


	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 Visual Timetable Behaviour Policy STAR poster</p> <p><b>Reading Area</b> Books displayed cover facing forward and enticing. Other books to be well organised and accessible.</p>	<p><u>English</u> – New Hall’s Reading &amp; Writing Sequence</p> <p><u>Maths</u> - White Rose Maths planning annotated as appropriate. Work in books coded – F – Fluency VF – Varied Fluency RPS – Reasoning/Problem Solving</p>	<p>Learning objective (LO) to be displayed in classroom and in books. These should focus on the specific skills and relate to Arbor 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 <u>VF symbol</u>.</p>	<p>Adult uses TT strategies during lesson as practiced and developed through the year e.g. scaffolding modelling hinge questions exit tickets etc.</p>	<p><b>Self-Assessment (SA)</b> 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> ‘<u>Pink – Think</u>’ identifies an area to improve and linked to the SC</p> <p>‘<u>Green – Go</u>’ Identifies an area of success and again must link to the SC. TA’s mark work / initial.</p> <p>CT make comments <b>but consider workload – marking to inform next steps in planning/learning</b> use of the following can be used to determine understanding of objective – (Can be stamps or written). This can be next to the LO.</p> <p>LO. beginning LO - developing LO ✓ secure/ achieved. I - if work is independent a/s – if adult assisted</p>
<b>Questioning</b>	On displays/ working walls to engage learners	Key questions identified for various stages of lesson	Key/hinge 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?” ‘No hands up’ policy to engage all learners.	
Phase 1 (R)	Sounds as taught Red words Letter formation Maths vocab Number lines Numicon Calculation Policy	Objective (small step to match activity) Activity Resources Scaffolding Modelling Questioning Adaptations (including SEN)	LO discussed with child and stuck in books	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.	SA introduced in Spring Term using ‘Thumbs up’ – verbally discuss what learned in lesson	Stampers used with children present to give VF immediately Letter formation identified and children to complete	
Phase 2 (Yr1/2)	Sounds as taught/ sound chart Red words Word wall (vocab) Letter formation Number lines Numicon vocab Calculation policy	See above	LO discussed with child and stuck in books	Displayed either classroom/flipchart/verbally discussed	Pink and green highlighters used to show dialogue between child and teacher. <u>Pink box</u> to identify and move learning on.	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 Red words/spellings identified and children to complete Letter formation identified and children to complete	
Phase 3 (Yr3/4)	Sound chart Key spellings Handwriting joins Word wall (vocab) Number lines Times tables Maths vocab Calculation Policy	See above	Children write LO into books	Displayed either classroom/flipchart/verbally discussed	Pink and green highlighters used to show dialogue between child and teacher. <u>Pink box</u> to identify child task and support given.	As above	Highlighters used LO. beginning LO - developing LO ✓ secure/ achieved. At end of piece of work Red words/spellings identified and children to complete Letter formation identified and children to complete	
Phase 4 (Yr5/6)	Sound chart Key spellings Handwriting joins Word wall (vocab) Times tables/grids Maths vocab & place value chart Calculation Policy	See above	Children write LO into books	Displayed either classroom/flipchart/verbally discussed	Pink and green highlighters used to show dialogue between child and teacher. <u>Pink box</u> to identify child task and support given.	As above	Highlighters used LO. beginning LO - developing LO ✓ secure/ achieved. Red words/spellings identified and children to complete Letter formation identified and children to complete	