



Loving minds ♥ hearts ♥ hands.

Lesson Planning and Marking Statement of Practice.

September 2017-2018

Lesson Planning and Preparation:

All lesson plans are on the agreed format and entered onto the system on Monday morning. Each group is annotated by the stage that they are working towards. Hard copies of planning are found on teacher desks. These planning folders are uniform and easily navigated.

School vertical groups children for Literacy. Mathematics is taught through Singapore Maths no Problem and White Rose scheme of work. RWI and Literacy and Language planning is on the designated sheet. It is essential to demonstrate with annotation, the provision and activity for these groups.

Teachers must show that children in all groups are making progress and they are explicitly catered for. Learning objectives must be matched to pupils' prior attainment. Over time - a range of activities must be on offer to fully cater for differences in learning style.

Differentiated activities will be evidenced in children books. Every book will obviously not look the same. Therefore, planning by outcome is not acceptable.

All resources must be out on the desks and prepared for the lesson. (Lesson time should not be wasted directing children to distribute books and pencils or other resources.) Please leave annotated plans on a designated chair during observation rounds.

Lesson Structure: School Policy.

1. **Starter:** PACE + PASSION. The beginning of every lesson is lively, interactive and engages all pupils. It promotes thinking and challenge. Explicit lesson objectives and success criteria are clarified at the start of the lesson and shared with the children. (Success criteria = writing prompts, wow work criteria, VCOP and maths prompts.) Children need to know what to do to succeed and demonstrate in a lesson that they understand and are using prompts. **More able children** do not necessarily take part in this; their needs as with all other groups must be explicitly catered for on planning and in delivery.
2. **Direct Teaching:** New concepts are clearly and accurately explained. There will be good use of models and images. Don't go on too long - 15mins as a maximum guide.
3. **Activity:** Varied, purposeful and progressive. Must reflect the ability groups in the class. Planning by outcome is not acceptable. Consider best deployment of TA. Teacher will not sit with one group for the duration of the lesson.
4. **Plenary:** 5-10 minutes. The main points of the lesson are clearly summarised and reinforced and the learning objectives and success criteria repeated.

Strategies to drive progress through the lesson:

- 1.) **Mini-plenary:** When you have seen a child achieve part of the objective, stop and ask them to show the class what they have done and why it is good. Refer to the lessons success criteria. Repeat this process several times throughout the lesson.
- 2.) **Perfect partners and peer support and assessment.** This encourages the sharing of tasks and ideas and constructive communication.
- 3.) **Individual work:** Encourage pupils to use thinking time well, to consider a range of tackling problems.
- 4.) **Avoid hands up where possible.** Employ other strategies to ascertain understanding and children's' responses.

Marking School Policy.

After questioning and answers, marking is the first point of assessment.

Marking is done daily and work is never given back to children unmarked. All adult handwriting is in keeping with Pen Pals and in **green** ink

Written work: Marking needs to be explicit. 'Remember to use full stops' will not help the child at all. Marking must give clear instructions for the child to action. Children must respond to the direction using **red ink**.

E.G: Correct this spelling!

Go back and include the capital letter/full stops.

Write the date out again, in line with the policy.

Show me how you would include a paragraph.

Maths/Number work: Corrections must be written in the children's books and not just left incorrect. Modelling is an excellent way of driving progress through a lesson. Use this strategy wherever possible. Written marking directives from adults need to be just as explicit and apparent as in written work.

Children's Responses. Check and Challenge Time

Children are required to make an age appropriate response at the end of the session. As with the adult's comment, it has to be explicitly linked to the success criteria. Children need training and support in exactly how to respond appropriately. Time is allocated at the start of day for the children in 'Check and Challenge Time,' to make responses to the adult marking directives. The adult must then acknowledge the response via a tick, stamp or comment. Books are made ready for this purpose at the start of each day.

Monitoring:

As identified on the SDP Calendar, the schools full range of books is regularly scrutinised. Planning is monitored weekly by the SLT.

Reviewed: July for academic year 2017 2018

Date agreed by Governors: