wide range of learning styles. We recognise that each child has a unique way of learning and that learning preference is affected by previous experience, competence, confidence, beliefs and values. We shall ensure that learning is accessed by as many means as possible through for example taking account of visual, auditory and kinaesthetic needs.

Planning will incorporate as many styles of working as possible. These styles include:

* individual learning;
* collaborative learning in small groups, or pairs;
* one to one learning with an adult, or more able pupil;
* whole class;
* independent learning.

Children are encouraged to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn. Self-review and peer review strategies are used, as well as planned plenary sessions to review the key learning objectives and to assess the level of understanding.

**Effective Teaching**

Our teaching is aimed at motivating pupils and building on their skills, knowledge and understanding of the curriculum. To ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies. We believe children learn effectively when their teacher provides:

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| Well planned lessons - information from assessments is used to set tasks that are matched to the pupils’ prior attainment | An atmosphere where children are prepared to take risks - work is pitched at a level that is achievable if individual pupils work hard and try their very best | Lessons where children’s previous learning and interests are built upon, through purposeful application of knowledge to different learning situations |
| Shared learning intentions which are understood by the pupils | Innovative teaching - tasks themselves enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more | Opportunities to review and reflect on their own learning |
| Clear expectations of what pupils are expected to achieve by the end of the lesson | Appropriate pace to the lesson | Thinking time before answering questions |
| Open ended, thought provoking; challenging questions | Lessons where understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning and prediction and investigation | Feedback is constructive and helps pupil improve |
| Strategies for supporting the learning of pupils with different abilities | A planned programme of educational visits and visitors to reinforce and stimulate learning | Opportunities for work to be adapted in the light of any misconceptions that are brought to light through questioning or checks on pupils’ work |
| Celebration of success and effort are part of the school’s culture | Effective use of ICT |  |

**Key Elements of Our Classroom Practice**

***Lessons are….Well planned***

At Dromore Road Primary School we are committed to following the requirements of the Northern Ireland Curriculum. The curriculum is set up under 6 Areas of Learning, but through our teaching we ensure integration is encouraged to help the children better understand the links between the different aspects of learning.

In order to ensure effective teaching and learning we have established clear and concise plans which are stimulating and reflect the requirements of the Northern Ireland Curriculum. These plans are continually monitored and evaluated to ensure pupil learning is maximised. Regular staff meetings are also used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Long Term Planning

* Planning is based on the suggested lines of development for each Key Stage in the NIC.
* These Lines of Progression are broad and balanced.

Medium Term Planning

* Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning.
* Each class delivers the curriculum through a topic theme approach and discrete areas of learning. These themes are half termly and are married in with half termly discrete subject planners.
* These plans are reviewed after each half termly period by the teachers taking into account pupil feedback on content and teaching methods.

Short Term Planning

Each class teacher keeps their own daily teaching notes and plans weekly for their class in literacy and numeracy. This planning should;

* Show the Learning Intentions;
* Show differentiated tasks;
* Show how ICT will be incorporated into the different areas
* Be shared with the classroom assistant
* An agreed format for what an effective lesson might look like in practice has also been agreed by staff (see appendix 1)

**Lessons have … *Clear Learning Intentions.***

* Learning intentions are shared with the children.
* Learning Intentions are written up and shared orally.
* Learning Intentions are specified on a regular basis in the pupils’ books
* When marking, the main focus is on meeting the Learning Intention.

**Lessons have … *Success Criteria communicated to children.***

* All children are clear about how they will achieve the Learning Intention. This success criteria is formulated with the pupils.
* Success Criteria are displayed, where appropriate, for the children to follow during the lesson.
* Children can use the Success Criteria to self or peer assess as required.
* Children are reminded of the Success Criteria during the lesson and sometimes children’s work can be used to illustrate the Success Criteria in action.

**Lessons are … *Differentiated to enable all children to access learning.***

* Differentiation accommodates the needs of individual learners in our school and ensures all learners are challenged appropriately.
* Planning shows differentiation
* We base our class teaching on our knowledge of the children’s level of attainment. Our prime focus is to develop further their skills and knowledge. We strive to ensure that all tasks set are appropriate to each child’s level of ability.
* We have high expectations of all children, and believe that all children should be included in the full range of educational opportunities and that their work should be of the highest possible standard. When planning work for children with an Additional Learning Need we give due regard to information and targets contained in the children’s Individual Education Plans (IEPs) or CEFR targets.
* Approaches used to allow all children to reach their full potential include variation by:

***PACE***

All children work at differing speeds and some pupils may require additional time to complete tasks to the best of their ability.

***TASK***

Students work in a variety of ways with their different strengths and aptitudes therefore requiring a range of tasks which span the spectrum of abilities.

***RESOURCE***

Resources will be differentiated to extend the more able, as well as supporting pupils with additional learning needs. Consideration will be given to layout, design and graphics on worksheets, easily accessible resources, training pupils to use resources independently, a variety of mediums e.g. marker pens, poster papers, whiteboards, ICT.

***RESPONSE***

The type of questioning directed at pupils will vary taking account of pupils’ understanding. Written comments on work will take account of pupil ability and wording of questions and instructions will vary from pupil to pupil.

***OUTCOME***

Teachers will consider the outcomes of tasks set taking into account pupil ability – especially if the task is a common un-differentiated piece of work.

***GROUP***

Teachers group pupils for various reasons. Pupils may belong to semi-permanent groups within larger teaching groups. Pupils may not necessarily be told how they are grouped. These groups may be streamed, mixed ability etc depending on the nature of the task.

***SUPPORT***

Some students inevitably need greater support than others. Pupils with special educational needs (including gifted and talented children) receive support provided by a learning support teacher. Teachers will endeavour to ensure all pupils are supported due to their needs either personally or through the utilisation of a classroom assistant.

**Children are … *Actively engaged in learning.***

* Children are actively engaged in the lesson – teachers take into account children’s concentration span and ensure children are not sitting passively for long periods.
* Opportunities to *Think/Pair/Share* are afforded as appropriate.
* Small Whiteboards are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
* Teaching approaches reflect the range of Preferred Learning Styles.
* At times, classes will use a no hands up approach, lollipops with the children’s names or random Dojo as a range of strategies to encourage participation.

***Learning is enhanced through … Use of assessment***

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the pupil’s needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps teachers to identify future planning and teaching strategies.

We employ a range of Assessment for Learning strategies throughout the school to link assessment to better teaching and learning. These include:

Sharing Learning Intentions

Setting marking criteria / expectations

Target Setting

Peer Assessment/ Self-Assessment

Constructive Feedback

Effective questioning

***Children receive … Feedback which enhances Learning.***

Marking should be considered as feedback on a child’s work. This may take a number of forms – oral, written, formal and informal and may be given on a group basis as well as an individual one. The nature of marking influences and encourages a child and gives him/her the confidence to take another learning step.

When subject specific marking is carried out however the following principles/procedures should always be applied:

* AFL and Effective Marking is embedded in practice and is used to inform teaching and learning.
* Children are given information about how they need to improve.
* Marking is linked to the Learning Intention.
* When appropriate, children are given time to address issues raised in marking.
* Praise the children for their efforts and achievements using praise stickers, stampers or written comments.
* Adults should mark as much as possible with children alongside them.
* Books should be used as learning journals where mistakes are used as discussion points and editing and redrafting is a familiar process and used when appropriate.
* General marking should be informed by the Learning Intention and/or Success Criteria. Comments should be limited to the area of focus and kept to a maximum of 2 points in each piece of marking. Not all spelling and punctuation mistakes need to be addressed in every piece of work.
* Work that has been marked by pupils themselves is checked and countersigned by the teacher.
* Children should be taught how to self and peer assess before being given opportunities to undertake these assessments in lessons.
* Formative assessment should be used to inform future groupings, planning and activities.

***Learning is enhanced through … The use of ICT.***

* ICT is used to enhance learning wherever possible as it has great potential to motivate pupils to learn and increase their self- confidence and self-esteem.
* ICT is used throughout the lesson, right from engaging the children at the start of the lesson to consolidating the learning in the plenary. All teachers use the interactive whiteboard to actively involve pupils in the learning.
* Across the curriculum, at a level appropriate to their ability, pupils will be given the opportunity to Explore, Express, Exchange, Evaluate and Exhibit.

***Learning is enhanced through the use of … Effective classroom management.***

* All staff have agreed with their class management signals designed to minimise the time spent on behaviour management and maximise the time spent on learning.
* All teachers endeavour to establish positive working relationships with the children that they are teaching. All pupils are treated fairly and given equal opportunity to take part in class activities.
* All teachers follow school policy with regard to discipline and positive behaviour strategies.
* We praise and reward children for good effort and, by doing so, help to build positive attitudes towards school and learning in general.
* We insist on good behaviour at all times.

***Learning is enhanced through the … Effective use of additional adults.***

* Additional adults are clearly directed to support learning.
* Classroom assistants are fully engaged with the children during learning time. They can be used for other activities, such as photocopying, at an appropriate time.
* Additional adults are clear about who they are supporting and why.
* Planning is shared with the additional adults.
* Additional adults can work in the classrooms or withdraw child/children as appropriate. When in the classroom they should quietly engage with the children.
* Additional adults can be involved in assessing children’s understanding, recording assessments and feeding assessments to the teacher.

***Learning is promoted through the…..Classroom Environment***.

We believe that a positive learning environment is necessary to promote learning and that displays should support and celebrate pupils’ learning.The better a school looks, the more it can inspire the people inside it – a well-cared for classroom and school can make children feel that what they achieve and how they themselves are perceived is important.

Classrooms should be bright, well-organised learning spaces. Children should know how to access resources and respect the classroom environment. The classroom should be organised to facilitate learning and the development of independence. Different teachers have different likes/dislikes about how to organise their classrooms. However, to ensure a sense of security and consistency throughout the school the following points need to be taken on board.

* Class rules are on display in all classes.
* Classrooms are tidy, labelled and organised. Children take responsibility for ensuring their classroom is a pleasant and safe place to learn.
* Children are taught to respect equipment and resources. Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.
* Basic equipment is available at all times and children can be responsible for it.
* All trays are clearly labelled.
* Displays are a learning resource – they are not always just a reflection of previous learning. All displays are labelled and changed regularly.
* The learning environment will be managed in such a way as to facilitate different styles of learning. Opportunities will be made for:

whole class teaching;

group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc);

collaborative learning in pairs or groups;

independent learning.

**Resources**

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that:

* there is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable to the task in hand;
* all children know where classroom resources are kept and the rules about their access and use;
* children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
* the library is a valued resource and used appropriately;
* children work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/area, and will be regularly audited by the subject leaders. Staff may contact subject leaders with suggestions for specialist materials which may need ordering.

***Learning is facilitated by ... Strong links between home and school***

Homework is considered to be a valuable element of the learning process and parental involvement in their children’s learning is recognised, valued and developed. (See Homework Policy)

We believe that homework should be set:

* to involve parents in their children’s learning;
* to help parents keep abreast of what their child can and cannot do;
* to take advantage of the home context to apply learning;
* to encourage children to talk about their work to their parents and explain what they are doing and how;
* to extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies;
* to prepare children for secondary school experiences of homework;
* to view learning as a lifelong process and not just restricted to school hours.

The school’s agreed practice for homework is that:

* homework is set on a regular basis, for all years, in line with our homework policy;
* homework will generally follow on from work which has taken place in class but may take many different forms, including reading, learning number/table facts and spellings. It should not entail new ideas that require explanation from a teacher;
* homework may sometimes consist of preparation for work yet to be done;
* children should understand exactly what they are expected to do, how to do it, and how long it should take;
* homework should sometimes involve the participation of the parents;
* children who have made insufficient effort during class time may occasionally be asked to complete work at home.

**Monitoring and Evaluation**

Pupils’ work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and the Principal. Subject leaders have a variety of roles. These include:

* taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
* supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
* monitoring progress in their subjects and advising the Principal on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
* regularly monitoring children’s books
* using release time to support colleagues;
* keeping up-to-date through reading and attending relevant courses.

The Principal and/or subject co-ordinator will observe each class teacher in a specified curriculum area on a regular basis. The Performance Management cycle informs learning and teaching. All teachers reflect on their strengths and areas for improvement and plan their professional development accordingly. We do all we can to support teachers in order to enhance their skills, so that they can continually improve their practice. Staff CPD also ensures up to date and continuous improvement in standards of teaching and learning.

**Review**

The policy will be reviewed by the Principal and curriculum co-ordinators in line with priorities stated in the School’s Development Plan.

Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix 1 **Lesson Structure**

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| **Introduction** | *Linking the lesson to prior learning and setting the learning within a wider context.*  The lesson is linked to prior knowledge by using possible strategies such as;   * Think about the three most important things you learnt in the last lesson on this subject – now tell your partner. * In two minutes I am going to ask you what you learnt in the last lesson. You may discuss with your partner. * Today’s lesson is about the Minibeasts. Write down on your white boards what you already know about it. Work in pairs. * Is there anything from the last lesson giving you difficulty? | |
| *Sharing the Learning Intentions and Success Criteria.*  Children should know exactly what they are going to learn and what is expected of them by the end of the lesson. Therefore teachers should;   * Use statements like – “By the end of today’s lesson you will know/be able to/understand etc.” * Make Learning Intentions specific. * Use child-friendly language * Refer to the Learning Intentions at the beginning and during the lesson. * Agree with the children how they will know if they’ve been successful | |
| Direct teaching of new learning and modelling  This is the teaching phase and the emphasis is on providing new information. This can be delivered in many ways;   * Exposition. * Audio-visual aids – e.g. video clips. * Diagrams, pictures etc. * ICT. * Demonstration. * Modelling. * Books or other materials.   Periods of exposition are kept at an appropriate length and may be taught in bursts punctuated with interactive strategies which encourage pupils to think/ rehearse and reflect. | AFL Strategies are used throughout, e.g.  • Using open-ended questions.  • Providing thinking time so that the children can think through their answers.  • Allowing children to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups (think/ pair/ share).  • Ensuring children fully understand the question by asking them to say it back or rephrase it.  • Extending and deepening understanding by asking follow-up questions.  ***Possible exit points for key groups to work independently on learning objective with CA*** |

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| **Main Activity** | Opportunity may be provided for pupils to reflect on previous learning and marking |
| At least 30 minutes focused activity where the children work on a task (individual, paired, grouped) to demonstrate understanding |
| Mini-Plenary - Teacher or classroom assistant interacts with individuals/ groups to make connections/ address misconceptions and improve /rehearse |
| AFL strategies used throughout |

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| **Plenary** | Address learning intentions, the Success Criteria and reinforce learning. |
| Demonstrate understanding using application questions. Address who has achieved and met learning intention/ success criteria. |
| Children should be encouraged to reflect on what they have learned and what has helped them to learn by using prompts like;   * What did you do today that you found most helpful when you were learning? * What did you do today that you found less helpful? * If you had to do the task again, how would you do it? * If you had to give one piece of advice to someone tackling the same task tomorrow, what would it be? |
|  | Teacher Evaluation. Next steps – where do we go from here? |