


	In classroom	On Planning	At start of lesson		During lesson		At the end of the lesson	
	<p><b>Display boards</b> contain a range of scaffolding and modelling strategies for English and Maths (See non-negotiables)</p>	<p><u>English</u> – New Hall’s T4W sequence</p> <p><u>Maths</u> - White Rose Maths planning annotated as appropriate.</p> <p>Work in books coded –</p> <p>F – Fluency</p> <p>VF – Varied Fluency</p> <p>RPS – Reasoning/Problem Solving</p>	<p>Learning objective (LO) to be displayed in classroom and in books.</p> <p>These should focus on the specific skills and relate to Classroom Monitor objectives.</p>	<p>Success Criteria (SC) What must be done to fully achieve objective. Must be displayed in classroom – flip chart/IWB</p>	<p>Adult gives oral feedback and highlights good points during the lesson. This reviews key elements needed to succeed by the end and is identified in books using a VF <u>symbol</u>.</p> <p><b>Socially distanced and face shield worn if appropriate</b></p> <p>Talk Partners - to engage all learners and to enable deeper understanding as children share and challenge each other’s ideas.</p>	<p>Adult models good practise during lesson e.g.</p> <p><u>Maths</u></p> <p>How to use a protractor accurately to measure degrees in an isosceles triangle</p> <p><u>English</u></p> <p>Correct use of inverted commas in speech</p>	<p><b>Self-Assessment (SA)</b></p> <p>Using ‘Purple Polishing Pen’ to edit and improve work. (Introduced in Year 2)</p>	<p><b>Adult marks ALL work against SC in green pen.</b></p> <p><b>Highlighting -</b></p> <p>‘<b>Pink – Think</b>’ identifies an area to improve and linked to the SC</p> <p>‘<b>Green – Go</b>’ Identifies an area of success and again must link to the SC.</p> <p>TA’s mark work / initial.</p> <p><u>CT</u> make comments <b>but consider workload – marking to inform next steps in planning/learning</b> use of the following to determine understanding of objective –</p> <p>LO. beginning</p> <p>LO - developing</p> <p>LO ✓ secure/ achieved.</p> <p>l - if work is independent</p> <p>a/s – if adult assisted</p> <p>(Can be stamps or written)</p>
<b>Questioning</b>	On displays/ working walls to engage learners	Key questions identified for various stages of lesson	Key questions at start that identify what the children already know and to provide a scaffolding/direction for the learning in the lesson		Focus questions to check learning as children progress throughout the lesson but to also ensure they stay on track.		Questions at the end to highlight learning “What have you learned today?”/ “What are you better at now than you were at the start of the lesson?” Use of ‘Learning Lollies’ (or any random name finder) to include all and not just those with their hands up.	
Phase 1 (R)	Sounds as taught Tricky words Maths vocab No. lines /Numicon Calculation Policy	Differentiated independent activities and next steps.	WALT /WILF displayed on flipchart and differentiated for Maths and Literacy	SC discussed using symbols 	VF given as children move between activities to check what they have been learning and to engage/ encourage other children to have a go. Questioning/modelling/guidance for independent activities. <b>Face shield worn if appropriate</b>	SA introduced in Spring Term using ‘Thumbs up’ – verbally discuss what learned in lesson	Stampers used with children present to give VF immediately <b>Face shield worn if appropriate</b>	
Phase 2 (Yr1/2)	Tricky words on laminates Word wall Handwriting joins Number lines /Numicon vocab Calculation policy	Objective Activity Vocabulary	LO discussed with child and stuck in books	Displayed either classroom/flipchart/verbally	Pink and green highlighters used to show dialogue between child and teacher. <u>Pink box</u> to identify and move learning on. <b>Face shield worn if appropriate</b>	Verbal conversation at the end of the lesson to articulate learning. Questions in plenary	Stampers can be used Highlighters used LO. beginning LO - developing LO ✓ secure/ achieved. At end of piece of work	
Phase 3 (Yr3/4)	Key spellings Handwriting joins Number lines X table Maths vocab Calculation Policy	Objective Activity Vocabulary SEN	Children write LO into books	Discussed in classroom	Pink and green highlighters used to show dialogue between child and teacher. <u>Pink box</u> to identify child task and support given. <b>Face shield worn if appropriate</b>	As above	Highlighters used LO. beginning LO - developing LO ✓ secure/ achieved. At end of piece of work	
Phase 4 (Yr5/6)	Key spellings X tables/grids Maths vocab & place value chart Calculation Policy	Objective Activity Vocabulary	Children write LO into books	Displayed on flipchart	Pink and green highlighters used to show dialogue between child and teacher. <u>Pink box</u> to identify child task and support given. Yellow highlighter for IEP targets <b>Face shield worn if appropriate</b>	As above	Highlighters used LO. beginning LO - developing LO ✓ secure/ achieved.	