BRYNMILL PRIMARY SCHOOL

Teaching for Learning Policy

"Being different, belonging together
Being the best we can be."

Teaching for Learning Policy Aims

The Teaching for Learning Policy reflects our commitment to the 4 Core Purposes of the Curriculum (Donaldson, 2016).

Through practice and curriculum we aim to develop learners as:

- ❖ Ambitious, capable learners, ready to learn throughout their lives
- ❖ Enterprising, creative contributors, ready to play a full part in life and work.
- ❖ Ethical, informed citizens of Wales and the world.
- ❖ Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

We are committed to providing learning experiences for every child which encourage reflective learning; meet their individual needs and which provides both challenge and support in equal measure.

Statement of Equal Opportunities

As a Rights Respecting School Brynmill Primary School is a safe and happy place where everyone is valued and where differences are celebrated.

We are committed to ensuring equality of education and opportunity for all learners, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

Rationale for Monitoring and Evaluating

The Curriculum in Action

- To sustain or improve the quality of teaching and learning.
- To support and encourage the professional development of staff.
- To assist the self-evaluation process.
- To highlight good practice.
- To identify areas of concern.
- To provide guidance and support for all colleagues.
- To respond to accountability requirements.
- To provide a bench mark for review and analysis.
- To ensure agreed policies are implemented consistently across the school.
- To promote continuity and progression.
- To identify priorities for improvement.
- To inform the School Improvement Plan.
- In order to value efforts and to promote confidence, staff need opportunities to acknowledge each other's successes and achievements.
- Goals need to be realistic, challenging and achievable so that targets can be reached and celebrated.
- Improving basic skills is the responsibility of all staff.

Teaching

It is our aim to promote happy and enquiring children with an enthusiasm for learning. In order to achieve this, the teacher should give careful consideration to the following inter-related areas.
We believe that best learning occurs with teachers who are confident in their teaching, offer purposeful and engaging lessons and put learners at their ease, motivating them to learn and achieve well.

Best teachers:
- Interact with learners often (not just within classroom)
- Encourage learners to think things out for themselves
- Give regular constructive feedback
- Organise strong classroom routines
- Challenge learners through questioning, without focusing solely on the literal at the expense of reorganizational, inferential, evaluative, and appreciative.

They do this in a variety of ways through:
- Rich tasks
- Use of technologies to enhance learning
- Use of the outdoors
- Real life opportunities
- Strong home/school links to enable parents/ carers to support learners.

Teachers are allocated annually to phase groups. Phase groups within Brynmill Primary are organised as follows:
➢ **Lower Foundation Phase 1 (YN, YR)**
➢ **Upper Foundation Phase 2 (Y1 / 2)**
➢ **Lower KS2 (Y 3 / 4)**
➢ **Upper KS2 (Y 5 / 6).**

These allocations occur as part of the school's annual review.

Team teaching occurs within (and sometimes, across) phase groups as necessary.

✓ **What we believe is needed for excellent teaching**
- Commitment
- Enthusiasm
- Initiative
- Creativity
- Independence
- Adaptability
- Shared practice

Planning

As a school we are committed to providing cross curricular '*Rich Tasks'*. These provide opportunities for the development and application of key skills in line with LNF & DCF requirements.

At BPS we see 'Rich Tasks' as any task that provides opportunity for learners to apply the skills of literacy and numeracy across the curriculum.

Formative assessment of learning provides the basis on which to build for improvement and should be at the heart of all planning activities and next steps for groups and individuals.
➢ Teachers plan and facilitate learning experiences to meet the needs of National Curriculum, 4 Core purposes and 3 Cross Curricular Responsibilities (CCRs).
➢ Teachers provide both opportunities to consolidate previous learning and provide challenge with regards to the next stage of progress.
➢ A variety of teaching strategies should be used to ensure effective management of time and teaching. These should include class teaching, group work and individual activities as appropriate.
➢ Activities and approaches are differentiated according to need in order to ensure learners are effectively supported and challenged**.** Differentiation is explicit on short term planning.
➢ Curriculum maps provide an overview of curriculum links and coverage.
➢ Schemes of work followed to ensure breadth, balance and progression of skills.

> ➢ Opportunities for learners to apply their Literacy & Numeracy skills (LNF) should be planned for across the curriculum in the form of '**Rich Tasks'** to incorporate the use of digital competence too
> ➢ Short term plans support the focus upon immediate goals and record keeping, as well as acting as an 'aide memoir' for teachers. These plans are shared with TAs in advance. These should be kept up to date and stored in shared areas of OneDrive in HWB.
> ➢ Planning should include focus for additional adults within the class. Expectations may also be displayed in the different areas of learning.
> ➢ The teacher should build in time to consider how best to teach concepts and skills and to evaluate their teaching.
> ➢ The teacher should have the opportunity to identify their in-service needs and support their continuous professional development

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What we believe to be attributes of successful teaching and learning:

•Shared learning objectives
•Short, interactive and well-paced introductions
The use of 'spiraling' plenaries
•Differentiated engaging activities
•Success criteria

Questioning

We believe that an effective teacher interacts with learners very often. Encouraging them to think for themselves and providing them with regular feedback. The use of high level questioning plays a key role in all of this.
A guide to question setting:

- Literal
- Reorganisational
- Inferential
- Evaluative
- Appreciative

-   *Excellent teachers:*

- Challenge and support
- Create trust
- Respect others
- Have emotional maturity

Assessment

- The teacher incorporates assessment as part of the learning process to help develop knowledge, skills and understanding.
- The teacher and learner evaluate learning outcomes in order to identify particular learning strengths or difficulties.
- Ongoing assessments are noted in teachers' assessment grids, planning sheet evaluations, Sims and Incerts
- Teachers use their assessment to inform planning and meet the needs of their learners, for example, adapt a teaching style to improve learning.
- Teachers should draw on assessments in order to provide learners with clear feedback and praise.
- Tracking for English, Maths and Science/PSD should be recorded formatively and regularly using INCERTS.
- Learners' progress of subject skills should be kept up to date through INCERTS. Teachers need to update progress on a regular basis as children achieve particular skills covered in their learning.
- Teachers use formative assessment, including tracking with INCERTs, to support the identification of next steps in learning.
- Examples of work, books and assessments are kept from a range of learners identified in each cohort.
- Teachers scrutinise a range of data from different sources (including INCERTS, SIMS, National Literacy & Numeracy Tests, My Selfie teacher assessments) to identify key priorities for teaching and learning within their class.
- Data is scrutinised to identify groups of vulnerable children within a class. Targets are then set and evaluated to support learners' progress.
- Learners' work is assessed and marked on a regular basis in line with the schools marking policy.

- *Estyn Common Inspection Framework 2:2:2 – assessment of and for learning*
- Analyse assessment findings, including National Curriculum as well as other assessments
- Provide clear, systematic, manageable, consistent and useful records on each pupil
- Use records effectively to track learners' progress, compare outcomes with benchmarks and intervene in individual cases if necessary
- Produce reports on learners that are clear, consistent and informative, and set out areas for improvement
- Enable learners to contribute to the content of their reports, where appropriate
- Help parents/carers to understand procedures and have access to records and reports relating to their children
- Encourage parents/carers to respond to reports on progress.

Assessment for Learning and Thinking Skills

- Teachers use INCERTS statements to inform next steps in learning as part of their marking and evaluation of work.
- Next steps should be evident in books as a reference for learners and adults involved with supporting pupil progress.
- Marking and feedback should also be used to support the children in identifying their own next steps in learning.
- Learners are involved in **setting personal [worded] targets** as part of their pupil self-assessment.
- 'Assessment for Learning' (AfL) opportunities are identified in the schemes of work and on short term plans.
- Key thinking and learning strategies are identified in the AfL Strategies Map which ensures continuity and progression through the school. (Appendix 1)
- As children progress through the school they are encouraged to become **increasingly independent** with teachers providing opportunities for learners to develop and apply key skills.
- Teachers should provide a range of pro-forma to support **children in reflection and evaluation** of their own work and that of others. (Peer marking.)
- Teachers should provide opportunities for children to apply key skills within different contexts to consolidate and develop skills further (Rich tasks).
- Pupil self-assessment for learning forms a core part of provision made for progress.

Successful pupil AFL:

- ensures learning objectives are clear
- provides for great pupil ownership of these objectives
- helps clarify the purpose of the work
- makes the steps of progress clearer.

Peer assessment

Opportunities for peer assessment include:
- peer marking
- Shared use of target sheets and next step / exit questionnaires.
- Use of ICT (iPad)

Estyn Common Inspection Framework 2:2:1 – range & quality
- Have good, up-to-date subject knowledge
- Have high expectations of all learners
- Plan effectively and have clear objectives for taught sessions and other learning experiences
- Use a range of teaching and training methods and resources which interest learners and stimulate and challenge them to achieve highly
- Are themselves good language models
- Establish good working relationships that foster learning
- Manage learners' behaviour positively, safely and effectively
- Use learning support staff effectively
- Are successful in providing demanding work to meet the needs of all learners, for example, those with ALN and those who are more able and talented.

Home-School

- In order to promote a good partnership between home and school, links between teachers and parents are encouraged. This takes place on an "open door" basis as well as during parental interviews.
- Parents should be encouraged to take an active involvement in the child's learning. They can be encouraged to support in the classroom, to share relevant information and to support the school's aims and standards, for example, to support the school's Homework Policy.
- Regular class assemblies celebrate the RRS of the Month focus. Families and friends are invited to these events.
- Parent interviews are made available three times a year. Teachers prepare for this and consider the feedback of progress, next steps and any concerns.
- In September, Year Group Meetings are held for parents/carers to gain the chance of meeting their child's new teacher and to find out more about new routines, expectations, arrangements for homework etc.
- Formal written reporting to parents takes place annually. Parents are given the opportunity to respond to this report on the slip provided or by making an appointment with their child's class teacher.
- Class Dojo, the school website and class blogs support learning dialogue between the classroom and home environments. The use of social media (Twitter) supports this objective as well.
- From Year 1-6, Learning Logs and home/school links books provide regular opportunity for ongoing dialogue between teacher and parent.
- Home / School reading records provide opportunities for written communication.
- Parents are invited to contribute to the school's processes for self-evaluation by responding to questionnaires.
- Parents may use the school website for frequent information updates, e.g. school news, homework details.
- Parents are invited to share our children's learning experiences during celebration assemblies, themed weeks and end of rich task events.
- Parents are invited to school on a number of occasions to gain information and support, for example Reception parents evening, Parents AGM, PTA.
- Additional help for families as needs arise, is available via our designated Family Well-Being Leader.

LEARNING

In order to achieve high standards, the children's learning should develop through the following cycle

- **Plan -** How can you best complete your task? What do you need to include?

- **Develop** - Use your plan to complete your task. What can you do to improve your work?

- **Reflect -** How might you improve? What have you learnt from the experience?

Attitude to Learning:

We encourage our children to be ambitious, capable learners who:

- Set themselves high standards and seek and enjoy challenge
- Are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- Are questioning and enjoy solving problems
- Can communicate effectively in different forms and settings, using both Welsh and English
- Can explain the ideas and concepts they are learning about
- Can use number effectively in different contexts
- Understand how to interpret data and apply mathematical concepts
- Use digital technologies creatively to communicate, find and analyse information
- Undertake research and evaluate critically what they find and are ready to learn throughout their lives

Learning Skills.

As a school we are committed to providing cross curricular 'Rich Tasks', which develop and apply key skills in line with the LNF and DCF.

Learners should be encouraged to:-
- use a variety of independent and collaborative learning strategies
- reflect on learning progress and consider/identify options for improvement
- acquire the key learning skills of:-
- Planning
- Developing
- Reflecting

The key skills of:

- Literacy
- Number
- ICT
- Thinking skills need to be developed alongside the following common requirements:
- Welsh

The Wider skills of

- ➢ Critical thinking & Problem solving
- ➢ Creativity and innovation
- ➢ Personal Effectiveness/ PSE (working with others)

In addition, learners need to:

- Develop knowledge and understanding of Cwricwlum Cymraeg/ Welsh Dimension & International Perspectives
- apply acquired skills and knowledge across the curriculum
- build digital competence
- select appropriate materials to aid their learning, e.g. dictionaries, mathematical equipment, thesaurus, digital media
- organise their time effectively.

To ensure continuity and progression in key skills a whole school approach is vital. This gives a clear overview of skills development and all staff must share a common understanding of what is involved. Opportunities for skills development in planning must be planned for and highlighted.

Independent learning

The development of independent learning skills is critical in order for learners to;
- increasingly take responsibility for their ambitious targets
- aspire to meet challenge
- achieve aspirational learning levels for all
- transfer their learning.

Independent learning may be described as essentially, learning to learn. Within successful independent learning environments, mistakes and misconceptions are viewed as learning opportunities.
In the most successful of settings, learners are enabled to lead their own learning with decreasing levels of support and intervention. Our aim remains for all learners to become increasingly reflective of their knowledge and understanding and, through ownership of their personal [worded] target, to increasingly plan their own individual progress paths. The continual modeling of good practices which can be used to achieve this by adults in the classroom remains the foundation. Independent learning is about far more than learners just going off to work on their own. It involves the

continual use of guidance strategies (age appropriate) by adults in the classroom. These provide a critical framework within which learners can explore and expand their thinking and understanding.

In order for this to occur, independent learning in the Foundation Phase:
- follows on from focused tasks
- involves the learning / use of skills as a means to an end
- provides opportunities to revisit prior learning
- supports learners to become increasingly reflective
- coaches learners in the selection and use of most appropriate resources, e.g. wall displays including anchor charts, choosing numicon or other numeracy concrete resources etc.
- Beginning to use their personal [worded] targets with support.

At Key Stage 2, learners increasingly:
- link their independent learning with self-assessment
- identify next steps of progression
- use personal [worded] targets to inform their work

As learners progress into KS2 they increasingly take ownership of their own learning by, for example, proffering suggestions for the most appropriate unit of measurement required by an activity. Learners build on the platform provided by teacher / TA modeling, with their own contributions.

AT BPS, these skills will be developed by opportunities which provide for and support reflective learning and understanding. Pupil progress requires the provision of choices and appropriate support frameworks.

At **Foundation Phase,** this is achieved via:

- Continual modelling of the process involved, e.g. thinking out loud when solving a problem or constructing a sentence, modeling the use of games
- Reminders about personal [worded] targets
- Regularly updated 'next steps; are discussed and records maintained in front of books

In **Key Stage 2:**

- Learners are reminded about the need to stop and reflect at set 'staging posts' rather than leaving everything until the end
- The key strategy of 'Reflect and Prove' provides the basis for learners' self and peer evaluation.

Role of Plenaries

Effective plenary sessions are characterised by

- careful revisiting and consolidation of learning objectives
- the tackling of misconceptions and the checking of the accuracy of learners' work
- summary assessment of what learners have learnt in order to inform and plan for the next step
- application of learning to new areas and links to past or future lessons
- a shared, analytical evaluation of some work that children have produced

Learning processes in the plenary

- **Recall** – what has been learnt
- **Summary** – what are the key points (*the learning highlights*)
- **Evaluation** - what do you think about what has been learnt? What are your feelings/opinions about what has been learnt? How important will this new learning be to you?
- **Making connections** – how does what has been learnt in this lesson link with other learning in this subject/other subjects?
- **Application** – how could you use this knowledge? How might it help you?
- **Meta-learning** – what have we learnt about the learning process in this lesson?

Mini (or "spiraling") plenaries (throughout the lesson)

These create 'staging posts' within lessons. The teacher is able to clarify key teaching points or knowledge learners have discovered at the point of discovery. Learners reflect on the progress so far and establish next steps for the remainder of the lesson. The end of the lesson plenary provides an opportunity to reinforce learning, but summaries of important points that occur at other times in the lesson prove very valuable for children.

Learning Experiences

Pupil voice coupled with fun, relevant and real – world learning lie at the heart of creating an environment where the desire to learn comes from the individual themselves.
Learners should have opportunities to learn through relevant first-hand experiences, for example, educational visits and residencies, the use of the environment and community links. (See Appendix 2). Learners should also have the opportunity to contribute to and make choices about their learning.

To develop basic skills in Literacy, Numeracy and Welsh every class plans the following short tasks which occur on a daily basis (where possible).

Storytime ~ each day should finish with a story or a class book.
Mental maths ~ revise and rehearse basic number skills and vocabulary.
Drillio ~ rehearse and develop oracy skills in welsh (NB see continuum)
Daily Counting – to develop and consolidate concepts of number and recall facts
Guided Reading – to develop learners higher order reading skills

In addition learners should:

- undertake enquiry based problem solving activities
- have opportunities to apply skills learnt in literacy and numeracy across the curriculum (LNF)
- work towards clearly set objectives and personal [worded] targets
- have clear expectations of standards
- consolidate previous learning and be challenged and motivated by indoor and outdoor experiences that match their ability
- produce work in a variety of formats and for a variety of reasons, audiences such as themselves, peers, younger school members, parents and the larger community
- be encouraged to take responsibility for their actions and outcomes and have the opportunity to make choices
- have opportunities to recount and evaluate their learning achievements and identify areas for improvement
- have opportunities to self-evaluate by reflecting on their learning
- have opportunities to evaluate the work of others through a range of Assessment for Learning strategies as agreed in the AfL Continuum (See Appendix 1)
- be encouraged to share their learning with the home environment to celebrate success.

THE ENVIRONMENT

It is our aim to provide a stimulating, motivating, challenging and safe environment to encourage an enquiring mind. Careful consideration of the following inter-related areas will contribute to a successful teaching and learning environment.

Ethos
As a Rights Respecting School we aim to provide a safe and happy school through developing an understanding of the following core rights:
Article 12: Your right to say what you think should happen and be listened to.
Article 13: Your right to have information.
Article 24: Your right to good food and water and to see a doctor if you are ill.
Article 28: Your right to learn and to go to school.

Article 29: Your right to become the best that you can be.
Article 31: Your right to relax and play.

As a school we have agreed a focus on a 'Right of the Month', which is supported by class assemblies. Each class takes responsibility for preparing a 'right of the month' assembly which is performed to the whole school as well as the learners' families and friends.

In addition we believe:

- The environment should be a secure, safe, rewarding and happy place in which to grow.
- Praise and reward should be a prominent feature and the development of a positive attitude towards all others should be encouraged.
- Personal self-evaluation should be regarded as integral to the learning processes
- A set of core school rights should incorporate the mission statement
- A good regime of the use of a class charter and discipline should be established and maintained.
- There should be clear expectations for the standards of behaviour required for specific times, for example assembly time, moving around the school.
- There should be a clear understanding of the expected standards of achievement (academic and behavioural) as outlined in the home/school agreement
- A positive attitude towards learning should be encouraged in which learners take responsibility for their own learning. Whenever possible, for example, they should be given opportunities to make choices and ask questions or to follow their own lines of enquiry.
- Children are involved in creating a class charter at the beginning of each year to establish and maintain high standards and expectations of behavior.

Classroom

- Within the classroom situation, the teacher should strive to be lively, encouraging and sensitive to the needs of the children, providing support as needed.
- The teacher should aim for high standards and quality of work where praise is given appropriately and achievement and effort valued.
- Due regard should be given to the pace of work.
- The classroom should be well organised to promote effective learning including the development of independent learning skills.
- In order to facilitate effective learning, the children should be aware of the high expectations with regards to standards of behaviour. Clear guidelines for discipline which are fair and consistent should be agreed within a class charter with reference to our agreed whole school core rights.
- Learning goals need to be established, which also highlight the key learning skills or next steps needed. These may be highlighted orally, written on boards or task sheets, or discussed with children for them to identify the learning intention of the lesson or task.
- Teacher intervention should be sensitive, questioning and reflective.

- The teacher should aim for high quality interaction between the children and themselves in whole class and group situations in order to promote pupil engagement at all levels.

Resources

- The classroom should be appropriately resourced to match the needs of the learners.
- Learners should be encouraged to select appropriate materials from a regularly reviewed bank of resources
- Resources for learning should be effectively stored and displayed to encourage learners to take increasing responsibility for their organisation and care
- Materials should be used to their best advantage to minimize waste and to develop a respectful attitude towards resources used throughout the school.
- Adults in the classroom should have a clear understanding of their role.
- Planning for resource provision should pay regard to the need to support the ongoing development of learners' IT skills.

Space
- The effective use of available space should be considered to meet the needs of the age range, flexibly timetabled to accommodate all.
- Many classrooms have shared space in some areas, which require careful consideration regarding placement of resources and layout.
- Careful thought should be given when selecting the most appropriate position to set up work areas, for example, suitable lighting, access to water if required, separate quiet/busy area.
- Space should be organised to allow ease of movement, easy access to resources and to minimize transitions between activities.
- In order to intervene and give support, to monitor progress and to evaluate the effective use of space, the teacher or teaching assistant needs to be able to observe the children using the classroom areas.

Time

- Punctuality at the start of the day and each lesson is positively encouraged
- Learners should be encouraged to be responsible for managing their own time in both independent and co-operative activities.
- Teachers need to plan time for structured observation as well as normal observation.
- The time of adult helpers within the classroom needs to be managed effectively, for example, tasks to be carried out during the day could be listed or kept in a box.
- Time needs to be allocated to incorporate the input offered by support workers into daily plans. (e.g. during assembly time or timetabled cover from Nursery Teaching assistants)

Display (see also Display Policy)

- Displays should celebrate the efforts of the children, promote their learning and further motivate them. They should help to encourage children to take increasing responsibility for the care and organisation of their learning environment.
- Current work themes should be reflected through a variety of interactive and interesting displays.
- Consideration of the impact of display upon learning experiences should be used to facilitate future planning.
- Displays should be discussed and evaluated. Learners should take more responsibility for displays as they progress through the school.
- Displays should incorporate the use of colour, texture and a variety of materials, for example, models, artifacts and drapes to provide an aesthetically pleasing environment for both the children and the teacher.
- Reference should be made to display policy in order to ensure consistency within context of whole school approach
- Displays should include Welsh language patterns appropriate to the display

Reviewed Spring 2017

The Teaching For Learning Policy will be monitored and reviewed in line with school's policy review cycle.

Policy approved by Curriculum/Resources Committee on----------------------------------

Policy ratified by Governors on--

This policy will be reviewed in Spring 2018

Signed: -- Signed--

Headteacher   Chair of Governors

Appendix 1

Developing thinking and assessment for learning – forward planning

Lower FP

Tool/strategy	Principles
Thumbs	Peer and self assessment, Determining success criteria, Reviewing outcomes, process/method and success criteria, formative feedback
Talk Partners	Improving quality of questions/talk, Evaluating own learning and thinking
Odd one out	Activating prior skills, knowledge and understanding, thinking about cause and effect and making inferences, Linking and lateral thinking, thinking logically and seeking patterns
Think-pair-share	Improving quality of questions/talk, Determining success criteria
2 stars and a wish	Formative feedback, peer and self evaluation, evaluating own learning and thinking

Upper FP

Lower FP +

Tool/strategy	Principles
Priority pyramid	Forming opinions and making decisions, considering evidence, information and ideas, determining success criteria
Dot voting	Forming opinions and making decisions, determining success criteria, activating prior skills, knowledge and understanding
KWL hoops	Activating prior skills, knowledge and understanding, determining success criteria, asking questions, Reviewing process/method/success criteria, evaluate own learning and thinking, linking and lateral thinking, monitoring progress
Most likely to	Activating prior skills, knowledge and

	understanding, thinking logically and seeking patterns, thinking about cause and effect and making inferences, Considering evidence information and ideas, Forming opinions and making decisions,
Lillypads and Mr frog	Evaluate own learning and thinking, linking and lateral thinking, determining the process/method/strategy/success criteria, activating prior skills, knowledge and understanding, monitoring progress
Language of learning and basic language of thinking	Evaluate own learning and thinking, linking and lateral thinking, determining the process/method/strategy/success criteria, activating prior skills, knowledge and understanding

Year 3 and 4

FP +

Tool/strategy	Principles
KWL grids	Activating prior skills, knowledge and understanding, determining success criteria, asking questions, Reviewing process/method/success criteria, evaluate own learning and thinking, linking and lateral thinking, monitoring progress
Who-what-when-why-where-how	Asking questions, thinking logically and seeking patterns, Gathering information
Concept cartoons	Activating prior skills, knowledge and understanding, thinking about cause and effect and making inferences, linking and lateral thinking, considering evidence, information and ideas, entrepreneurial thinking, Improving quality of talk
Diamond ranking	Forming opinions and making decisions, considering evidence, information and ideas, determining success criteria
Traffic lighting	Peer and self assessment, formative feedback, Determining success criteria, Reviewing outcomes, process/method and success criteria, monitoring progress

| Caterpillar | Evaluate own learning and thinking, linking and lateral thinking, determining the process/method/strategy/success criteria, activating prior skills, knowledge and understanding, monitoring progress |
| Language of learning and thinking | Evaluate own learning and thinking, linking and lateral thinking, determining the process/method/strategy/success criteria, activating prior skills, knowledge and understanding |

Year 5 and 6

FP, Y3,4 +

Tool/strategy	Principles
KWHL grids	Activating prior skills, knowledge and understanding, determining success criteria/process/method/strategy, asking questions, Reviewing process/method/success criteria, evaluate own learning and thinking, linking and lateral thinking, monitoring progress
Fortune line/Living graph	Gathering information, considering evidence, information and ideas, thinking about cause and effect and making inferences, thinking logically and seeking patterns
Mind maps/concept maps	Activating prior skills, knowledge and understanding, determining the process/method/strategy, reviewing the process/method/strategy, linking and lateral thinking, forming opinions and making decisions, generating and developing ideas, monitoring progress
PMI	Considering evidence, information and ideas, forming opinions and making decisions, Evaluate own learning and thinking, reviewing the process/method/outcomes/success criteria, linking and lateral thinking,

	formative feedback, peer and self evaluation, improving quality of talk, valuing errors and unexpected outcomes, generating and developing ideas
Conscience Alley	Forming opinions and making decisions, thinking about cause and effect and making inferences
Tarsia	Generating and developing ideas, linking and lateral thinking, thinking logically and seeking patterns, thinking about cause and effect and making inferences
Snowball challenge	Activating prior skills, knowledge and understanding, gathering information, determining the process/method/strategy, forming opinions and making decisions
Caterpillar/stepping stones/reflection triangle	Evaluate own learning and thinking, linking and lateral thinking, determining the process/method/strategy/success criteria, activating prior skills, knowledge and understanding, monitoring progress
Language of learning and thinking	Evaluate own learning and thinking, linking and lateral thinking, determining the process/method/strategy/success criteria, activating prior skills, knowledge and understanding

Additional/on going

Splat!
Hot Seating
Placemats
Learning logs
Anticipation Grids
Inference Grids

NB: the principles identified for the tool/strategy depend on the context with which it is used! Other principles may be exemplified depending on how and why the tools/strategy is used.

Principles and Tools/strategy audit

Lower FP

Tool/strategy	Focus Principle(s)	Outline of activity/lesson
Thumbs		
Talk Partners		
Odd one out		
Think-pair-share		
2 stars and a wish		

Upper FP

Tool/strategy	Focus Principle(s)	Outline of activity/lesson
Thumbs		
Talk Partners		
Odd one out		
Think-pair-share		
2 stars and a wish		
Priority pyramid		
Dot voting		
KWL hoops		
Most likely to		
Lillypads and Mr frog		
Language of learning and basic language of thinking		

Y3 and 4

Tool/strategy	Focus Principle(s)	Outline of activity/lesson
Thumbs		
Talk Partners		
Odd one out		
Think-pair-share		
2 stars and a wish		
Priority pyramid		
Dot voting		
KWL hoops/grids		
Most likely to		
Language of learning and basic language of thinking		
Who-what-when-why-where-how		
Concept cartoons		
Diamond ranking		
Traffic lighting		
Caterpillar/ Lillypads and Mr Frog		

Years 5 and 6

Tool/strategy	Focus Principle(s)	Outline of activity/lesson
Thumbs		
Talk Partners		
Odd one out		
Think-pair-share		
2 stars and a wish		
Priority pyramid/ Diamond ranking		
Dot voting		
Most likely to		
Language of learning and language of thinking		
KWL/KWHL grids		
Who-what-when-why-where-how		
Concept cartoons		
Traffic lighting		
Fortune line/Living graph		
Mind maps/concept maps		
PMI		
Conscience Alley		
Tarsia		

Snowball challenge		
Caterpillar/stepping stones/reflection triangle		