



Teaching and Learning Approach

Introduction

At Meadowbank Primary School we are committed to achieving the best for all of our Meadowbank Family. Our success is evidenced in the fulfilment of our Mission **'Life Long Learners, Leaders of Change, Lasting Legacy'** and our vision that all will **'Flourish and Inspire.'**

The Teaching and Learning approach is at the core of our school and explains how learning is at the centre of all that we do. Each one of us are aspirational for our children, and for each other with our vision being that all will 'Flourish and Inspire.' The approach that we take ensures that everyone is committed to achieving a high quality consistent approach to learning where we are dedicated to providing a unique curriculum which begins with the needs of the learner. Our inclusive approach ensures that all children grow as independent and confident individuals, who will be successful lifelong learners and have a voice in their learning and development.

Our School Values are: -

Community
Respect
Aspiration
Achievement
Collaboration

Our Indicators of Success are for everyone to be: -

Safe and happy
Curious and Confident
Supported and Challenged
Included and Valued
Active and Healthy



OUR MISSION

| AS LIFE LONG LEARNERS | AS LEADERS OF CHANGE | OUR LASTING LEGACY |
|--|--|---|
|  <p>Limitless Learning: You never stop learning. New knowledge and skills excites us and makes us want to find out about all the things we don't even know.</p> |  <p>Change Makers: We change things for the future so the world is a better place for everyone. We make a difference to improve lives for all.</p> |  <p>Excellence For All: A curriculum that helps to prepare you for your life. Learning that makes you buzz with excitement.</p> |
|  <p>Belonging Together: Working as a team together and across our schools with a shared mission and vision so that we are all on a learning journey together. When we learn as one family we are more powerful.</p> |  <p>Developing the minds of tomorrow: Influencing the lives of others to achieve goals.</p> |  <p>Making it Matter: Being the best that we can be so that we are ready for our future. Making every moment special and trying our best. We are proud of our achievements and of each other's.</p> |
|  <p>Nurturing Ambition: Following your dreams and goals because they make life exciting. Having goals makes you challenge yourself. Having ambition helps you find your way so you can aim for whatever you want to achieve.</p> |  <p>Empowering Everyone: Building trust and valuing each other in school and across our schools so that we can make positive contributions. We act as one team, one family who learns.</p> |  <p>Ready For the Future: We stretch ourselves preparing for the future so we are ready for new adventures.</p> |

Lifelong Learners, Leaders of Change, Lasting Legacy

***‘Our education system has to prepare children for a world we cannot imagine’
Dylan Wiliam 2013***

As Lifelong Learners...

“You never stop learning. New knowledge and skills excite us and makes us want to find out more about all the things we don’t even know.” Children’s Leadership Team 2019

Our Curriculum and Learning Intention

Meadowbank’s curriculum is unique and begins with the needs of the learner. Our inclusive approach ensures that all children grow as independent and confident individuals who will be successful lifelong learners. All have high aspirations of themselves and what they can achieve in a rapidly evolving world. They will be leaders of change. The curriculum is designed to be relevant, meaningful and personalised to meet the needs of our children and will provide them with memorable experiences and rich opportunities from which they can use their knowledge, skills and understanding to make connections between their ideas and learning and use these in real life situations. Children are taught the skills to access, process and express their knowledge within a learning environment where independence and thinking skills are enveloped. ‘Big ideas show the connectivity of the curriculum and are about experiences’ (Dylan Wiliam 2013).

Our curriculum is developed from a belief that it is ‘the quality of the journey rather than the speed in which the destination is reached’ (Elliot Eisner 2013) which results in deep learning. Within a rich and innovative environment, learning provides challenge and enjoyment, progression and depth; with all children consistently making excellent progress with high levels of achievement in all aspects of life, recognising children’s ever growing potential. Our children think that ‘Meadowbank is special because we can learn about what we are really interested in’.

Through our curriculum, Meadowbank’s children are empowered to make informed decisions and will know how to make a positive contribution to their school, local environment and wider community. Our children say that ‘decision making is up to the children by letting their voices be heard.’ The skills of reflection and an enhanced understanding of the beliefs and values of others will support children in appreciating that there is more than one way to see the world and respect everyone’s contribution. ‘Education is something more than schooling’ (What is curriculum; 2000).

At Meadowbank teachers are role models of lifelong learning through collaboration and pedagogical research, with our partners across the Education Learning Trust and other local schools, we support the growth of all adults at every level which accelerates the progress and outcomes for children and creates a successful teaching and learning culture that leaves a lasting legacy.

‘Make it matter’ – (Debra Kidd 2018).



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As Leaders of Change...

“We change things for the future so the world is a better place for everyone. We make a difference to improve lives for all”. Children’s Leadership Team 2019

Understanding how learning develops (Implementation)

At Meadowbank we are dedicated to continually improving and adapting our practises in education in order to tailor our teaching to the needs of the children. We endeavour to provide them with enriching learning experiences which ensure secure and progressive skill development. We regularly use research as a methodology to challenge our thinking and pedagogies as a main vehicle for improving outcomes for the children and the teaching team through collaboration and sharing of best practises. We believe that this process enables us to focus on priorities and the reflective nature of research allows for in-depth conversations about our own and other practises which supports and accelerates the progress and impact on outcomes for children.

Learning Journey

“A good curriculum reflects the needs of the individual and society as a whole.”

Our curriculum at Meadowbank is planned collaboratively between the children and the teaching team and is unique to our school and the community. Children are taught the skills to access, process and express their knowledge within a learning environment where independence and thinking skills are developed. We follow a clear, coherent and well-sequenced curriculum that the children deserve.

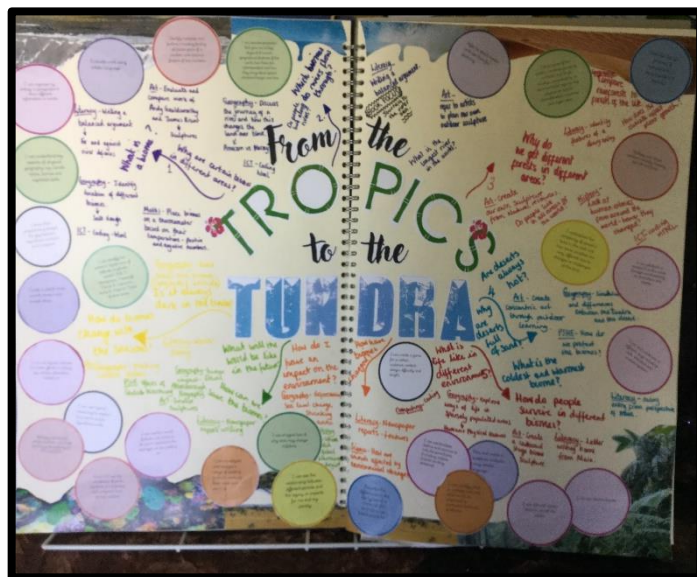
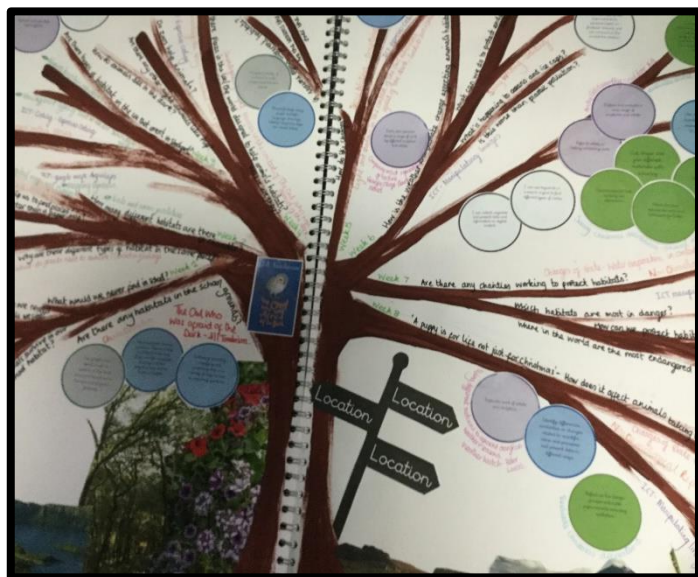
Our teaching builds on prior knowledge; is progressive as children move and grow through the school; personalised to the individual needs of the children; shows connectivity across subjects and challenges and stimulates the children.

A long term thematic curriculum plan is developed collaboratively between the children and teaching team within each year group in preparation for the new academic year. There is a strong emphasis on developing core skills in English, Oracy, Maths and Computing through a variety of opportunities and whenever possible planning is cross-curricular, recognising connections between areas of learning and taking into account the role teaching has in promoting the children’s spiritual, moral, social and cultural development.



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Each year group then has a 'live' half termly curriculum map within their Curriculum Planning Journal which the children contribute to and have shared ownership of their learning. Children are encouraged to pose questions and be researchers to develop their knowledge, understanding and skills.



All teachers are aware of the National Curriculum Programmes of Study in the foundation subjects and curriculum leaders use their knowledge and expertise to use these as a guide in providing the minimum expectations of coverage of all foundation subjects.

Teachers become the facilitators in this learning process ensuring that high quality experiences and opportunities are planned based on the curriculum progression of skills and knowledge maps identified in each subject. Planning has sharp objectives, based on children's prior knowledge and is also informed by formative and summative assessment and sequential steps in learning linked to evaluation of children's current understanding and understanding over a period of time. We encourage children to be involved in reviewing the way in which they learn too and to reflect on how they learn, what helps them to learn and build in opportunities to celebrate success and review learning strategies.

| Meadowbank Primary School Using progress, knowledge and vocabulary maps | | | | | | |
|--|--|--|--|---|---|---|
| Computing Progression of Skills, Knowledge and Vocabulary Map 2019-2020 | | | | | | |
| Year Group | Key Stage 1 | | Lower Key Stage 2 | | Upper Key Stage 2 | |
| Key Concepts | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 1 | Create a series of instructions. Plan a journey for programmable equipment or character. Know and understand how to create a series of instructions. | Test and amend a set of instructions (debug). Write a simple program and test it. Predict what the outcome of a simple program will be (logical reasoning). Know and understand that algorithms are used on digital devices. Know and understand that programs require precise instructions. | Write programs that accomplish specific goals. Use logical reasoning to predict output showing an awareness of input. Know how to write a sequence of instructions, including directional instructions. Know how to navigate the web to complete simple searches. | Experiment with variables to control models. Give instructions on screen to control an object or character using repetition. Use logical reasoning to detect and correct errors in programs (debug a programme). Know how to make an accurate prediction and explain why they believe something will happen (linked to programming). Know how to search for specific information and know which information is useful and which is not. | Combine sequences of instructions and procedures to accomplish a goal including selection and repetition. Explain rule based algorithms and debug the code. Use technology to control an external device. Know how to technology to control an external device. Know how to develop a program that has specific variables identified. Know how to combine sequences of instructions and procedures to turn devices on and off. | Design and write a program solution for a multi-step problem. Give clear, precise and logical explanations of a number of algorithms and use reasoning to detect errors in algorithms. Create a program with selection and repetition programs. Know how to use sequence, selection and repetition programs. To know and understand how to work with variables and various forms of input and output. Know how to combine sequences of instructions and procedures to turn devices on and off. |
| 2 | Use a website and camera. Log into the school system. Know some of the IT uses in their own home. | Navigate the web to complete simple searches. Use a range of instructions (direction, angles and turns). Recognise that websites can include pop ups and evaluate when links are safe. Know how technology is used in school and outside of school. | Search for information on the web in different ways. Manipulate and improve digital images. Know when it is best to use technology and where it adds little or no value. | Share learning appropriately and safely online e.g. A podcast, blog, vlog... Know the difference between data and information. Use different types of searches to achieve given goals. Know how to analyse and evaluate information. | Be aware that some search engines may provide misleading information. Know how to analyse and evaluate information resulting a conclusion that helps with future developments. | |
| 3 | Talk about some of the IT uses in their own home. Keep personal information private. | Show respect to others using digital technology. Understand the importance of keeping personal information and passwords private. | Use technology respectfully and responsibly. Know different ways they can get help if concerned. | Recognise that cyber bullying is unacceptable, and how to prevent and react. Recognise acceptable and unacceptable behaviour using technology. | Report concerns in a range of contexts. Know and understand that they have to make choices when using technology and that not everything is free and/or safe. | Be increasingly aware of the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable. |

| Meadowbank Primary School Using progress, knowledge and vocabulary maps | | | | | | |
|--|---|---|--|--|---|--|
| Art Progression of Skills, Knowledge and Vocabulary Map 2019-2020 | | | | | | |
| Year Group | Key Stage 1 | | Lower Key Stage 2 | | Upper Key Stage 2 | |
| Key Concepts | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 1 | Explore a range of materials to learn how to cut, roll and coil. Use drawing to share ideas using lines and movement, contours and feelings. Use pencils to create lines of different thickness in drawings. Know how to cut, roll and coil materials. Know how to show how people feel in paintings and drawings. Know how to use pencils to create lines of different thickness in drawings. | Use clay to join things together. Create ad use a wide range of patterns and shades of colour - natural and man-made. Use lines and movement, contours and feelings. Know how to use three different grades of pencil when drawing. Know how to cut, roll and coil materials. Know how to make a clay pot and know how to join two clay finger pots together. Know how to create a printed piece of art by pressing, rolling, rubbing and stamping. Know how to use IT to create a picture. Know how to use different effects within an IT paint package. | Use acrylic paints, making changes to your work. Refer to artists in history, comparing work. Use different grades of pencil to shade and to show different tones and textures. Replicate work of artists and sculptors. Know how to use sketches to produce a final piece of art. Know how to use digital images and combine with other media. Know how to use IT to create art which includes their own work and that of others. Know how to use IT to create a picture. Know how to use different effects within an IT paint package. | Create a sculpture inspired by the work of others. Use different marks and tools to create patterns with repeated mark making. Analyse watercolour paintings, form, line and techniques. Show facial expressions and body language in sketches and paintings. Plan, create and evaluate a painting using watercolours. Use the concept of negative space. Evaluate work. Know how to sculpt clay and other mouldable materials. Know how to show facial expressions and body language in art. Know how to use different grades of pencil to shade and to show different tones and textures. Know how to integrate digital images into art work. | Plan and create a sculpture. Make appropriate choices in selecting from a range of materials to achieve desired outcome. Use line, tone, shape and colour to represent figures and forms and movement. Know how to use marks and lines to produce textures. Know how to use shading to create mood and feeling. Know how to use media to create emotion in art. Know how to use images created, scanned and found, altering them where necessary to create art. Know how to use feedback to make amendments and improvement to art. Know how to use feedback to make amendments and improvement to art. | Plan, create and evaluate sculpture. Use a variety of techniques to create form and texture. Use a full range of pencils, charcoal or pastels when creating a piece of observational art. Use the colour wheel to use harmonious and contrasting colours. Know and be able to explain why different tools have been used to create art. Know and be able to explain why chosen specific techniques have been used to create art. Know and discuss how to use a range of resources to create art. |
| 2 | Use painting with a focus on colour and space for effect. Know how to create moods in art work. Know the names of the primary and secondary colours. Know how to create a repeating pattern in print. | Mix paint to create the secondary colours. Use white to create tints with paint and black to create tones. Show texture in painting - texture for effect. Know how to mix paint to create all the secondary colours. | Use shade and contours to show different tones and textures. Know how to create a background using a wash. Know how to use a range of paint brushes to create different effects in painting. | Use line, tone, shape and colour to represent figure and forms in movement. Know how to organise line, tone, shape and colour to represent figures and forms in movement. Know how to create an accurate print design following given criteria. | Use shading and perspective to create form and texture. Know how to organise line, tone, shape and colour to represent figures and forms in movement. Know how to create an accurate print design following given criteria. | Discuss form, pattern and texture. Know how to overprint to create different patterns. Know which media to use to create maximum impact. |

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We follow the principle that assessment is only valuable and effective when it is the result of rich and immersive learning experiences. Assessment should not risk to label children's achievements but instead remove the ceiling on attainment. Co-constructed success criteria encourage immersion into reflective learning so children develop a clear understanding on how to use and apply their acquired skills and knowledge, building upon children's prior learning. Our school is committed to ensuring that both adults and children use feedback effectively so that it is a two way learning conversation between the child and the adult or between peers. Feedback will be focussed upon clear learning objectives; children need to know how they will achieve these, how their learning will be judged and what the adult or peer is looking for. This information must be made clear to the children before they begin their learning. (See Children's Feedback Policy)

Learning Environment

Children at Meadowbank learn within a rich and innovative environment, where learning provides challenge and enjoyment, progression and depth; within an atmosphere of mutual respect between adults and children where they feel safe, happy, valued and know that they belong. (See Positive Relationships Policy)



We believe that for a child's learning to be meaningful and embedded, they need to be able to continue their explorations and ideas on a daily basis to deepen their knowledge, understanding and skills. Children will be able to independently use the learning environment and resources to initiate their own learning through this approach. They will also have the opportunity to engage in explicit challenges and experiences which aim to consolidate and deepen previous learning or present pre learning opportunities linked to age related expectations. For learning to become embedded, children need to practice skills and explore concepts in a range of contexts, and these must be planned into the learning provision. Practice and repetition aim to strengthen the connections and links within the brain. Continued learning provision should reflect the children's interests and be shaped around their learning needs identified in daily observations and assessments.

At Meadowbank we have confidence in our children shaping what and how they learn and encourage them to discuss and explore their pathway to the curriculum through child-led learning. Continuous Provision increases invaluable opportunities for children's social and emotional growth and their skills in speaking and listening. It provides opportunities to develop subject specific vocabulary and application of subject specific skills across a wide range of curriculum subjects. Furthermore, continuous provision promotes children's spiritual, moral, social and cultural development by fostering an ethos of exploration and discovery and an inquisitive understanding and curiosity of the world around them. Children are supported to engage with other people and their environment through play, explorative active learning, and creating and thinking critically. These characteristics underpin the learning and development across all of the continuous provision areas and support each child to become an effective and motivated learner.

We offer opportunities for children to learn in different ways within the environment to: -

- ◆ Enable them to have first-hand experience and to engage in investigative work
- ◆ Enable them to communicate their findings in a variety of ways: -debating, role play, oral presentations
- ◆ Engage in planned and sequential opportunities to work individually, as a pair, within a group or a member of their whole class
- ◆ Acquire an appreciation of the features of effective group work
- ◆ Enable them to grow in independence and take more responsibility in planning and organising their learning
- ◆ Produce work for a variety of audiences
- ◆ Practice and apply newly acquired skills and knowledge
- ◆ Value the work of others
- ◆ Select learning materials and tools appropriate to the learning at hand to enable investigations and problem solving, research and discovery, designing and making
- ◆ Use modern technology as an aid to learning
- ◆ Enable fieldwork and educational visits

(See **Appendix 1**: 'Learning Environment Expectations')



Role of Adults

Adults supporting learning in the environment have a crucial role in stimulating and supporting children to reach beyond their current limits, inspiring their learning and supporting their development. It is through the active intervention, guidance and support of a skilled adult that children make the most progress in their learning. This means being a partner with children, enjoying with them the power of their curiosity and the thrill of finding out what they know, can do and understand. Children can then be challenged beyond their skill set and develop experience and expertise that can lead to a 'Flow' of learning "which happens when a challenging task is matched by, or slightly exceeds, well developed skills." (Geoffrey James; 2016)

It may be that they explore alongside the children, listening and responding to their talk and ideas, while also encouraging them to speculate and test ideas through trial and error. Adults may also model ideas and language, posing questions to develop a child's reasoning abilities and making suggestions to support their learning. Reflective dialogue between adults is paramount in accelerating children's learning and progress.

Adults have high expectations for all children and plan, resource and differentiate learning opportunities and experiences that provide challenge and enjoyment, progression and depth. Children with specific learning needs will have a personalised curriculum and will have appropriate support at the time and level it is required to optimise learning. All adults promote, support and facilitate inclusion by adopting relevant strategies to enable the participation of all children in learning so they all feel included and valued and as a result will consistently make excellent progress with high levels of achievement in all aspects of life. (See Vulnerable Children's Policy)

Adults teach, model, and enable positive relationships within the curriculum that support a learning environment where the connection of learning about health, being active and wellbeing is supported by alignment of action across a whole school approach. (See Wellbeing Policy)

Assessment and Monitoring

At Meadowbank we recognise the importance of formative assessment and the key role it has to play in creating a learning culture. Adults make ongoing assessments of each child's progress and this is an integral part of the curriculum and its strategies for teaching and learning. Regular assessments are made of children's work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual children. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage of their learning. All results from assessments are analysed and used to inform future planning.

We set aspirational targets in line with FFT data and other systems for children at the beginning of each academic year, and review the progress of each child at the end of each term during standard review meetings. Discussions during these meetings enable leaders to utilise and deploy resources and adults where necessary so that the appropriate provision is in place to support and extend the learning for each child.

Subject specific school self-evaluation and curriculum action plans are in place alongside a monitoring cycle. The pace and depth of teaching and learning is maximised as a result of monitoring of subjects and the progress of individuals and groups of learners against age related expectations. Monitoring is shared with adults within school and future priorities are identified with next steps which are actioned in a timely manner. (See **Appendices: - 2, 3, 4** Monitoring Proformas)

The Role of Governors and Trustees

Our Governors take an active role in determining, supporting and monitoring the schools approach to learning and improvement through regular meetings and opportunities to become immersed within the teaching and learning environment. Professional dialogues between the teaching team and Governors provide challenge and rigour with an approach of “Tell me, now show me” in relation to their key roles and school improvement priorities.



The Role of Parents

Parents play a fundamental role in supporting their child’s education and home learning is an important part of this process. We endeavour to provide varied opportunities to inform, support and inspire parents about what their children are learning and how they learn. We hold regular parental workshops to support home school learning partnerships and parents are regularly invited to see what this looks like in action alongside their children within the learning environment.



“These opportunities are great and provide us with tips of how we can further support at home and help with learning. They are really useful and it is great to see how much fun my child is having in the classroom as well as a chance for me to see what the information looks like in practice.” Foundation Stage Parent 2019

A curriculum overview at the beginning of each half term is also shared with parents which outlines the key themes, skills and knowledge that the children will be engaged in.

We ask parents to support children in developing a love of learning, discovering new interests and embedding the key skills needed by the end of each year in school.

We ask that parents to support their children in the following ways: -

*READ, READ, READ and READ! School believes that it is vital that children read every day and are supported to develop a love of reading as it is a key stone to academic success. We ask that parents support their children in reading daily and record their reading material in school diaries.

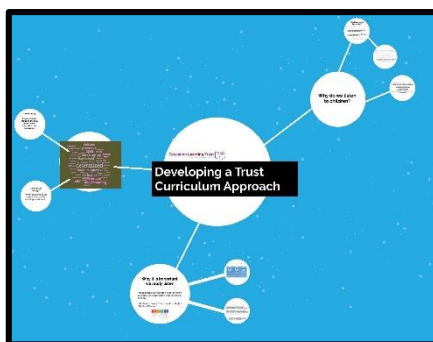
*Learn and over learn the multiplication facts. Practice regularly at home so that they can be recalled at speed and used to solve problems.

*Learn and over learn weekly spellings. Spellings should be thoroughly learned and used within writing rather than learning a list by rote.

*Talk to children. Time to talk with children each day, to model listening skills, to build vocabulary and language skills.

Joint Practice Development

At Meadowbank teachers are role models of lifelong learning through collaboration and pedagogical research, with our partners across the Education Learning Trust and other local schools. We support the growth of all adults at every level which accelerates the progress and outcomes for children and creates a successful teaching and learning culture that leaves a lasting legacy. Therefore, at Meadowbank Primary School professional development is an investment in our valued staff as leaders of learning, in the enrichment of our children and in the very fabric of our school. This investment will no doubt reap rewards and bring about raised standards in all that we do.



A Lasting Legacy...

“Being the best that we can be so that we are ready for our future. Making every moment special and trying our best. We are proud of our achievements and of each other.” Children’s Leadership Team 2019

The school self-evaluation process is designed to ensure that the curriculum develops and accelerates within the maturity model. Through this model, planning reflects aspirational goals set out as objectives and success criteria. Expectations are consistently high and decision making is informed by rigorous analysis of data which enables school to identify areas to be innovative.

Children are able to articulate the school’s curriculum intention and understand how this is integral to their learning environment. Children are passionate about their learning and see the relevance between their

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learning and enrichment opportunities within the wider community and how this develops their knowledge, skills and understanding further.

All adults ensure that the experiences and opportunities available to children enhance their learning and they are immersed in enrichments that will give them the best possible start to provide them with the essential knowledge they need to succeed in life.

“When you see something then you learn about it; it helps you to remember because it’s in your memory. It can help you to make a link and then it becomes powerful because you can use it to understand, think and learn more by asking questions and exploring new experiences.” Children’s Leadership Team 2019



The governing board reviews this document annually. The governors may, however, review the contents of the document earlier than this if the government introduces new regulations, or if the governing board receives recommendations on how this approach might be improved.

| Date | Document version | Document Revision History | Document Author / Reviewer |
|----------|------------------|--------------------------------|----------------------------|
| | 1.0 | | J. Appleton |
| 15.09.16 | 1.1 | Policy reviewed | J. Appleton |
| 11.10.17 | 1.2 | Policy reviewed | J. Appleton |
| 06.01.20 | 2.0 | Reviewed – Significant changes | K Carrington |



Appendix 1 Learning Environment Expectations

| Learning Environment Expectations |
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| <p>The Vision, Mission and Curriculum Intent is at the core of our school and explains how learning is at the centre of all that we do. Children are able to articulate the school's curriculum intention and understand how this is integral to their learning environment.</p> <p><i>-This is displayed in each year groups learning environment.</i></p> |
| <p>The learning environment recognises and celebrates cultures, values and the beliefs of all.</p> <p><i>-Images of children and adults represent all groups in the children's community.</i></p> <p><i>-High quality literature includes and represents the children's voices and multiple ways of knowing, experiencing, and understanding life.</i></p> <p><i>-Resources represent cultural groups equally and positively.</i></p> |
| <p>High expectations are made explicit for all children.</p> |
| <p>Each year group then has a "live" half termly curriculum map within their Curriculum Planning Journal which the children contribute to and have shared ownership of their learning. Children are encouraged to pose questions and be researchers to develop their knowledge, understanding and skills.</p> |
| <p>Learning environment and provision of resources support inclusive, interactive teaching approaches, independence and collaborative learning.</p> <p><i>-The learning environment is utilised to encourage maximum learning potential.</i></p> <p><i>-The learning environment is clean, tidy and organised.</i></p> <p><i>-Drawers, trays and baskets of resources are clearly labelled and are aligned across the year group.</i></p> <p><i>-Materials, equipment and resources are of a high quality, are in the learning environment and are accessible to all children.</i></p> <p><i>-Adults have high expectations and are role models for children leaving their work spaces neat and tidy.</i></p> |
| <p>Opportunities and experiences are planned so children engage with other people and their environment through play, explorative active learning, and creating and thinking critically.</p> |
| <p>Visual time table to provide structure and routine, encourage independence and build confidence.</p> |
| <p>Planning has sharp objectives, based on children's prior knowledge and is also informed by formative and summative assessment and sequential steps in learning linked to evaluation of children's current understanding and understanding over a period of time.</p> |
| <p>The 'Learning Journey' is shared with the children to enable them to make connections and understand how their learning builds on prior, current and new skills and knowledge.</p> |
| <p>Meadowbank's Magnifying glass is used to share co-constructed success criteria. This encourages immersion into reflective learning so children develop a clear understanding on how to use and apply their acquired skills and knowledge, building upon children's prior learning.</p> |
| <p>Key words and ambitious subject-specific vocabulary are displayed and discussed for each curriculum area. These are developed each half term in line with the thematic approach to ensure vocabulary links to an appropriate learning context.</p> |
| <p>Key questions and openers are displayed and referred to during learning to facilitate thinking and discussions about learning. Higher order questions are used to challenge deep level thinking where children are given the opportunity to reason, explain and justify.</p> |
| <p>Both adults and children use feedback effectively so that it is a two way learning conversation between the child and the adult or between peers. 'TAG' is embedded to guide peer and self-assessment. Children are able to confidently and accurately identify next steps for learning.</p> |

Everyone actively fosters positive attitudes, relationships and behaviours.

Displays: -

Communicate the schools' shared high expectations for learning.

Highlight the shared vision, school values and indicators for success.

Reflect the learning process across the curriculum.

Provide opportunities to research, investigate and problem solve through the application of skills, knowledge and vocabulary that have been taught.

Inspires, create interests and generates discussion around learning.

Celebrate children's successes and learning achievements.

Are aspirational for all members of the Meadowbank community as they show how we 'Flourish and Inspire'

-Walls are backed in hessian with black borders.

-Work is mounted.

-Include the mission statement symbols.

-Are well maintained.

-Displays in the communal areas of school will be changed on rotation in discussion with subject curriculum leaders.



Appendix 2 Monitoring Record – Planning Enquiry

Monitoring Record – Planning Enquiry

| Date: | | Subject: |
|---|-----------|-----------------------|
| Staff Monitoring: | | |
| Focus: | | |
| Additional Context Information: | | |
| Future Priorities Identified as an outcome from Monitoring: (Headlines) | | |
| Next Steps: (Action plan points to address priorities with date action to be completed) | | |
| Class/Year Group | Strengths | Areas for Development |
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Appendix 3 Monitoring Record – Teaching and Learning

Monitoring Record – Teaching and Learning (Pop in)

| Date: | Subject: | |
|---|-----------|-----------------------|
| Staff Monitoring: | | |
| Focus: | | |
| Additional Context Information: | | |
| Future Priorities Identified as an outcome from Monitoring: (Headlines) | | |
| Next Steps: (Action plan points to address priorities with date action to be completed) | | |
| Class/Year Group | Strengths | Areas for Development |
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Appendix 4 Monitoring Record – Book Look

Monitoring Record – Book Look

| Date: | Subject: | |
|---|-----------|-----------------------|
| Staff Monitoring: | | |
| Focus: | | |
| Additional Context Information: | | |
| Future Priorities Identified as an outcome from Monitoring: (Headlines) | | |
| Next Steps: (Action plan points to address priorities with date action to be completed) | | |
| Class/Year Group | Strengths | Areas for Development |
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