



Learning & Teaching Policy

Spring 2017

SCHOOL MISSION STATEMENT

We believe that the best preparation for tomorrow's future is striving to do our best today.

We believe that because our children matter, they have the right to be safe and healthy, happy and confident, recognised for the individuals they are and for those they might become.

We believe that because our children's achievement matters, they have the right to an excellent learning environment that promotes high expectations, ensures inclusion, recognises diversity and promotes progress and attainment.

We believe that because our children's future matters, they have the right to lead, the right to follow, the right to take best advantage of present and future technology and the right to a global life free from threat

Aims (Outcomes)

Our school aims that all children:

- Are tolerant and responsible
- Are happy and confident
- Are safe and healthy
- Are skilled and willing
- Are eco aware
- Are techno 'cute'
- Are leaders and partners
- Are flexible
- Are given every opportunity to attain and progress
- Are mindful of the joy of diversity
- Are focused on being excellent in all they do
- Are expected always to do their best

SCHOOL AIMS

Our children matter, as does their achievement and so too does their future.

Because our children matter, we will work to:

- Ensure they are safe and ensure that they can keep themselves and others safe too
- Make sure that school life is happy, enjoyable and rewarding - taking each and every opportunity to build confident, positive citizens of the future
- Develop individuals with a sense of responsibility to themselves and to their community, able to respond positively to different views and beliefs

Because our children's achievement matters, we will work to:

- Release and develop the excellence latent in all our children
- Ensure high expectations in all we do, developing a culture that remains positive about the steps to success and able to celebrate success accordingly
- Provide an inclusive learning framework where individual needs are recognised and catered for, where diversity is celebrated for what it offers our school community
- Ensure that all children make good progress leading to attainment appropriate to potential
- Develop learners with a love of learning and a commitment to future learning in life

Because our children's futures matter, we will work to:

- Develop their ability to release the opportunities provided by technologies present and future
- Develop their awareness of their footprint upon this 'one' world and how they can contribute to its sustainability
- Develop a skills base and a solution-focused attitude that can be applied to effect in a variety of circumstances now and in the future
- Develop an ability to lead others and to be led by others in productive working partnerships

EQUALITY STATEMENT

Equal Opportunities is the responsibility of the whole school community and must be reflected throughout the organisation of the school and be addressed in the taught and hidden curriculum.

All staff, governors, parents/guardians and pupils will be involved in developing, implementing and monitoring the equal opportunities policy and practice.

All staff, governors, parents/guardians and pupils regardless of race, religion, ethnicity, disability, age, gender, sexual orientation and socio-economic background, are welcome and will be encouraged to participate in the life of the school.

The school recognises its responsibilities under the Equality Act 2010 to eliminate discrimination and to promote good race relations.

BRITISH VALUES

The government set out its definition of British Values in the 2011 Prevent Strategy. At Westbrook Old Hall we reinforce regularly the following values through an agreed programme: Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of Different Faiths and Beliefs.

Westbrook Old Hall is a place of learning . . .that is our core function. We are obliged to create the best conditions for learning. This will mean:

A learning environment that is well resourced, stimulating, fit for purpose, demonstrably focused upon learning and which promotes and celebrates pupils' achievements.

Staff who are enthusiastic, welcoming, inspirational, empathetic, knowledgeable, skilled and focused upon pupils' achievement.

Learners who are emotionally secure, engaged and motivated to learn and able to facilitate their own, and others', learning.

Through the application of this policy, we aim to secure, facilitate and promote effective learning for all our pupils through:

- Providing a creative and stimulating learning environment
- Providing quality learning experiences and opportunities
- Providing positive role modelling as lead learners
- Providing high quality teaching for all pupils regardless of age or ability
- Valuing and respecting effort, achievement and attainment equally
- Maintaining high expectations of all, always and raising expectations accordingly
- Inclusive practice and provision, ensuring all pupils are given appropriate opportunities to accelerate their learning through accommodating their different learning styles, preferences and experiences
- Valuing diversity and respecting all children, their contributions and the need to accommodate their individual needs
- Taking each and every opportunity to build their confidence and self esteem in a safe and secure environment
- Promoting, facilitating and securing their independence of learning
- Promoting, facilitating and securing opportunities for their voice to be heard
- Provide opportunities for them to engage in planning and organizing their learning and taking control of their own learning
- Provide opportunities for their collaboration and reflection
- Providing access and opportunity to develop, use and apply key learning skills
- Remaining positive, realistic, challenging and constructive
- Remaining sympathetic to children's needs, empathetic to factors that might inhibit/promote their learning, being understanding and supportive
- Consistency in the application of Positive Behaviour Policy and practice

Through this, **we aim to develop learners who**

- ✓ Are independent whilst also fully able to work collaboratively with others
- ✓ Enjoy their learning, are happy, enthusiastic, self- motivated and focused to engage in the opportunities presented to them
- ✓ Are confident in themselves, prepared to make mistakes as part of the learning process and actively willing to engage in reaching their own learning potential
- ✓ Can select and apply the appropriate learning style and behaviour to a given learning opportunity to maximise their learning
- ✓ Experience success and who demonstrably achieve their full learning potential
- ✓ Take pride in themselves, in their own and in others' work and learning contributions
- ✓ Respect and value themselves and others
- ✓ Recognise their responsibility for their own, and others', safety
- ✓ Are attentive and reflective learners who persevere with new learning and rise to new challenges
- ✓ Are good role models to others and who inspire others to actively contribute to and appreciate the school's learning environment
- ✓ Challenge themselves and others to always do their best and remain willing to take risks as appropriate
- ✓ Set their own learning goals and plan for themselves how best to achieve them
- ✓ Talk, listen, discuss, ask, think and do as appropriate
- ✓ Take responsibility for themselves, for managing their learning and for actively engaging in the learning process both in, and out, of school
- ✓ Apply the skills they have been taught as situation demands but being also prepared to improvise as required
- ✓ Remain positive in all they do who always 'have a go' regardless of the challenge ahead

Aiming to promote effective learning is laudable. However, to realise effective learning and to maximise every pupil's achievement, **effective teachers must:**

- Remain positive, consistent, enthusiastic and focused on individual children's needs, interests and potential – focused on what pupils can do, and might do, not on what they cannot do
- Create a positive atmosphere – not an *atmosfear* – where mistakes are used as effective learning points and successes are celebrated
- Know their children well, assessing achievement regularly and setting appropriate, challenging targets at a suitable pupil level
- Cater for the learning needs and preferences of all learners – visual, auditory or kinesthetic
- Have high expectations of themselves and of their pupils – setting clear standards in all s/he does or says and in what is, and what is not, acceptable from pupils both in attitude and application
- Be innovative and creative to ensure all pupils are engaged and can access learning. When children are not engaged, the teacher must reflect on his/her delivery and practice
- Maintain warm, friendly, productive but appropriate relationships with all pupils – particularly disaffected pupils
- Be confident in their subject knowledge, skilled in delivery and in challenging pupils at every level
- Be prepared through comprehensive planning, classroom and resource management
- Provide opportunities for pupils to think, reflect, be involved in their own learning and set their own targets as appropriate
- Motivate, be motivated, innovate, inspire and collaborate with others to develop further their own professional learning
- Deploy their most valuable resource, Teaching Assistants, to best effect to maximise and accelerate the learning of all pupils
- Effectively promote positive behaviour management strategies
- Ensure lessons progress with pace
- Ensure pupils know what they are doing and why
- Use ICT and other blended learning techniques effectively to maximise learning for all pupils
- Care for children – and show that care through empathy for pupils and through ensuring their learning is accelerated through effective teaching
- Be persistent – to value children by never giving up on them
- Be prepared to take risks in their teaching

Effective planning is a prerequisite for effective teaching and **must:**

- Be a working, organic document that is amended as appropriate following lesson & learning evaluations
- Focus on the pupils' learning needs
- Identify key objectives, key learning outcomes and learning activities
- Not be activity driven
- Differentially accommodate the needs of vulnerable learners
- Articulate how ICT will be used not just to enhance teaching but also to facilitate learning
- Articulate assessment criteria and opportunities - ie how a teacher will know whether the planned learning has taken place
- Articulate how individual learning styles will be catered for
- Include technical vocabulary as appropriate
- Provide for challenging higher order questioning
- Articulate how the plenary will be used to further challenge and extend pupils' learning
- Demonstrate how learning opportunities beyond the classroom can be provided
- Show how learning and teaching resources will be effectively deployed to maximise learning
- Define the role of support staff in supporting learning

A teacher's most valuable resource is his/her **Teaching Assistant**. To ensure the TA makes the maximum contribution to pupils' learning, **teachers should:**

- ✓ Involve TAs in planning and in the design of learning activities
- ✓ Use TAs flexibly, targeting pupil need, not teacher's need
- ✓ Promote TA initiative and professional autonomy to best impact upon accelerating the progress of pupils, recognising and utilising key strengths
- ✓ Ensure TAs are clear about what is expected of them and are clear about the intended learning outcomes for pupils
- ✓ Take some responsibility for the professional development of TAs
- ✓ Communicate effectively in the best interests of all pupils
- ✓ Ensure that TAs remain focused on individual pupils' needs

In sharing learning objectives with learners, **outstanding teachers:**

- Display, articulate and refer to clear, precise LOs and SCs
- Question children to check understanding
- Ensure that the TA is clear about objectives
- Empower pupils to explain what they are learning and why
- Use LOs as the basis for questioning and feedback during plenaries
- Ensure LOs are clearly separated from learning activities

In helping learners know and recognise the standards they are aiming for, **outstanding teachers:**

- Clearly and fully explain the lesson's success criteria (SC) that relates to a given LO
- Model success through demonstration and/or previous examples
- Facilitates class/group/pair discussion about what is good about the work presented
- Ensure that LOs are differentiated so all pupils can achieve
- Empower pupils to explain what they need to do to demonstrate success
- Ensure that LOs form the basis of feedback to pupils
- Display marking criteria prominently

Whilst involving learners in peer and self-assessment, **outstanding teachers:**

- Provide pupils with time/opportunity to reflect/discuss their learning
- Provide pupils with time/opportunity to reflect/discuss on how to improve
- Ensure the TA is clear about success criteria
- Encourage pupils to explain steps in their learning (ie How did you do that?)
- Ensure pupils focus upon their progress against personal targets
- Use 'thumbs up/down' & 'no hands up' as appropriate
- Use 'Think, Pair, Share'
- Use the agreed traffic light system for self-evaluation
- Ensure opportunities for shared marking are planned

Whilst providing effective feedback, **outstanding teachers:**

- Question pupils in relation to their progress against personal targets
- Give next-steps feedback
- Work in partnership with TAs
- Use examples of work with the whole class to highlight main learning/teaching points
- Use key codes

When using ICT effectively to enhance learning and improve teaching, **outstanding teachers:**

- Maximise the pupil to PC ratio at every opportunity
- Promote pupils independent use of ICT to facilitate their own learning
- Maximise the use of school based/internet based software appropriate to LOs
- Promote pupils' use of web-based research to promote their own learning
- Engage all types of learners through innovative, creative and judicious use of ICT
- Develop pupils' basic skills
- Ensure ICT skills progression
- Assess pupils' ICT skills progression and use this as the basis for future LOs

IN AN OUTSTANDING LESSON, WHAT YOU SEE/HEAR IS WHAT YOU GET

LEARNING	TEACHING
<ul style="list-style-type: none"> ✦ Engaged, on task, enjoying, motivated, focused ✦ Engage willingly with others about their learning ✦ Collaborate with others ✦ Organise themselves for learning - sometimes collaboratively, sometimes independently ✦ Think/reflect before speaking ✦ Make links to prior learning ✦ Try their best ✦ Confident in asking/answering ✦ Able to accurately self-assess and set own targets ✦ Progress - both through a lesson and throughout a course of lessons ✦ Persist 	<ul style="list-style-type: none"> ✦ Challenge ✦ Effectively question ✦ Ensure pace ✦ Have high expectations ✦ Apply AfL processes implicitly and explicitly (see above) ✦ Well organized, planned, prepared in the use of all (including TA) resources ✦ Confident in LOs and what learning activities are best suited to realizing them ✦ Build upon prior learning ✦ Use ICT is used effectively to engage all learners ✦ Differentiate effectively but without losing challenge ✦ Remain enthusiastic, positive and 'buzzin' ✦ Explicitly cater for VAK ✦ Assess, record and track pupil progress regularly and ensure alternate provision as appropriate ✦ Employs effective behaviour strategies as appropriate ✦ Remain creative ✦ Promote a 'fun to learn' environment ✦ Explain, instruct, model, demonstrate as appropriate

**Westbrook Old Hall Lesson Observation
GROUP TIME/ADULT LED GUIDED ACTIVITIES**



Lesson observation form for the Early Years Foundation Stage

Date		Lesson observed by	
Lead teacher/practitioner		Support assistants/ nursery nurses	
Year group/class		Time of day	
Organisation of class e.g. child initiated, adult led, groupings		Length of observation	
Date		Lesson observed by	
Lead teacher/practitioner		Support assistants	
Year group/class		Time of day	
Organisation of class e.g. groupings		Length of observation	
Number of children	Total	Not on track	FSM
	SEN	AG&T	EAL
	Boys	Girls	
Focus (main purpose of the activity):		Context (lesson objective or description of activity):	
Previous targets/development points:			
<p style="color: green; margin: 0;">Context and purpose of activity</p> <p style="margin: 0;">Motivate, inspire, engage, appropriate pace</p>			
<p style="color: green; margin: 0;">Sharing of learning objectives and purpose of activity</p> <ul style="list-style-type: none"> ▪ Explain the value of what is being learned and how it links to past/future learning so that many pupils recognise how the lesson builds on prior learning ▪ Provide opportunities for children to explore learning objectives, outcomes and success criteria, sometimes determining success criteria for themselves (<i>stage appropriate</i>) ▪ Children understand how learning relates to key concepts and skills they are developing 			

Model skills/strategy

- Clear and helpful modelling of skills/strategies/language/thinking/problem solving

Children have a go/practitioner scaffolds

- Scaffold children's learning through talk
 - *Clear and explicit instructions*
 - *Discuss strategies and ideas*
 - *Suggest possibilities and model approaches*
 - *Open questioning to stimulate and clarify thinking*
 - *Mistakes and misconceptions used positively to facilitate further learning*
- Support children to: persevere, take risks, ask questions and problem solve
- Facilitate peer learning
- Provide feedback on progress and achievement

Review time

(Bringing children back to revisit learning objectives and purpose of activity.)

- **Celebrate** with the children their successes, learning/achievements and interests.
- Encourage children to talk about what they have: done, learnt, 'got better at' or 'found out'
- Encourage children to explain their thinking or ideas
- Explain to children how the learning can be consolidated and applied through independent activities

Feedback

Areas of strengths

<p>Areas for development/next steps</p>	<p>Timescale</p>
<p style="text-align: center;">Observer</p> <p>Signed.....</p> <p>Date.....</p>	<p style="text-align: center;">Teacher</p> <p>Signed.....</p> <p>Date.....</p>

**Westbrook Old Hall Lesson Observation
CHILD INITIATED**



Lesson observation form for the Early Years Foundation Stage

Date		Lesson observed by	
Lead teacher/practitioner		Support assistants/ nursery nurses	
Year group/class		Time of day	
Organisation of class e.g. child initiated, adult led, groupings		Length of observation	
Date		Lesson observed by	
Lead teacher/practitioner		Support assistants	
Year group/class		Time of day	
Organisation of class e.g. groupings		Length of observation	
Number of children	Total	Not on track	FSM
	SEN	AG&T	EAL
	Boys	Girls	
Focus (main purpose of the activity):		Context (lesson objective or description of activity):	
Previous targets/development points:			
<p style="text-align: center;">THE LEARNING ENVIRONMENT</p> <ul style="list-style-type: none"> ■ Do children have access to a high quality indoor and outdoor learning environment? <p><i>An environment that provides:</i></p> <ul style="list-style-type: none"> — a wide range of stimulating resources which are accessible, open-ended and relevant to interests; — the opportunity to practice and consolidate key skills across all areas of learning and the Characteristics of Effective Learning; — an appropriate level of challenge, indoors and outdoors, and — quality displays that extend and celebrate learning. 			

<p>DAILY ROUTINE</p> <ul style="list-style-type: none"> ■ Do all children have uninterrupted time to explore their learning environment (indoors and outdoors) and become deeply involved in activities of their choice? ■ Is there a smooth transition from group times into continuous provision? Do practitioners support children to take ownership of their own learning and ultimately set their own goals? 	
<p>ROLE OF THE ADULT</p> <ul style="list-style-type: none"> ■ Are all adults effectively deployed across the learning environment? ■ Do practitioners understand the way young children learn? <p>Do they:</p> <ul style="list-style-type: none"> — <i>support children to explore their learning environment and develop their skills of independence?</i> — <i>give children opportunities to be independent in their learning and know when to sensitively join in?</i> — <i>encourage children to form relationships, learn together and from each other?</i> — <i>engage in quality interactions with children, developing communication and language skills?</i> — <i>know how to scaffold and to extend learning through asking open ended questions, making suggestions, sharing ideas and modelling key skills?</i> — <i>break down complex skills into 'smaller steps' to motivate children to extend learning?</i> — <i>support the development of problem solving, persistence and concentration through sustained shared thinking?</i> — <i>encourage children to make connections between their experiences? e.g. by talking about prior and future learning</i> — <i>recognise children's successes and support them to evaluate what they have achieved?</i> — <i>give specific praise to enhance learning?</i> 	
<p>Feedback</p>	
<p>Areas of strengths</p>	
<p>Areas for development/next steps</p>	<p>Timescale</p>

Observer	Teacher
Signed.....	Signed.....
Date.....	Date.....

Westbrook Old Hall Phonics Lesson Observation



Phonics: discrete teaching and application						
Date			Lesson observed by			
Lead teacher/practitioner			Support assistants			
Year group/class			Time of day			
Organisation of class e.g. groupings			Length of observation			
Number of children	Total		Not on track		FSM	
	SEN		AG&T		EAL	
	Boys		Girls			
Prompts			Notes			
1. Revisit <ul style="list-style-type: none"> Does the teacher ensure that children practise phonemes already taught? Is it kept lively and fast-paced? Are all pupils encouraged to participate? 						
2. Teach <ul style="list-style-type: none"> Is the articulation of phonemes correct? Are children required to articulate phonemes themselves, not just listen to the adult doing so? Are the children taught the name of the letter? Are the children shown clearly how to read and write the letter? Are the children being taught how to blend and/or segment? Is there evidence of new learning, not just consolidation? 						
3. Practise <ul style="list-style-type: none"> Do children have opportunities to practise saying the phoneme? 						

<ul style="list-style-type: none"> • Are they given opportunities to read the corresponding graphemes? • Are they given opportunities to blend phonemes to read words? • Are they given opportunities to segment words into phonemes/graphemes for spelling? • Are they given opportunities to write the letter? 	
<p>4. Apply</p> <ul style="list-style-type: none"> • Is there evidence that children have opportunities to apply their phonic knowledge and skills in purposeful reading and writing activities? • Do activities promote all four interdependent strands of language: speaking, listening, reading and writing? 	
<p>Throughout the session:</p> <ul style="list-style-type: none"> • Is the session multi-sensory but tightly focused on the learning goal? • Is it kept fun and interactive? • Are props used effectively? • Is it kept short and focused? • Is it appropriate to the principles of EYFS practice? • Does the teacher observe carefully to assess individual children's progress? 	

Feedback	
Areas of strengths	
Areas for development/next steps	Timescale
<p style="text-align: center;">Observer</p> <p>Signed.....</p> <p>Date.....</p>	<p style="text-align: center;">Teacher</p> <p>Signed.....</p> <p>Date.....</p>

Westbrook Old Hall Lesson Observation Form



Date		Lesson observed by	
Lead teacher/practitioner		Support assistants	
Year group/class		Time of day	
Organisation of class e.g. groupings		Length of observation	
Number of children	Total	Not on track	FSM
	SEN	AG&T	EAL
	Boys	Girls	
Focus (main purpose of the activity):		Context (lesson objective or description of activity):	
Previous targets/development points:			
<p>Summary of main points: <i>Observers should focus on the impact of teaching on pupils' progress. Notes should be evaluative rather than descriptive.</i></p>			
Pupil Voice:			
Key strengths:			

Agreed areas for development;	Timescale:
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Observer	Teacher
Signed.....	Signed.....
Date.....	Date.....

LEARNING CHECKLIST FOR TEACHERS & SENIOR LEADERS

Most pupils are productively engaged for most of the time
Pupils are enjoying the lesson/are interested/on task
Pupils know their learning objective(s)
Pupils know what today's success criteria is/are
Pupils are responding well to the teacher's questions
Pupils are talking, and listening, to each other
Pupils are asking pertinent questions to help them learn
Pupils are working collaboratively
Pupils are continuously and productively active
Pupils are engaged in activity appropriate to the LO
Pupils are making progress in and through the lesson
Pupils' work is commensurate with national expectations
Pupils are self and peer reviewing against success criteria
Pupils can articulate what is good about their work
Pupils can articulate what they need to improve upon
All pupils can equally access the lesson's learning activity
Pupils are thinking/reflecting before answering/talking
Pupils are taking responsibility for their own learning
Pupils' behaviour is good throughout the lesson
Pupils have recorded sufficient work re: LO/SC
Pupils are actively using the classroom's working walls
There is clear evidence of progress in the child's book
There is sufficient work recorded within the child's book
The child has responded to previous learning guidance
Engagement in peer/group/whole class marking

TEACHING CHECKLIST FOR TEACHERS AND SENIOR LEADERS

The lesson objectives and success criteria are shared
LO and SC appear on all planning
LO and SC are prominently displayed / referred to often
Explain, model, instruct, open question, question differently
The teacher prepares SC checklists for pupils' books
The balance is in favour of pupil initiated learning
Lesson 'starts' provide time for reflection on marking
Plan time to revisit/improve work in response to marking
Understanding checked through key questions/Talk Partner
Time is given to think, pair, share
There is a clear rationale for pupil Talk Partners
Change Talk Partners in line with learning outcomes
Closed questions are the exception not the rule
No hands up is the norm, not the exception
Thumbs up/down used to check understanding
Use strategies for full response rate (ie white boards)
Plan opportunities for peer/self assessment v SC
Use mid/end lesson plenaries to facilitate peer assessment
Time for traffic lighting at the end of lessons
Working walls support learning - are referred to often
Quick pace to all aspects of the lesson
The teacher demonstrates high expectations
The lesson is well planned / organized
The teacher questions to establish prior learning
There is judicious and targeted use of praise
There is effective differentiation beyond just 'expectation'
There is a creative fun to learn/good to be here feel
Examples are well used to model/highlight learning points
Model success through demonstration/previous example
Involve the Teaching Assistant in planning
Use the TA's skill in designing appropriate learning activity
Ensure that every second of TA time is focused on learning
Discuss with the TA whether she felt well used
Use TA flexibly, targeting pupil need, not teacher need
Health, safety and safe guarding are given a high priority
The teacher explicitly caters for VAK
There is effective use of ICT as a tool for teaching
There is effective use of ICT as a tool for learning
The teacher is enthusiastic, positive and 'buzzin'

WORK/ASSESSMENT SCRUTINY CHECKLIST FOR TEACHERS AND SENIOR LEADERS

LO evident in pupils' book
Marking criteria prominent in pupil's book as agreed
Work dated & presented in line with agreed policy
Presentation consistent and commensurate with Year group
The work is legible and well organised
The child clearly takes pride in his/her work
Sufficient volume of recorded work over the lesson
Sufficient volume of recorded work over series of lessons
Work reflects sequential learning
Work is clearly differentiated by more than just outcome
Marking is current and in line with agreed policy
Marking feedback gives effective next steps guidance
There is clear evidence of traffic lighting
There is evidence of peer review / assessment
There is evidence of the child having acted upon guidance
Standards - the work is in line/above national expectations
In most cases work is complete - little unfinished work
There is a good range of work reflective of the PoS
The child has taken some responsibility for organising work
The work presented matches the lesson's objectives
Assessment folders are up to date and in place
Reading/Phonics tracking in place and up to date

PROMPTS FOR PUPIL DISCUSSIONS TO SUPPORT THE ABOVE

Reception:

1. What have you planned to do?
2. Why did you choose to work in this area?
3. Where will you plan to work next?
4. What do you enjoy doing at school?
5. What things do you learn about in school?
6. Which areas are your favourites and why?
7. What did you talk about with the people in your area / group?
8. What did you talk about with the teacher?

Year 1:

1. What are we learning about today?
2. Have you enjoyed doing that?
3. What were you trying to do?
4. You made a little mistake - do you know why?
5. Can you tell me what you are doing?
6. Can you tell me why you are doing this?
7. What did your group do?
8. What skills have you used today?
9. How could you check your answer?
10. How could you make your work better?
11. What do you know that you didn't know this morning?

Year 2:

1. How is this lesson building on what we did yesterday / last week?
2. What is your teacher trying to teach you in this lesson?
3. What strategy did you use?
4. You made a little mistake - do you know why?
5. Can you tell me why you are doing this?
6. What skills have you been using today?
7. How could you check your answer?
8. What do you know now that you did not know this morning?
9. How could you make your work better?
10. How does your teacher let you know that she is pleased with your efforts?
11. Traffic Light question - whole class or individuals:

Year 3:

1. What is / are the Learning Objectives for the lesson - How do you know?
2. What are the Success Criteria for you in this lesson - How do you know?
3. Can you tell me what you are doing and why you are doing it?
4. What do you do if you don't understand something that the teacher has asked you to do?
5. Are you enjoying this lesson and why do you say that?
6. How is this lesson building on previous learning?
7. What do you think as a group?
8. What skills have you used today?
9. When do you think you will use this learning in the outside environment?
10. What do you know now that you did not know at the beginning of the lesson?

Year 4:

1. What is / are the Learning Objective for today's lesson - How do you know?
2. What are the Success Criteria for you in this lesson - How do you know?
3. What skills have you used today?
4. Will you be able to apply what you have learned in other curriculum areas?
5. When do you think you will use this learning in the outside environment?
6. What do you do if you don't understand something that the teacher has asked you to do?
7. What is available in the classroom to help you if you get stuck?
8. How does peer marking help your learning?
9. How do you know you are making progress in your numeracy / literacy etc?
10. Do you understand what the targets on the front of your book mean?
11. How do you feel when you have achieved a target?
12. What do you think you could do to improve your work?

Year 5:

1. Can you tell me what you are doing and why you are doing it?
2. What is your success criteria for this activity?
3. How could you check your answer?
4. Can you show me evidence in your writing / work that you have understood what the teacher has asked you to do? e.g. where have you used similes?
5. Do you think that the work that you do is matched to your needs?
6. How is this lesson building on previous learning?
7. When do you think you will use this learning in the outside environment?
8. Do you think that targets are useful? Why do you say that?
9. What happens if you don't achieve a target? Will you get another chance to?

10. What do you do if you don't understand something that the teacher asks you to do?

Year 6:

1. Can you tell me what you are doing and why you are doing it?
2. What is the learning objective for today's lesson and how do you know?
3. Do you think that the work is matched to your needs?
4. Do you think that you are in the correct group? How do you know?
5. How does your teacher decide which group you are in?
6. Have your groups changed this year? Why do you think that is?
7. How is what you are doing different from what they are doing on another table?
8. What skills have you used today?
9. What have you learned in this lesson today? How do you know?
10. Will you be able to apply what you have learned today in any other curriculum areas?
11. What do you do if you don't understand something that the teacher has asked you to do?
12. Who else can you turn to for help?
13. Can you show me any evidence in your work that you have understood what the teacher has asked you to do?
14. Are you enjoying the lesson? Why do you say that?
15. Can you tell me which targets you have achieved in your maths / writing / reading this term?
16. How do you know you have achieved them?
17. Where is the evidence?
18. Can you explain to me how you think you have improved in Science etc?