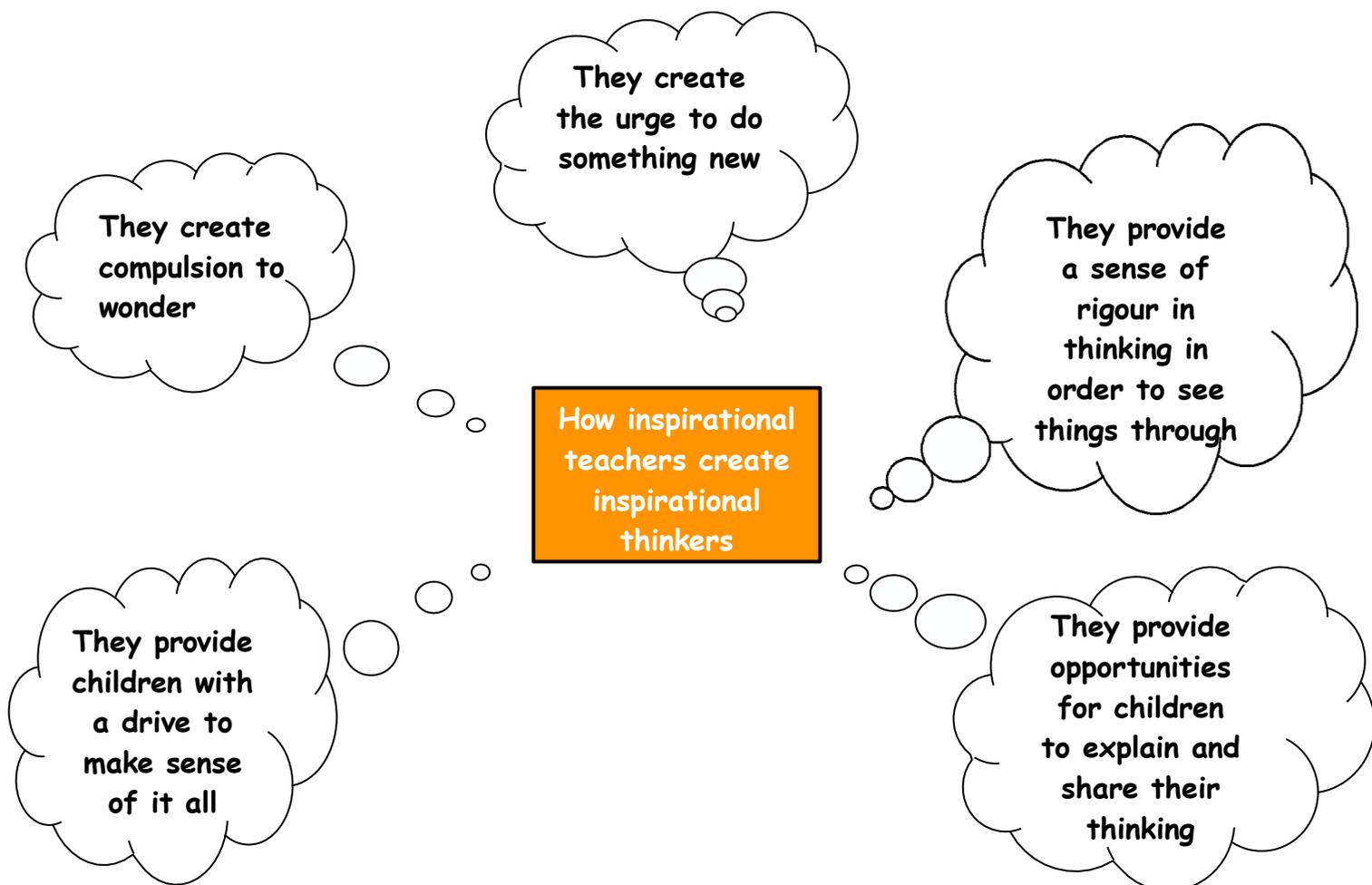


At St Ambrose Primary we are committed to excellence in all that we do and recognise that this is achieved through a constant drive to improve and develop the quality of teaching and learning across the school.

We are firmly committed to precision teaching, as we know that this enables teachers to personalise provision and ensure that every child is challenged and supported to make very good progress every day. We know that precise teaching centres on the child's current learning needs and motivates and inspires them to achieve the next step. All teachers know the next steps in learning and convey these to children who also know *'How much progress I've made to date and what I am aiming for now'*

In effect, we are committed to developing teaching that is 'dialogic'. Teaching that is characterised by children taking ownership of learning and confidently moving it forward because teachers scaffold and provide continuous feedback about progress.

This policy outlines our approach to precision teaching and provides everyone with a clear framework for evaluating and improving practice.



Behaviour for learning:

Positive attitudes, a strong sense of self, a clear sense of purpose and importantly, a sense of belonging, are prerequisites to effective learning. At St Ambrose we are committed to establishing environments for learning that not only stimulate and engage, but engender a sense of purpose and identity.

The classroom environment is the silent teacher. It conveys clear messages about our collective values, celebrates learning and supports and develops reflection, thinking and connection making.

We also understand that noise has a detrimental effect on learners and slows learning down for children. We aim to ensure every class is calm and quiet, supporting children in understanding appropriate noise levels for collaborative activities. Calm, quiet classrooms give children space to think, generalise, reflect and absorb. These are crucial if children are to really become engrossed in their learning. Pupil talk is essential for purposeful learning and teachers should teach children how to use their pupil talk voices positively and differentiate between talking for learning and noise levels that hinder learning.

Behaviour for learning is characterised by the following 6 elements, evident in all classes at St Ambrose:

- ★ Concentration and engagement
- ★ Respect for others
- ★ Good listening
- ★ Commitment to effort and quality
- ★ Calm and quiet talking
- ★ Questioning

A lesson begins outside. At St Ambrose we believe that readiness to learn starts in the playground when children, line up quietly and focus on moving quietly into school, thinking in readiness for the learning to come. Children settle immediately to their places and are alert, ready and eager to start learning.

At St Ambrose we know that adult behaviour affects children's behaviour. Behaviour for learning is the result of good teaching and teachers know that they are responsible for working with children to establish the parameters for effective lessons. By celebrating behaviour for learning, we support all children in engaging with lessons. All teachers smile, talk calmly and invite children into really engaging learning experiences that respect individuals and build self-esteem.

Therefore, parameters established in every class are:

- ★ Children come into class quietly and settle immediately
- ★ Learning starts straight away because something is already up to start the thinking
- ★ Questioning is used to engage at the start
- ★ Talk partners are used to ensure all children engage in learning tasks
- ★ Lollipop lotto is used to further aid engagement and have equal opportunities to be challenged
- ★ All contributions are valued
- ★ Children respond to each other's answers and contributions and this shows they respect and listen
- ★ Teachers facilitate dialogue by 'bouncing' responses and engaging all learners
- ★ TAs contribute effectively through systems for good communication (sharing planning and discussion before lessons)
- ★ Children are expected to talk quietly and are encouraged to wait for others to finish before responding
- ★ Children do not fiddle with equipment, slouch or swing on chairs and look at the talker
- ★ No one shouts

As a result, behaviour for learning is very good because everyone feels safe and ready. Children know that all their answers will be valued and celebrated. Ideas and thoughts for learning are recognised in learning walls and interactive displays. Thinking is on display as much as product.

Precise lessons for learning

Will Ryan 2010 argues that inspirational teachers, achieve inspirational responses from children by getting the balance right with the following elements of '**inspiring lessons**':

- ★ **The balance between teacher talk/modelling and pupil activity**
- ★ How long are children sitting and listening?
- ★ How does their behaviour for learning provide feedback on effectiveness?
- ★ How often are children discussing, sharing and asking?

- ★ **The balance between the teaching of knowledge, skills, understanding and attitudes**
- ★ Do children know why they are doing what they are doing?
- ★ Can they talk confidently and enthusiastically about their learning?
- ★ Can they describe improvement?
- ★ Is every answer valued regardless?

★ **The balance between dependency on the teacher, independence and interdependence on the pupils around them**

- ★ Are children organising and directing their learning?
- ★ Are children asking questions of each other?
- ★ Are children experimenting and testing?
- ★ Are children self-assessing and improving?

★ **The balance of time.**

- ★ Are children active for the whole lesson?
- ★ Are any children passive? What does this tell us?
- ★ Are lesson structures varied?
- ★ Is pace appropriate?
- ★ Is teaching adapted in response to ongoing feedback?

*Inspiring lessons engage learners; they are not a performance on the part of the teacher. They support children to **conceptualise, empathise, develop morality, and develop common sense /emotional intelligence, concentration and focus.***

At St Ambrose we believe that good teachers think very carefully about the 'ebb and flow' of the lesson and seek to plan learning activities that shift control to the learner and away from the teacher.

At St Ambrose you will see:

Teachers modelling in every lesson. This could be:

- Modelling reading
- Modelling writing
- Modelling problem solving
- Modelling counting, adding, subtracting etc.
- Modelling thinking
- Modelling editing
- Modelling questioning
- Modelling respect
- Modelling 'valuing contributions'

Modelling is crucial as we close the gap between what children currently know and what we want them to know. Vygostsky explores the concept of the novice and expert, where the expert skillfully supports the learner in developing independence with new skills. Teachers at St Ambrose are sure about the learning objective of each session, they are secure about the means of working towards it and model the thinking and strategies need to develop expertise.

Effective modelling at St Ambrose is characterised by:

Reviewing and re-reading to evaluate word choice etc.

Editing writing and thinking about alternatives and improvements

Thinking out loud so that children can listen to the thought processes

Composing written pieces, making choices, evaluating impact

**Effective modelling at
St Ambrose Primary
School
'Closing the gap'**

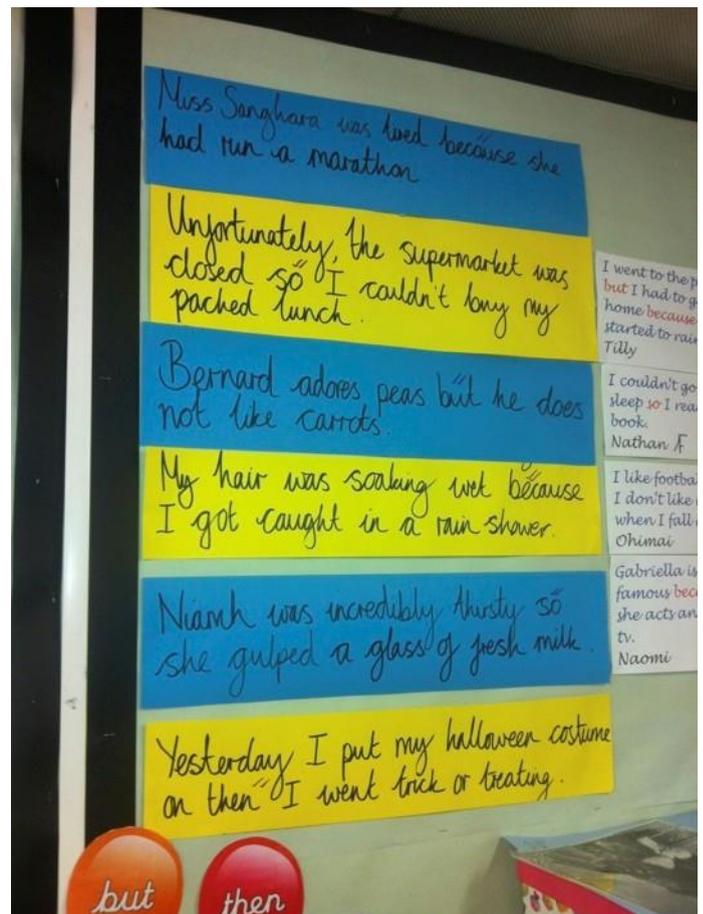
Synthesising, connecting, evaluating hypothesising

Planning and presenting so that communication is clear

Checking errors in calculations and using reasoning as a mechanism

Questioning, conjecturing, inquiring, justifying

Modelling and scaffolding are crucial for effective progress. However, over-scaffolding and modelling that does not enable children to think and learn independently and actively closes down learning. Teachers will ensure that modelling and scaffolding are precise and effective at showing what good looks like whilst allowing children sufficient space to adapt and learn from this.



Supporting learning through the development of working walls that build on quality modelled learning

They contain hypotheses and conjecture

They contain thoughts and mind maps

They reflect learning from across the curriculum

They contain 'things' that children have added independently

They contain key vocabulary, sentence and text structures

They contain rough notes, diagrams and questions

They reflect the ideas, strategies and skills being developed over the week

Quality indicators of effective Working Walls

They celebrate ideas and connections being made

They contain 'live' maths thinking and problem solving

They contain modelled learning

They support learning by acting as a reference point for independent learning and self-assessment

Each teacher develops the area around the white board as a working wall to support the ongoing learning of the classroom. Working walls are, by definition, work in progress. The expectation is that:

Every lesson characterised by skillful questioning at every stage of the lesson. These questions will be carefully planned and will be varied, including the following types:

KNOWLEDGE		
Verbs	Sample Question Stems	Potential activities and products
Tell List Describe Relate	What happened after? How many? Who was it that? Can you name the? Describe what happened at? Who spoke to? Can you tell why? Find the meaning of? What is? Which is true or false?	Make a list of the main events... Make a timeline of events. Make a facts chart. Write a list of any pieces of information you can remember. List all the.... in the story. Make a chart showing... Make an acrostic. Recite a poem.

COMPREHENSION		
Useful Verbs	Sample Question Stems	Potential activities and products
explain interpret outline discuss distinguish predict restate translate compare describe	Can you write in your own words...? Can you write a brief outline...? What do you think could of happened next...? Who do you think...? What was the main idea...? Who was the key character...? Can you distinguish between...? What differences exist between...? Can you provide an example of what you mean...? Can you provide a definition for...?	Cut out or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events. Write and perform a play based on the story. Retell the story in your words. Paint a picture of some aspect you like. Write a summary report of an event. Prepare a flow chart to illustrate the sequence of events. Make a colouring book.

APPLICATION		
Useful Verbs	Sample Question Stems	Potential activities and products
<p>solve show use illustrate construct complete examine classify</p>	<p>Do you know another instance where...? Could this have happened in...? Can you group by characteristics such as...? What factors would you change if...? Can you apply the method used to some experience of your own...? What questions would you ask of...? From the information given, can you develop a set of instructions about...? Would this information be useful if you had a ...?</p>	<p>Construct a model to demonstrate how it will work. Make a diorama to illustrate an important event. Make a scrapbook about the areas of study. Make a paper-mache map to include relevant information about an event. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game using the ideas from the study area. Make a clay model of an item in the material. Design a market strategy for your product using a known strategy as a model. Dress a doll in national costume. Paint a mural using the same materials. Write a textbook about... for others.</p>

ANALYSIS

Useful Verbs	Sample Question Stems	Potential activities and products
<p>analyse distinguish examine compare contrast investigate categorise identify explain separate advertise</p>	<p>Which events could have happened...? I ... happened, what might the ending have been? How was this similar to...? What was the underlying theme of...? What do you see as other possible outcomes? Why did ... changes occur? Can you compare your ... with that presented in...? Can you explain what must have happened when...? How is ... similar to ...? What are some of the problems of...? Can you distinguish between...? What were some of the motives behind...? What was the turning point in the game? What was the problem with...?</p>	<p>Design a questionnaire to gather information. Write a commercial to sell a new product. Conduct an investigation to produce information to support a view. Make a flow chart to show the critical stages. Construct a graph to illustrate selected information. Make a jigsaw puzzle. Make a family tree showing relationships. Put on a play about the study area. Write a biography of the study person. Prepare a report about the area of study. Arrange a party. Make all the arrangements and record the steps needed. Review a work of art in terms of form, colour and texture.</p>

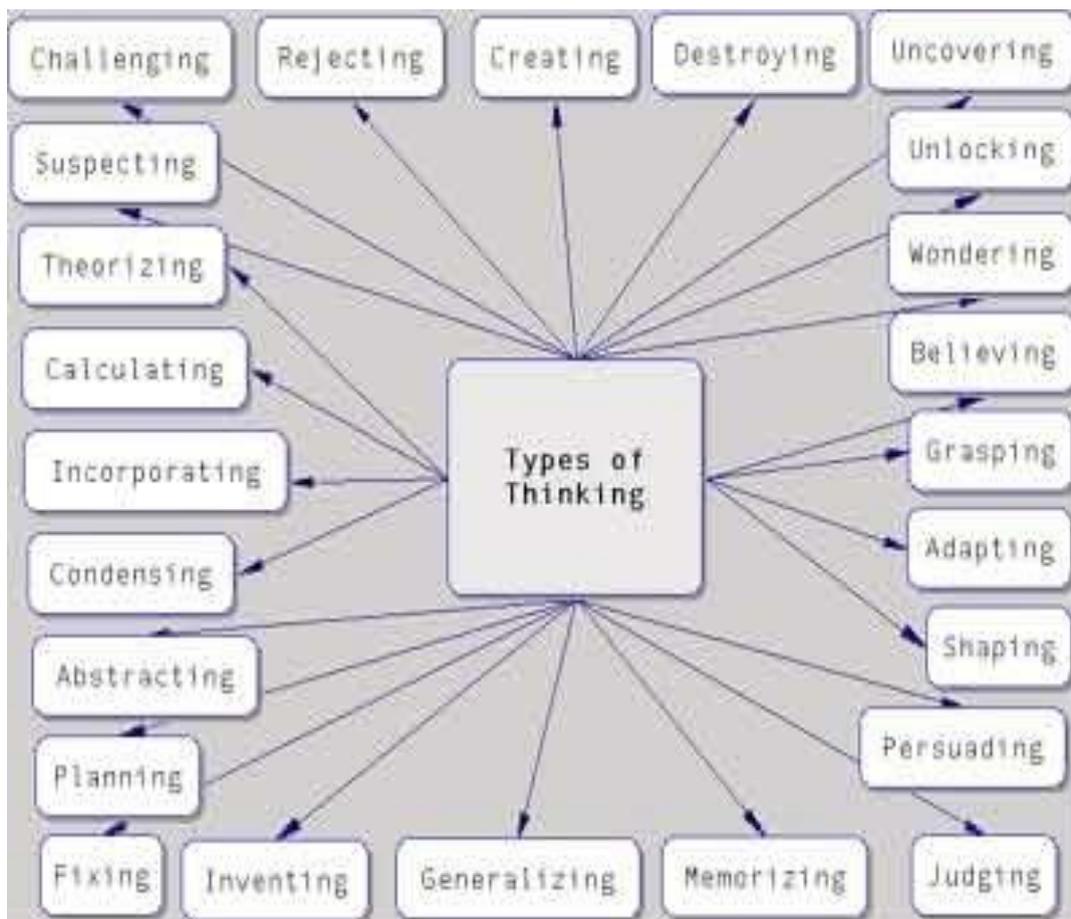
SYNTHESIS		
Useful Verbs	Sample Question Stems	Potential activities and products
create invent compose predict plan construct design imagine propose devise formulate	Can you design a ... to ...? Why not compose a song about...? Can you see a possible solution to...? If you had access to all resources how would you deal with...? Why don't you devise your own way to deal with...? What would happen if...? How many ways can you...? Can you create new and unusual uses for...? Can you write a new recipe for a tasty dish? can you develop a proposal which would...	Invent a machine to do a specific task. Design a building to house your study. Create a new product. Give it a name and plan a marketing campaign. Write about your feelings in relation to... Write a TV show, play, puppet show, role play, song or pantomime about...? Design a record, book, or magazine cover for...? Make up a new language code and write material suing it. Sell an idea. Devise a way to... Compose a rhythm or put new words to a known melody.

EVALUATION		
Useful Verbs	Sample Question Stems	Potential activities and products
judge select choose decide justify debate verify argue recommend assess discuss rate prioritise determine	Is there a better solution to... Judge the value of... Can you defend your position about...? Do you think ... is a good or a bad thing? How would you have handled...? What changes to ... would you recommend? Do you believe? Are you a ...person? How would you feel if...? How effective are...? What do you think about...?	Prepare a list of criteria to judge a ... show. Indicate priority and ratings. Conduct a debate about an issue of special interest. Make a booklet about 5 rules you see as important. Convince others. Form a panel to discuss views, eg "Learning at School." Write a letter to ... advising on changes needed at... Write a half yearly report. Prepare a case to present your view about...

Teachers at St Ambrose use a variety of questions to develop thinking:

- **Closed Questions:** That seek short answers.
- **Chunking Questions:** Chunk up and down for more or less detail.
- **Clear Questions:** That are simple and unambiguous.
- **Columbo Technique:** Asking stupid questions that get the answers you want.
- **Double Bind Questions:** Whichever way you answer, the result is the same.
- **Echo Questions:** Repeat what they say as a question.
- **Empowering Questions:** That release limits on people.
- **Funnel Questioning:** Seeking more detail or more general information.
- **Group Questioning:** Tips for asking questions of many people at once.
- **Interrogation Questions:** Questions that lead to answers.
- **Kipling Questions:** Rudyard Kipling's six servants.
- **Leading Questions:** That may or may not be a good thing for you.

- **Open Questions:** For long and detailed answers.
- **Open and Closed Questions:** yes/no or long answer.
- **Positive Questions:** Deliberately leading the other person.
- **Probing:** Digging for more detail.
- **Probing Questions:** Specific questions for finding detail.
- **Rhetorical Questions:** Questions without answers.
- **Socratic Questioning:** Socrates' method of questioning in order to elicit learning.
- **Tag Questions:** Some questions encourage agreement, don't they?



Every lesson involving a number of strategies to engage children in dialogue, collaboration and thinking. These will include:

Strategy/approach	Process	Gains and benefits
Thinking Time: Consciously waiting for a pupil or class to think through an answer (before you break the silence) e.g 15-30secs	Provide time between setting the question and requiring an answer. Sometimes alerting pupils to the approach and the time available to develop an answer.	Prompts depth of thought and increases levels of challenge. Ensures all pupils have a view or opinion to share before an answer is sought.
Basketball questioning: Move questions and discussions between pupils	Teacher establishes movement of ideas and responses around the class. Builds on other pupils' ideas and comments. Accepts 'half- formed' ideas. NB not 'ping-pong'	Engages more pupils. Stops teacher being focus for all questioning. Develops connected thinking and development of ideas.
Conscripts and Volunteers: Using a planned mix of 'conscripts' and 'volunteers'	Teacher selects answers from those who volunteer an answer and an equal amount of those who do not.	Enhances engagement and challenge for all.
Phone a friend: Removes stress to enable those who cannot answer to participate.	Those who cannot answer are allowed to nominate a fellow pupil to suggest an answer on their behalf, but they still have to provide their own answer, perhaps building on this.	Encourages whole-class listening and participation. Removes stress and builds self-esteem.
Hot-seating:	A pupil is placed in the 'hot-seat' to take several questions from the class and teacher.	Encourages listening for detail and provides challenge
Mantle of the expert:	A wears the cloak of the expert to answer questions from the class.	Builds self-esteem through opportunity to share detailed knowledge.
Preview: Previewing questions in advance	Questions are shared/displayed before being asked, or the start of the lesson.	Signals the big concepts and learning of the lesson

Pair rehearsal: of an answer or a question	Pairs of pupils are able to discuss and agree responses to questions together.	Encourages interaction, engagement and depth
Eavesdropping: Deploying specific targeted questions	Listen in to group discussions and target specific questions to groups and individuals.	Facilitates informed differentiation.
5Ws: Modeling simple exploratory questions to gather information	Teacher models the use of Who, What, Where, When and Why to set out a simple information gathering response based on the information provided.	Encourages students to rehearse enquiry and comprehension, can extend into reasoning and hypothesis. Creates an inquisitive disposition and a thinking/self-reflective approach to learning.

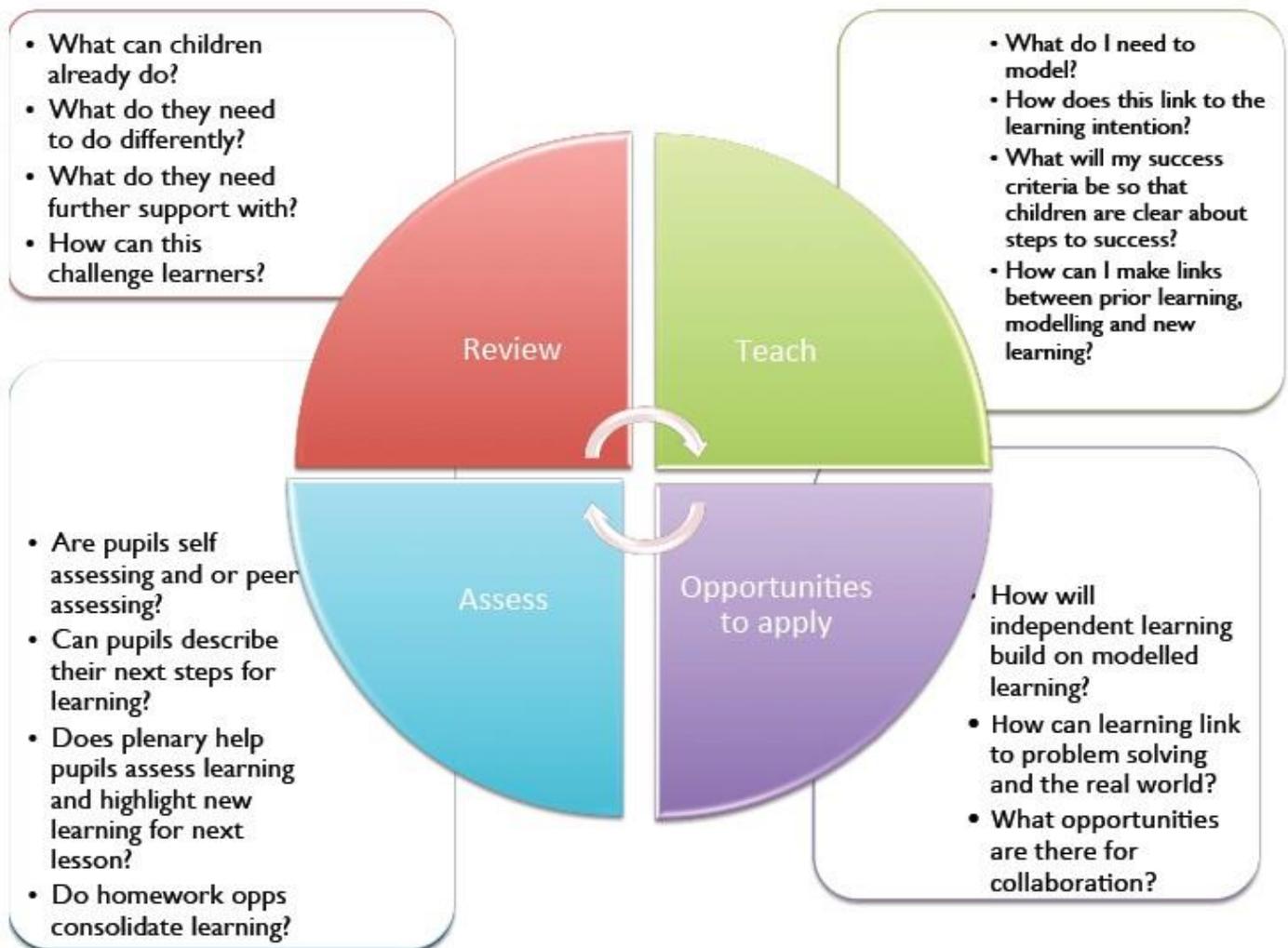
Strategy/approach	Process	Gains and benefits
High Challenge: Phrasing questions carefully to concentrate on Bloom's Taxonomy higher challenge areas	Questions must be pre-planned, as very difficult to invent during a lesson. Focus questions to address analysis, synthesis, evaluation and creativity, based on Bloom's Taxonomy.	Provides high challenge thinking, requiring more careful thought, perhaps collaborative thinking and certainly longer more detailed answers. For Able, Gifted and Talented.
Staging or sequencing: questions with increasing levels of challenge	Increasing the level of challenge with each question, moving from low to higher-order questioning	Helps pupils to recognise the range of possible responses and to select appropriately.
Big questions: The setting of a substantial and thought provoking question	Big questions cannot be easily answered by students when the question is posed. They are often set at the beginning of the lesson and can only be answered by the end of the lesson, using all of the thinking based on all of the contributions to	These questions develop deeper and more profound thinking. Big Questions are often moral issues or speculative questions such as, Where are we from? How big is the universe? What is the meaning of life?

	the lesson.	They require extended answers and usually rely on collaborative thinking and a personal interpretation of the information provided.
Focus questioning: This will help students to answer bigger questions	When students struggle to answer bigger or more complex questioning, the teacher can model or lead the thinking by asking Focus questions to lead the student through the steps of the thinking.	Develops confidence and the sequencing of small steps in thinking and response. Allows students to reveal the stages in their thinking.
Fat questions: Seeking a minimum answer	Pupils are not allowed to answer a question using less than e.g. 15 words or using a particular word or phrase. They must give an extended answer or make a complete sentence/phrase.	Develops speaking and reasoning skills, the correct use of critical and technical language.
Skinny questions A traditional approach to Q&A asking everyday questions with a fixed or specific answer	In its simplest form, students can answer yes or no to a skinny question, or give a number or knowledge based response.	Challenge level is low in skinny questions that do not seek an extended answer or reasons for the answer. Mostly knowledge and comprehension based. Does not develop thinking or reasoning.
Signal questions:	Providing signals to pupils about the kind of answer that would best fit the question being asked. Teacher responds to pupils attempt to answer, by signaling and guiding the answers.	The essence of purposeful questioning, moving pupils from existing knowledge or experience (often unsorted or unordered knowledge) to organized understanding, where patterns and meaning have been established.
Seek a partial answer:	In the partly formed answer, to promote collective engagement.	Excellent for building understanding from pupil-based language. Can be used to lead into 'Basketball questioning'. Develops self-esteem.

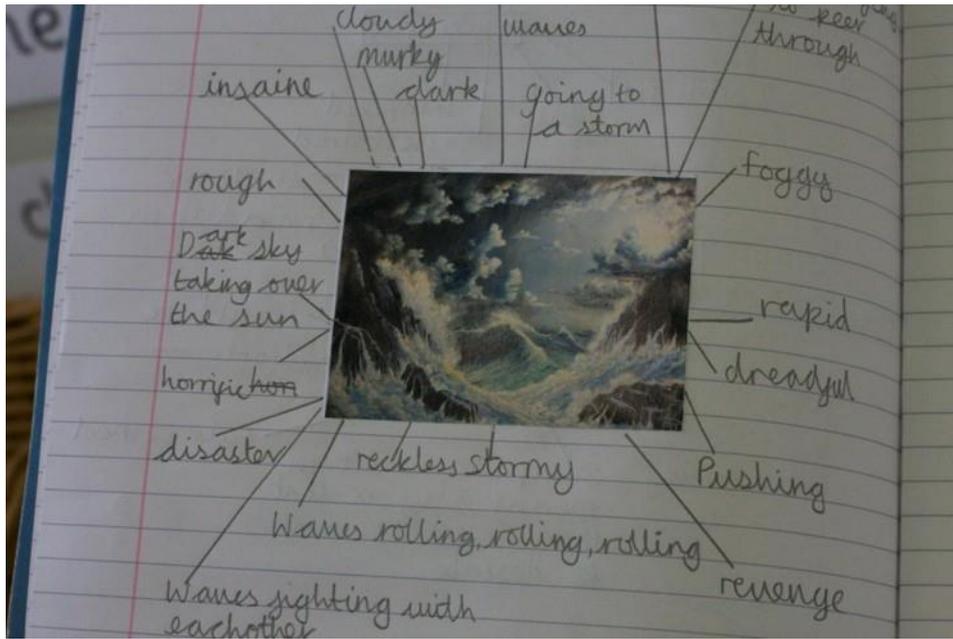
Every lesson has a buzz and inspires as a result of careful and perceptive planning. At St Ambrose, planning is:

- Precise: the teaching sequence over a week is clear and progressive
 - Each lesson has a clear learning objective and this relates to the previous and next day ensuring that each lesson builds on learning and supports the learner to progress
 - Learning objectives are precise and ambitious
 - Learning objectives are translated into clear success criteria statements so that children have a clear reference point for self-assessment
 - Learning objectives are differentiated for each group of learners to ensure we are challenging everyone
 - Plans are new each year. We might use similar ideas but we change them for each group of children
 - Focus groups are planned for each day and have clear 'mini-lesson' structures and learning objectives
 - Is detailed enough but not descriptive. It clearly maps the learning over a week
-
- **All lessons are characterised by effective differentiation** where the teacher builds on assessment information to ensure tasks are matched to need, appropriately challenging and respectful of the individual. It is an expectation that there are rarely whole class tasks. Teachers are careful not to 'cut down and narrow' opportunities for learning by setting low level tasks. Tasks, by design, should move children quickly through the learning journey and enable them to close learning gaps.
 - **Maths will be appropriately balanced between skill development, over-learning and more investigative tasks.** This ensures children are given opportunities to make connections and generalise. Worksheets of 'sums' are to be avoided. Children will be given opportunities to practice a written strategy but will quickly apply this skill and extend it. Progression will be evident between and within year groups because teachers will know where children are and will avoid repetition and unchallenging tasks.
 - **Reading will develop in depth and quality.** Guided reading sessions will be organised so that children develop and extend their skills independently. They will investigate, comprehend, infer, perform and share a wide variety of genre. Well targeted 1-1 precision teaching with additional adults will support children who need additional input. This will ensure all children can read fluently and confidently by the time they leave Key Stage 1.
 - **Writing will develop in complexity, length and depth.** Teachers know what progression looks like and will ensure grammatical elements are developed within creative and meaningful contexts. Writing will be presented carefully and daily. The process by which teachers and children build towards a writing outcome will be evident in all children's books and will demonstrate how teaching has closed learning gaps and supported children in making good progress.

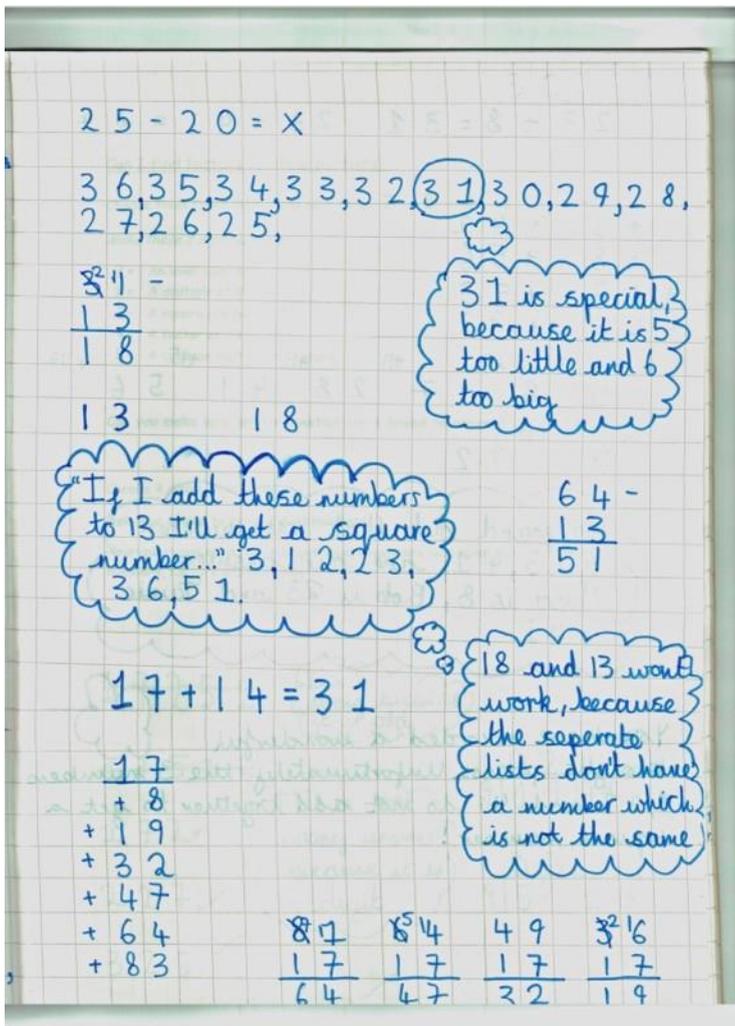
What the teaching cycle looks like...



Why do we believe that presentation counts?



It conveys a value. It conveys pride and it also enables the learner to communicate understanding effectively and clearly. Research also shows that boys feel better about writing when they can write neatly.



At St Ambrose, all children are supported with developing the quality of presentation by:

- Being taught handwriting regularly and practicing this daily until they have mastered the continuous cursive style
- Redrafting learning that can be developed in quality
- Having clear expectations
- Being shown by the teacher how to achieve quality

Assessment as learning

At St Ambrose we see assessment **as learning**. Effective assessment ensures the learner learns about their strengths and areas for development. It ensures the teacher learns about the effectiveness of their teaching and provision and also where they need to take the learner next.

At St Ambrose, marking and feedback will:

- help children become better learners by giving a clear picture of what they have done, and what they need to develop;
- give recognition and praise for achievement;
- provide clear direction for the next learning steps;
- enable parents to understand their child's strengths and weaknesses;
- identify targets for individuals or groups of children;
- ensure regular dialogue between teacher and child;
- suggest individual strategies for improvement.

Written feedback

'Marking has the potential to be the most powerful, manageable and useful ongoing diagnostic record of achievement.' Shirley Clarke

4. Nicola bought 3 balloons. She *estimated* them to be 60p, 40p and 20p, so the total would be about £1.20. The actual total was £1.25. What *could* the balloons have cost? Find five ways.

It could of been 40p, 60p, 25p, =£1.25

I can see your totals are correct Dyaab unfortunately the 3 numbers you have chosen are do not close to the estimates

e.g. 1) ⁵40p ³20p ⁸70p Sorry!

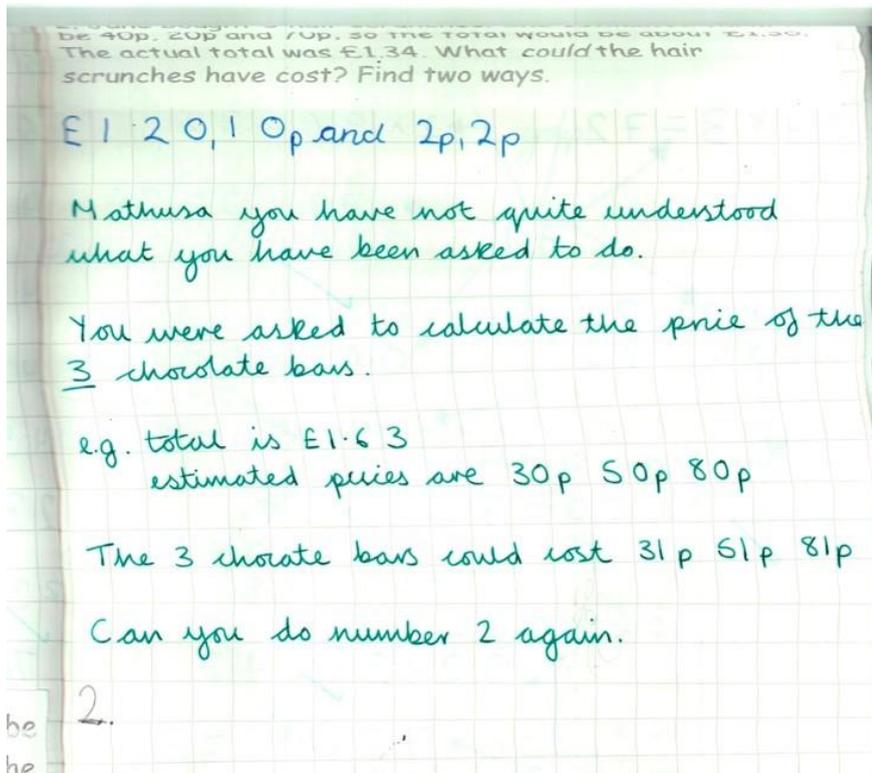
Chocolate bars could cost ⁵41p 31p 81p

Can you re-do number 2.

It could be 40p, 20p, ~~70~~ 74p = £1.34

Effective and precise written feedback is the key to rapid and sustained progress. At St Ambrose we ensure that all written feedback focuses on success, effort and areas for development that will close specific learning gaps.

Feedback to a class is effective when:



- expectations are shared with the whole class so they know what they have to achieve. Therefore feedback is measured against learning objectives;
- examples of expected outcomes and models of good work are given to show levels expected;
- feedback is given during the learning process to guide learning;
- children are involved in reflective dialogue and discussion;
- Success criteria or 'What learning looks like' are framed with children so that they can evaluate their own progress and are clear about the learning. These are revisited throughout the lesson and give children a clear and supportive reference point for self-assessment.
- Children have frequent opportunities to respond to feedback and make improvements to learning based on this
- Children are able to articulate clearly what good looks like, what progress they have made and what they need to do next in order for improvement to be made

How We Evaluate The Quality Of Teaching and Learning

Self-evaluation of learning take place regularly to support teachers and staff in delivering high quality learning experiences for children. We meet regularly to discuss teaching and learning and undertake the following activities to enable the best learning is provided. This includes:

- ★ learning walks
- ★ teaching and learning / planning team meetings
- ★ book looks
- ★ subject audits
- ★ school tracking data audits of all groups of pupils
- ★ lesson observations
- ★ informal opportunities for staff to peer observe or team teach
- ★ pupil voice learning walks

When making judgements about the quality of provision in a class, it is important to remember that good quality teaching every day for every lesson leads to outstanding progress and outstanding outcomes for pupils. Therefore, good teaching over time means outstanding practice.

"Education is a powerful engine for personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mine worker can become the manager of the mine, and that the child of farm workers can become president of a proud nation"

(Nelson Mandela)

