THE
UNITY
WAY

IN UNITY WE SUCCEED

FCAT
The best we can be

Our Vision for Teaching and Learning

> *Our aim at Unity Academy is to create a positive climate for learning that empowers all students to learn and be successful. It is an expectation that all our students receive high quality teaching practice in the optimum conditions for learning. This should equip them with the knowledge, skills and dispositions for lifelong learning and for making a positive contribution to the world around them.*

The Unity Way sets out clear evidence-based teaching practice principles that drive excellent teaching and learning. It is a frame of reference for teachers to be able to reflect on and evaluate their practice, whilst ensuring that they embed the strategies that we have identified as being conducive to creating a positive climate for learning. Although the framework identifies a number of non-negotiables, it is flexible in a way that supports a responsive approach to the needs of students.

As an academy we promote opportunities for all classroom-based staff to develop their practice through self-reflection, coaching and continued professional development opportunities. Support is available through the following channels:

Pedagogical Professional Development: Toni Shaw (AHT for Quality of Education)
IRIS Connect: Toni Shaw and Kate Bentley (Senior Leader)
Coaching: Kate Bentley
Snap and Share: Daryl Hardman (Head of Physical Education)
**Teaching and Learning Google Drive:** Toni Shaw
CPD and Appraisal: Richard Brimley (Senior Leader)
Early Career Support: Kelly Shaw (AHT for Primary Pastoral Care)

Development of classroom practice is supported and monitored through the academy quality assurance systems. This includes regular book looks, lesson observations, curriculum discussions, walkthroughs and student/staff voice activities.

Expectations Overview

Preparation	Learning-Focused Relationships	Learning Objectives	Explanations & Modelling	Feedback	Learning
1.1: Key Knowledge & Skills	**2.1**: Meet & Greet	**3.1**: Explicit & Direct	**4.1**: Clear & Concise	**5.1**: Verbal Feedback	**6.1**: Do Now
1.2: High Challenge	**2.2**: Y7-9 Silent Classrooms	**3.2**: Demanding	**4.2**: Small Steps	**5.2**: Whole Class Feedback	**6.2**: Building Schema
1.3: Sequencing & Progression	**2.3**: Be Assertive	**3.3**: The Learning Journey	**4.3**: Language Rich	**5.3**: Re-Teaching a Concept	**6.3**: Intervening Early
1.4: Application	**2.4**: Communication	**3.4**: Repetition	**4.4**: Student Explanations	**5.4**: Literacy	**6.4**: Interleaving
1.5: The Expert	**2.5**: Presentation of Work		**4.5**: I Do/ We Do/ You Do	**5.5**: Grade/ Score/ RAG Rating	**6.5**: Guided Practice
1.6: Q&A	**2.6**: One Language		**4.6**: Examples of Good Practice	**5.6**: Live Marking	**6.6**: Independent Practice
1.7: Learning Links & Consolidation	**2.7**: Positive Body Language		**4.7**: Live Modelling	**5.7**: Written Feedback	**6.7**: Consolidation
1.8: Knowledge Fluency	**2.8**: Traffic Lights		**4.8**: Assessment Framework Links	**5.8**: Self/ Peer Assessment	**6.8**: Y7-11 Daily Reflection
1.9: Reading & Vocabulary	**2.9**: Make Positive Assumptions			**5.9**: Corrections	**6.9**: Y7-11 Knowledge Quizzing
1.10: Formative & Summative Assessment	**2.10**: Student Responsibility			**5.10**: Developmental Responses	**6.10**: Home Study
1.11: Differentiation	**2.11**: Modelled Responsibility				
1.12: Pace of Learning	**2.12**: Care & Consideration				
	2.13: Student Safety				
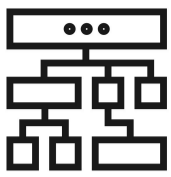
1. Preparation

Curriculum Design

This reflects our expectations in terms of middle leadership and team work on developing the curriculum rather than individual classroom teachers.

Strategy 1.1: Key Knowledge & Skills The curriculum should be broad and balanced with an emphasis on the importance of all subjects. The key knowledge and skills identified in the programme of study should be integral to all lessons delivered. Leads have identified what the key knowledge and skills are required for students to successfully progress through the curriculum.	**Strategy 1.2: High Challenge** All students must be challenged by the work provided. Curriculum planning should support teachers to teach to the top (the most able students) and then use teacher-responsive differentiation to support all students. Teacher planning should consider how students can be active participants who are determined to meet the high demands of the lesson being delivered.
Strategy 1.3: Sequencing & Progression Knowledge content should be sequenced so that there is a coherent flow. As students progress through sequences of lessons, secure foundations should allow knowledge to build over time. Small steps will help to balance high challenge.	**Strategy 1.4: Application** Curriculum planning should allow adequate time for guided and independent practice of the application of knowledge and skills. Regular opportunities to rehearse application will develop confidence and academic resilience over time.

Subject Knowledge

Strategy 1.5: The Expert Collaborative planning sessions offer the opportunity for teachers across all phases to develop their expert subject knowledge. Each subject area has a list of recommended sources for teachers to access. Support is also provided by leaders to up-skill those people teaching outside of their specialism. Personal target setting is carried out regularly through quality assurance and appraisal systems.

Pedagogy

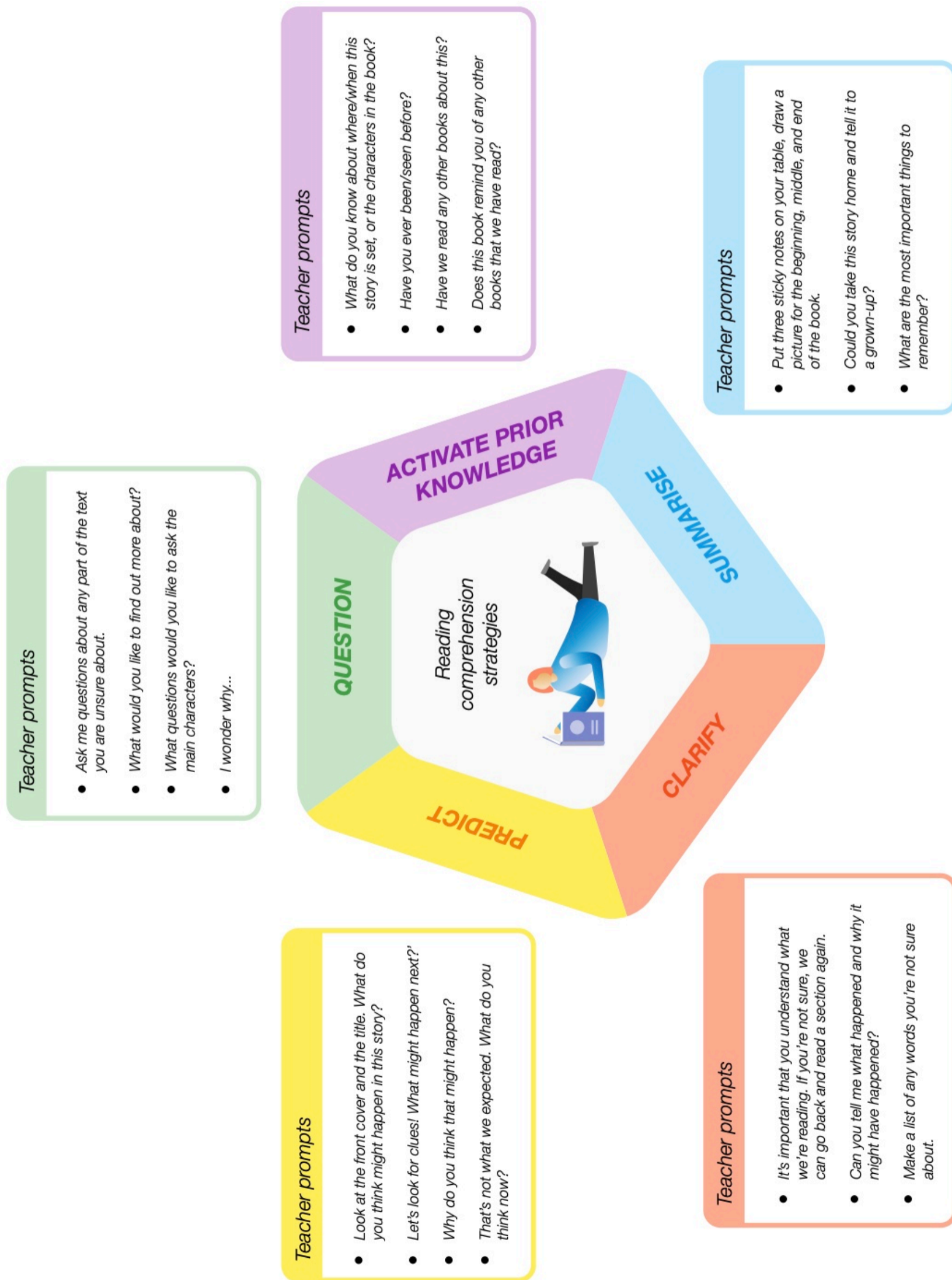|	
Strategy 1.6: Q&A Directing questions at the whole class, allowing thinking time and then selecting a student to verbalise a response ensures that all students are participating in Q&A sessions. When combined with cold calling, students are encouraged to be more alert and focused. Targeted questioning should also be used to aid differentiation. Student responses should also be developed through further probing or process questions to develop deep thinking.	**Strategy 1.7: Learning Links & Consolidation** To ensure that students can make conceptual links and integrate prior knowledge and new learning, teachers should make explicit learning links. This allows students to understand the curriculum journey, supports transition and helps them build knowledge as they mature. Making authentic connections between lessons and units of work, and consolidate learning will reinforce and enrich knowledge and thinking.
Strategy 1.8: Knowledge Fluency Students must be supported in embedding knowledge and making links between what they learn so that they are developing their understanding rather than memorising disconnected facts.	**Strategy 1.9: Reading & Vocabulary** School-wide strategies should be incorporated into lessons to develop reading ability and make learning more accessible. Our agreed reading and vocabulary strategies that must be used when planning for students to be able to read are found on the following two pages.

Responsive Teaching

Strategy 1.10: Formative & Summative Assessment Assessment is built into the curriculum so that timely snapshots of student achievement are used to inform planning and subsequently close learning gaps. Formative assessment should be used as an ongoing process to inform planning and summative assessment should be planned into the curriculum at appropriate testing points.	**Strategy 1.11: Differentiation** Teachers know the students they teach. They make use of achievement data, learning passports and other professionals to develop strategies that increase participation for all students of all abilities, including those who are disadvantaged. Teachers should be active in their response to learning, making appropriate changes and adjustments as necessary.
Strategy 1.12: Pace of Learning Pace is used to drive learning forward. Students must be constantly active in their learning. An appropriate pace will increase challenge and reduce low-level disruption.	

1.9: Reading and Vocabulary

As an academy we are committed to improving the literacy skills of every student in our care. Our focus is on improving reading and vocabulary. It is the responsibility of all our classroom-based staff to ensure that all opportunities to provide explicit instruction around reading and vocabulary are taken. With this in mind, we expect that the following strategies are used when planning to support reading and vocabulary development in lessons.

Reading

Teacher prompts (Activate Prior Knowledge)
- What do you know about where/when this story is set, or the characters in the book?
- Have you ever been/seen before?
- Have we read any other books about this?
- Does this book remind you of any other books that we have read?

Teacher prompts (Summarise)
- Put three sticky notes on your table, draw a picture for the beginning, middle, and end of the book.
- Could you take this story home and tell it to a grown-up?
- What are the most important things to remember?

Teacher prompts (Question)
- Ask me questions about any part of the text you are unsure about.
- What would you like to find out more about?
- What questions would you like to ask the main characters?
- I wonder why...

Teacher prompts (Predict)
- Look at the front cover and the title. What do you think might happen in this story?
- Let's look for clues! What might happen next?
- Why do you think that might happen?
- That's not what we expected. What do you think now?

Teacher prompts (Clarify)
- It's important that you understand what we're reading. If you're not sure, we can go back and read a section again.
- Can you tell me what happened and why it might have happened?
- Make a list of any words you're not sure about.

Reading comprehension strategies

ACTIVATE PRIOR KNOWLEDGE

SUMMARISE

QUESTION

PREDICT

CLARIFY

Taken from the EEF Improving Literacy in Key Stage 1 Guidance Report

Vocabulary

SELECT

- How difficult is this reading material to understand?
- What words are most important to understand the text or topic?
- What words are unlikely to be part of a child's prior knowledge?
- What words lack helpful, directive contexts?
- What words appear repeatedly in a text or a topic?
- What words are interrelated and help children know additional words?
- What words are frequently encountered in many subject disciplines ['Tier 2' words]?

EXPLAIN

- **Say the word carefully** (remember the importance of 'phonemic awareness'?).
- **Write the word** (this offers opportunities to reference common sounds or letters in the word).
- **Give a student friendly definition** e.g. _**obtuse**_ — not very sensitive or slow to understand.
- **Give multiple meaningful examples** e.g. the prince was being deliberately obtuse.
- **Ask for student examples and clarify multiple meanings or any misconceptions.**

EXPLORE

- Explore the etymology and common word parts to explore meaning.
- Explore any common word families, interesting synonyms or antonyms for the word/s.
- Explore how the word may be used differently in different disciplines.
- Explore multiple-choice questions that offer examples of the word in use.
- Explore understanding of the word with peers in 'think-pair-share' fashion.
- Explore understanding with children restating the meaning of the word/s in their own words.
- Explore further questions prompted by the word.
- Explore more examples of the word in use.
- Explore related images or ideas evoked by the word.
- Explore strategies to remember the word or concept e.g. mnemonics.

CONSOLIDATE

- Test and learn.
- Using the word in the world.
- Research and record.

2. Learning-Focused Relationships

Expectations and Routines

Strategy 2.1: Meet & Greet
Welcoming students into the room at the start of the day/ lesson enables us to establish a safe, respectful classroom where students feel valued and like they belong. The register should be taken within the first ten minutes of the lesson.

Strategy 2.2: Silent Classrooms (Y7-9)
This enables us to establish norms around roles and boundaries within the classroom. Make it clear to students, through the careful management of noise levels, that you have a responsibility to create the best climate for learning possible. Students will quickly develop an understanding of the need to focus on achieving learning rather than developing interpersonal relationships.

Strategy 2.3: Be Assertive
Expecting compliance with your expectations without using power to demand it allows you to enforce boundaries whilst still maintaining your warmth, kindness and care. Aim to de-escalate situations and provide students with take up time. Expectations should remain consistent.

Strategy 2.4: Communication
Take the time to communicate your expectations. These should be reinforced routinely and positively. High expectations becoming the norm will improve their sustainability over time. Rehearsal will ensure that these expectations become routine.

Strategy 2.5: Presentation of Work
Where completing written work in exercise books, students should follow our published guidance on how to present their work. All teachers are expected to be insistent, persistent and consistent in ensuring that work is presented to high standard at all times.

Behaviour Management

Strategy 2.6: One Language
Our shared vision for verbal and non-verbal communication of our expectations will support students in making positive modifications of their behaviour. The core signals we use are:

3-2-1	Be Alert	All Eyes on Me
One Voice	Do Now/Act Now	NV: Raised Hand

In the younger years, a range of call and response strategies are used such as '1, 2, 3, look at me' and 'hands on top, that means stop'.

Strategy 2.7: Positive Body Language
We have a responsibility to limit opportunities for students to become distracted. Sitting up straight, facing the teacher when they are delivering and removing distractions off desks is an expectation. When asking students to demonstrate positive body language or be silent, we must insist that we have the agreed response from all students before continuing with the lesson. In the Early Years, the ability to focus and be still is a skill built over time. The development of children's skills to soothe and calm themselves should be supported through routines and providing a space where they can be calm.

Strategy 2.8: Traffic Lights
Student behaviour in Y1-11 is managed through the traffic light system (see behaviour policy). This is designed to give students opportunities to modify their behaviour. Moving students through the system should be done explicitly with regular and clear reminders of our expectations as it is our aim to keep them in the classroom and learning. In EYFS, children climb the beanstalk to reach the giant as a way of recognising the positive choices they are making.

Strategy 2.9: Make Positive Assumptions
Avoid confrontation by always giving students the benefit of the doubt. Partial agreement will help keep the way we challenge issues non-confrontational and light. Making sure students have understood a request and assuming confusion over defiance is also beneficial as it challenges an issue without sounding challenging.

Learning Environment

Strategy 2.10: Student Responsibility
Students are actively encouraged to take responsibility for their work stations and the classroom environment. Standing students behind their chairs at the end of each lesson allows teachers to monitor the classroom environment and student workspaces before they exit the room.

Strategy 2.11: Modelled Responsibility
Teachers should model the approach to maintaining a learning environment that is clear of clutter and mess. A clean and tidy classroom is conducive to a positive and safe learning environment.

Strategy 2.12: Care & Consideration
We all have a shared responsibility to treat teaching and learning resources with respect. Part of developing the 'whole child' is about teaching them to look after resources and treat them as valuable so that they can be useful to everyone. Part of this is about understanding cost implications and monetary value.

Strategy 2.13: Student Safety
Our expectations around student safety should be constantly reinforced. Dangerous behaviour is unacceptable and the behaviour system should be used to address issues in a timely fashion. Students should receive constant reminders of what it means to be 'safe and sensible' in our school.

2.2: Silent Classrooms (Y7-9)

Silent classrooms is the expectation for all classes in Y7-9. This enables us to establish norms around roles and boundaries within the classroom. Teachers should make it clear to students, through the careful and deliberate management of noise levels, that you have a responsibility to create the best climate for learning possible. Students will quickly develop an understanding of the need to focus on achieving learning rather than developing interpersonal relationships. To do this effectively, the following approaches should be used:

- All students are greeted at the classroom door and enter in silence.

- As a routine in every classroom, students get their equipment out and settle to their Do Now task in silence.

- Any talk within a classroom must be under the direction of the teacher and must be learning focused. This includes whole class, paired and group work.

- Independent work should be completed in silence.

- If any students enter into any kind of dialogue without the teacher's permission, their name will be put on the behaviour board.

- Any student who is moved through the behaviour board to red and consequently receives a behaviour point for talking, will be recorded as not meeting our silent expectation.

- Teachers are required to give regular and explicit reminders of our expectations.

- At the end of every lesson, students will be responsible for clearing equipment and resources away silently and will be directed to stand behind their chairs in silence before being dismissed by the teacher.

2.5: Presentation of Work

Handwritten work should be in ink when the teacher deems it to be appropriate. Good quality writing pencils should be used before then.

<u>Thursday, 7th June, 2018</u>
<u>07/06/18</u>

<u>LO: To develop an understanding of the hydrologic (water) cycle.</u>

The hydrological cycle is also known as the water ~~cicle~~. cycle.

Seas and oceans contain 97 per cent of the world's water, and ice holds 2 per cent. That leaves just 1 per cent of the world's water as fresh water on land or in the air. This water is recycled again and again through the process of evaporation, condensation and water transfers such as surface run-off.

The Water Cycle (the Hydrologic Cycle)
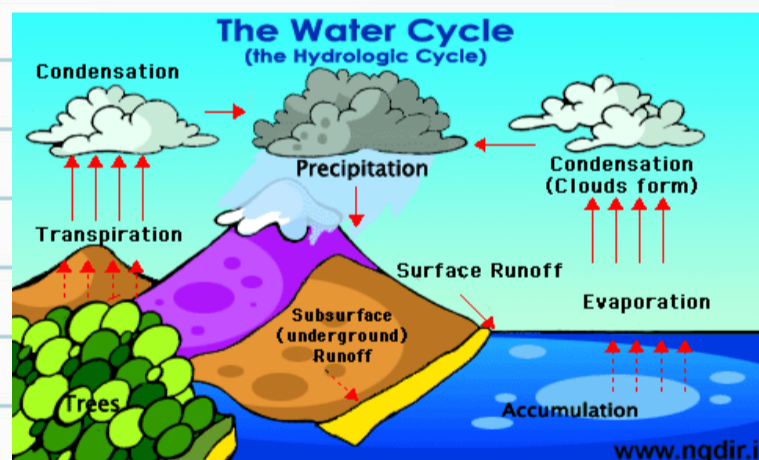
Full dates should be used with shortened dates for numeracy work.

Titles or learning objectives should be used and underlined along with the date.

No liquid paper should be used – errors should be neatly crossed out.

Writing frames are useful in supporting extended writing across all subjects but should not be used as a scaffold beyond when it is absolutely necessary.

Diagrams, graphs, tables and drawings should be in pencil.

Completed or previous work should be ruled off.

Poor quality work is unacceptable in any subject or phase. In primary phases, written work, presented of a high quality should be rewarded with a PRIDE point.

The covers of exercise books should not be defaced and should use the agreed format for presentation. This means that they should be covered in sticky-back plastic. Names of subjects/courses should be signposted clearly on the front with up to date on-track information present where appropriate.

3. Learning Objectives

Strategy 3.1: Explicit & Direct Learning objectives should reflect the threshold knowledge and skills within the SOW. It should be obvious to students how each activity or part of the lesson links to the overall objective. It is not necessary for students to routinely write objectives in their book for them to be understood.	**Strategy 3.2: Demanding** Learning objectives should reflect the challenge of the lesson being delivered. This should be challenging to the most able students in the class and the teacher should know how to scaffold material so that all learners, including those that are disadvantaged, can aim to meet it.
Strategy 3.3: The Learning Journey Objectives should reflect the learning journey outlined in the curriculum. It should be clear where students are acquiring or applying knowledge and skills through the vocabulary used in the objective itself. Teachers should share with students how this episode of learning fits into the big picture.	**Strategy 3.4: Repetition** Objectives should be revisited throughout the lesson as the teacher makes direct links between the tasks being completed and the objective set. It needs to be clear to students how they have performed in relation to the objective as they progress through the lesson.

4. Explanations & Modelling

Explanations

Strategy 4.1: Clear & Concise Teacher explanations should centre around the lesson objective being delivered and should be kept free of diversions. Teachers should avoid overloading material.	**Strategy 4.2: Small Steps** Teacher explanation of new material should be chunked and delivered in small steps. Planning should take account of where material needs spreading across a sequence of lessons or where teacher explanations have covered a range of things and therefore need revisiting and developing individually.
Strategy 4.3: Language Rich Teacher explanations should use challenging subject specific or academic vocabulary with teachers breaking language down and providing clear and concise definitions as per the SEEC model. Students should then be encouraged to adopt a similar language when producing independent work.	**Strategy 4.4: Student Explanations** Questioning should be used to gauge how well students are digesting the material being explained. Questions should encourage students to repeat, explain and summarise content.

Modelling

Strategy 4.5: I Do/ We Do/ You Do Modelling should be scaffolded so that students can develop the confidence required to work independently from the teacher. Responsive teaching methods should be used to assess when students are ready to be independent. Planning should also include key milestones so that students are ready to be independent at key assessment points.	**Strategy 4.6: Examples of Good Practice** Students need to be exposed to examples of good work. These should be ambitious but relevant to the students age and ability range. This is a good opportunity for students to generate 'Success Criteria' to support independent practice.
Strategy 4.7: Live Modelling This gives students an opportunity to get into the mind of the teacher and see how they tackle certain tasks. Talking through your thinking provides good thought processes for students to adopt. This can be supported with 'Process Criteria' to support independent practice where students are rehearsed in the steps they need to take to apply their knowledge and skills effectively. 'Success Criteria' will also support students in understanding the ingredients of a good response.	**Strategy 4.8: Assessment Framework Links (Y10-11)** Models should be used against assessment frameworks where possible so that students can see how they are able to gain 'marks' and work up the 'mark scheme'. Knowing how to progress in each subject will allow students to set personal targets, manage reflection homework meaningfully and target revision.

5. Feedback

Methods

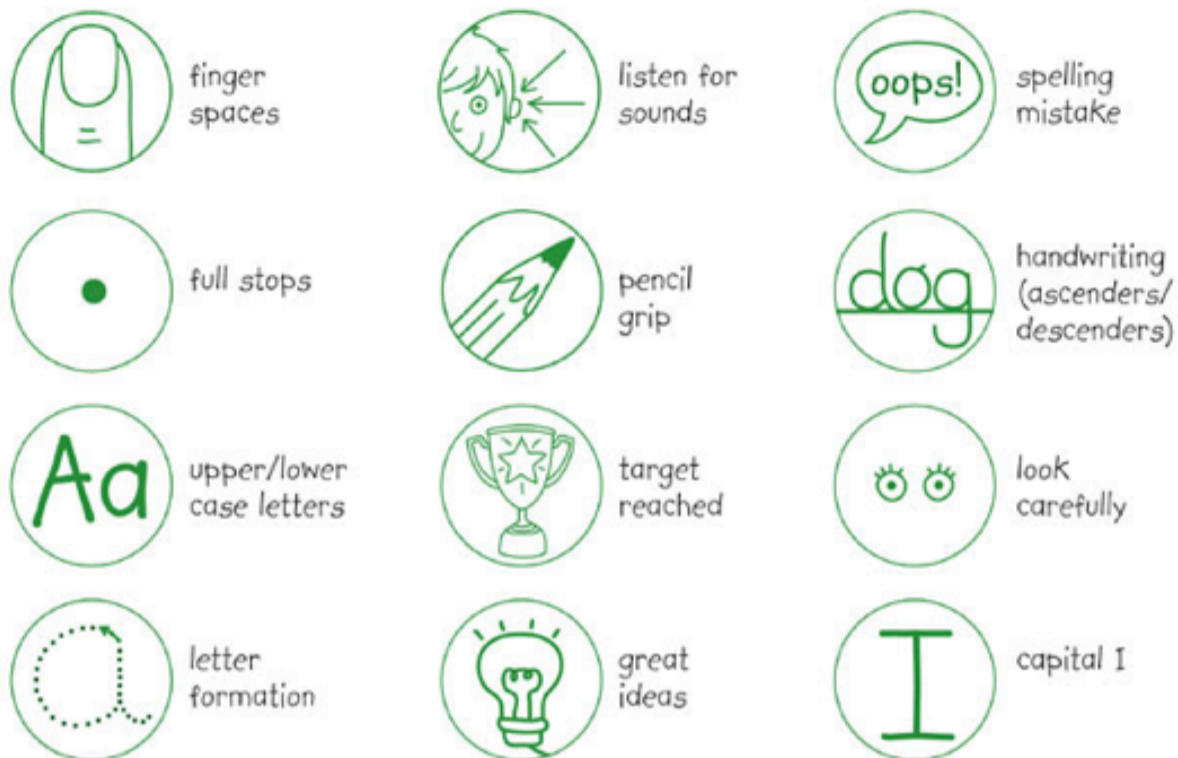|	
Strategy 5.1: Verbal Feedback Verbal feedback should allow for developed teacher/pupil dialogue and should enable students to take immediate, timely action. Verbal feedback should be used regularly to reinforce expectations around the presentation of work and help tackle any issues.	**Strategy 5.2: Whole Class Feedback** This should be focused on class level feedback in terms of strengths, areas for development and next steps. Where appropriate, visualisers should be used to talk through pieces of work that are of particular high quality. Teacher should also use them as an opportunity to demonstrate how misconceptions or errors can be rectified.
Strategy 5.3: Re-Teaching a Concept Teachers should be responsive to ensure that concepts are re-taught only to those who require it. They should also make use of WAGOLLS to support students in closing gaps and plan personalised home study tasks to support this.	**Strategy 5.4: Literacy** Teachers of all subjects are responsible for tackling literacy issues. There should be a focus on getting the 'basics' right by ironing out misconceptions and highlighting common mistakes. Support should be provided to facilitate the spelling of subject specific vocabulary and all students should be encouraged to write using standard English. Literacy marking codes can be found on the next page.
Strategy 5.5: Grade/ Score/ RAG Rating GCSE grades should only be shared with students in line with the school's data and assessment procedures. Whilst students are encouraged to consider their scores when completing a knowledge quiz, teachers should avoid the public sharing of these in order to maintain a 'low stakes' ethos around them. RAG rating performance is a useful way of engaging students in understanding their performance and being able to target specific areas for improvement.	**Strategy 5.6: Live Marking** Opportunities should be utilised to live mark during on-task time. This allows teachers to give timely feedback before a task has been completed. Live marking should be used as a mechanism to support targeted students and stretch the thinking of our most able. It is useful for students to write a self-reflection comment at the end of a piece of work to explain how they used feedback to improve.
Strategy 5.7: Written Feedback SOW should identify the key pieces of work that leaders would like to receive written feedback. Feedback should reflect the success criteria and lesson objectives shared with students. It should identify strengths and give clear actions for improvement. Written feedback is required in all subjects and should be timely and relevant. Regular written feedback in exercise books supports our agreed standards of presentation.	**Strategy 5.8: Self/ Peer Assessment** Opportunities to 'train' students to self and peer assess their work should be provided. Students should be given clear guidance through 'success criteria' as to what they are marking for. Next steps should be facilitated by the teacher to ensure that any action taken is meaningful and supports progress. Self and peer assessment should be completed in red pen.

Response to Feedback

Strategy 5.9: Corrections Students should be encouraged to correct inaccurate responses. However, these corrections are not an indication of progress or improvement. Corrections should be used by teachers to inform the planning of Do Now tasks, consolidation activities or the re-teaching of concepts.	**Strategy 5.10: Developmental Responses** Feedback should encourage students to develop responses or re-attempt tasks independently. Additional teacher input is required to ensure that this work is meaningful and worthwhile. This might take the form of a redraft or developing a response that is not detailed enough.
Student response to feedback (improvements as opposed to corrections) should be highlighted in yellow (Y7-11) or written in red pen (Y1-6) so that it is easy to locate by the teacher.	

5.4: Literacy Codes - Phase 1

Target Stamps for Key Stage I

finger spaces	listen for sounds	oops!	spelling mistake
full stops	pencil grip	dog	handwriting (ascenders/descenders)
Aa upper/lower case letters	target reached		look carefully
letter formation	great ideas	I	capital I

5.4: Literacy Codes Phases 2 - 5

Sp = Spelling error

^   = Omission of a word needed to make sense of the writing

//   = Start of a new paragraph

G = Grammatical Error

P = Punctuation Error

6. Learning

Retrieval & Recall

Strategy 6.1: Do Now All lessons in Y7-11 should begin with a Do Now activity that provides an opportunity for retrieval practice. The purpose of Do Now should be reiterated to students on a regular basis so that they understand the importance of committing knowledge to their long term memory and being able to recall it when required. In Y1-6, regular opportunities to retrieve previously taught content should be given through games, quizzes, songs and Q&A. This should also be supported through the use of knowledge organisers.	**Strategy 6.2: Building Schema** When marking Do Now tasks with a class, it is important that teachers take this as an opportunity to develop understanding, practise application and make learning links. Students need to see that a knowledge rich curriculum goes beyond memorising cold, isolated facts and pieces of information. Over time, students will be able to organise knowledge into units (building schema) as they are able to connect the different strands of the curriculum together.
Strategy 6.3: Intervening Early SOW should have Do Now tasks planned into them so that they capture the threshold knowledge that students need to know. There should also be room for teachers to use this as an opportunity to close knowledge gaps.	**Strategy 6.4: Interleaving** Retrieval practice should be interleaved so that topics/ units are mixed and combined in order to improve their learning. This most likely involves retrieving knowledge from previously taught topics whilst studying the present one. This should be planned into the curriculum so that all topics are retrieved over time.

Practice

Strategy 6.5: Guided Practice Allowing time to ask questions, check understanding and go through worked examples will increase confidence and encourage more independence later on. Spending time rephrasing, elaborating and summarising new material will encourage knowledge to build more rapidly.	**Strategy 6.6: Independent Practice** Students must be given regular opportunities to be completely independent from the teacher and demonstrate what they know and what they can do. In order for this to be more successful, guided practice must have been employed leading up to the point of independence. Knowing students well will help teachers judge the appropriate time of transition between guided practice and independent practice.

Consolidation & Review

Strategy 6.7: Consolidation Providing students with time to consolidate the learning within a lesson or sequence of lessons allows both students and teachers to reflect on what is being learnt and what might need to be revisited.	**Strategy 6.8: Daily Reflection (Y7-11)** Students should be encouraged to use their reflection log to review daily learning. The Cornell Notes system is built into reflection logs so that they can make meaningful notes about what they have learned each day. It is an expectation that students complete a page every day in continuous prose. Sanctions for failing to complete their reflections will result in a catch up session on a weekly basis.
Strategy 6.9: Knowledge Quizzing (Y7-11) Students are provided with knowledge organisers on a half termly basis to support their ongoing knowledge development. Quizzing can be used by students as an alternative to a daily reflection. They are still expected to fill a full page with quizzing responses.	**Strategy 6.10: Home Study** In addition to daily reflections, teachers of Y7-11 should set homework at appropriate points in a SOW according to need. This is monitored through subjects. In R-4 students will take part in reading activities three times a week at home. In Y5-6 students will complete a reflection task once a week in their reflection log. Tasks will be chosen from a menu of tasks designed by the classroom teacher.