

Road Primary School



Learning & Teaching Policy

ROADE PRIMARY SCHOOL LEARNING & TEACHING POLICY

Introduction

At Roade Primary School, we believe that learning should be a rewarding and enjoyable experience for everyone. Children are as enthusiastic as staff are about learning. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. We provide an environment which is caring, safe, stimulating and colourful, one in which children feel motivated to learn. Staff keep up to date with new initiatives and provide challenging, fulfilling and relevant learning experiences through a variety of teaching methods. Children are valued as unique individuals and each child's needs are met. Our curriculum is designed to extend learning beyond the academic and we aim to always promote high levels of enjoyment, confidence and self-worth, lay the foundations for lifelong learning and instil the core values necessary for children to become good citizens.

This policy should be read in conjunction with our policies on Assessment, Performance Management, Marking and Feedback on Learning, Behaviour, Equality, Presentation and the Home-School Agreement as well as school lesson observation and learning walks protocols.

Aims:

At Roade Primary School we aim:

- To provide a happy, safe and caring place to learn
- To promote excellence, enabling all children to achieve their potential
- To provide our pupils with rich, diverse and enjoyable learning experiences
- To promote and foster self-esteem, motivation and a lifelong love of learning
- To encourage the children to become responsible citizens and to have respect for all
- To work in close partnership with parents, carers and the wider community for the benefit of our children

Aim high and reach for the sky!

Values:

At Roade Primary School we support our children to be:

Resilient
Optimistic
Ambitious
Dedicated
Empathetic

Ethos:

‘A supportive community developing confidence, independence and a love of learning.’

Aims

At Roade Primary School we put into practice the principles of **Assessment for Learning, that is, through assessment and feedback practices, teachers know where each child is in their learning, where they need to go and plan how best to get them there.** In this way we ensure that we have appropriately high expectations and levels of challenge. We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential. We aim to:

- enable children to become confident, resourceful, enquiring and independent learners
- foster children’s self-esteem, and help them to build positive relationships with other people
- develop children’s self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people’s feelings
- show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people
- enable children to understand their community, and help them to feel valued as part of it
- help children to grow into reliable, independent and positive citizens

Teachers make on-going assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). Teachers modify teaching and learning as

appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

Lessons are planned with clear learning objectives. We draw these objectives from the National Curriculum. Our lesson plans contain information about the tasks to be set, the resources needed, and the way in which we assess the children's work. We evaluate all lessons, so that we can modify and improve our future teaching. (Further information on planning can be found in the Curriculum Policy.)

1. Effective Learning

Research tells us a lot about how to maximise learning. We know that people learn in many different ways, and respond best to different types of teaching and learning approaches (visual, auditory and kinaesthetic (VAK); we therefore deliver teaching in different ways to address the needs of all our learners. We ensure the best possible **environment for learning** by developing a positive ethos in which pupils feel safe and feel they belong, are confident contributing, where they enjoy being challenged, where they enjoy learning, and know that they will succeed because they know the challenge will have been set at the right level.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn. All teaching will be structured to maximise learning opportunities and lessons will be planned in accordance with the following principles:

- the teaching should build on previous learning
- it should give pupils the 'big picture' of the lesson
- the teacher should explain the learning objectives, and why the lesson is important
- the lesson should be presented in a range of styles
- it should allow opportunities for the pupils to build up their own understanding through various activities
- it should allow opportunities for the children to review what has been learnt
- it should have built-in opportunities for feedback to the children, celebrating success and reviewing learning strategies
- the teaching should indicate what the next step in the learning will be

2. Effective Teaching

When we are teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum maps to guide our teaching. These set out the aims, objectives and values of the school, and details what is to be taught to each year group. In our school, learning takes place through the use of a range of strategies including:

- investigation and problem-solving
- research and discovery
- independent, paired, group and whole-class work
- asking and answering questions
- use of full range of ICT
- fieldwork and visits to places of educational interest
- creative activities
- responding to physical, visual and audio stimuli
- debate, role-play and oral presentations
- designing and making things
- participation in athletic or physical activity

We are committed to meeting the needs of all learners through effective 'Wave 1' **quality first teaching** (see appendix). We have high expectations for all children and know that all children want to succeed. We plan lessons to enable all children to make progress. Generally, in lessons we apply this 'ALPS' (Accelerated Learning in Primary Schools) structure:

1. Provide children with the big picture - connect the learning

- (i) Begin every lesson by making sure that the present learning experience can be situated between what has already been covered and what is to come - show them that achieving the objectives in this lesson is part of a learning journey.
- (ii) Provide an overview of the lesson, a summary of what is to come – engage children with the exciting task ahead and explain that this will make a difference to them personally. Provide an initial exposure to key ideas and terminology.

2. Describe the outcomes

Engage children with the **learning objectives**. Describe *simply* and *exactly* what we want the children to be able to do by the end of the lesson; communicate expectation of success and personal excitement about what they can achieve – what it will look and feel like - and why it is important; encourage the children to think in terms of achieving a successful and given outcome – give children ownership: identify and teach them to be able to describe the outcomes – **success criteria** - in

detail to themselves and to others. Make a note of outcomes/success criteria on the board

3. Give input

Give input in a range of styles: modelling, demonstration etc.

Questioning to assess, **questioning** to move thinking forward, open ended questioning to encourage active learning, thinking, decision making, speculation, collaborative learning. Multisensory, VAK approaches to engage all learning styles:

Visual stimuli – helping children to see the concept: cards, posters, models and images, vocabulary cards, use of ICT, story props, see the word/number/concept in your head,

Auditory engagement: opportunities for speaking and listening, children giving feedback, explaining to the teacher, class, each other, discussing, use of key vocabulary, paired talk/ Think⇒pair⇒share, clap it, sing it, whisper it, make a tongue twister, jingle

Kinaesthetic engagement:

- use different parts of the classroom for different activities
- opportunities for children to learn by touching, manipulating and doing *'stand up when I say a noun/number in the 6X table...'*
- use of structural apparatus
- roleplay/do action to go with the word
- encourage children to get up/stand e.g. by board and explain, demonstrate methods physically

We ask lots of **higher order questions** to drive learning forward. We give children opportunities to think about and **rehearse** what they will be doing in the independent work before they do it so that children talk through their thinking and visualise themselves doing it. We give clear instructions for tasks and opportunities for questions to check all children understand.

Throughout, we emphasise the **personal and social skills** e.g. teamwork, speaking and listening, independence etc that will be important to being successful

4. Activate understanding ⇒ challenging activities that allow children to build up their own understanding

Going deeper into the learning: we plan progressional, differentiated VAK based activities that activate the children's understanding, meet the objectives and enable them to practice and apply their understanding, explore and achieve success criteria through independent work. We give children choices of activities or approaches open to them. Collaborative activities: children work together to achieve the outcomes.

5. Ask children to demonstrate understanding

Provide frequent opportunities for children to show their understanding and to test that understanding – moments of reflection - planned opportunities for regular review during lessons (mini-plenaries) to gather evidence of the learning progress and address any misconceptions.

6. Review learning to ensure recall and retention

The plenary is an important planned part of the lesson to review progress. How far did we get towards our objectives? Prepare children for the plenary so that they know what is expected and why. Use wipeboards, postits, give the children a quick ‘test’ etc to assess progress against success criteria.

⇒ review lesson outcomes, provide feedback, celebrating success and reviewing learning strategies;

⇒ outline next steps in learning

Get the children to self assess. Sum up and demonstrate to the children what progress they have made towards the outcomes – use the success criteria on the board as a checklist. Acknowledge if not all have made progress and explain what next steps will be to ensure **all** children will have learnt what they need to know. Set the scene for the next exciting lesson!

3. Planning

Target Tracker:

Target Tracker is used to plan from and to assess with. The statements are used as medium and long term planning and staff ensure that that plan effective lessons and themes that meet the skills being taught.

Short term planning

Subject leaders have the autonomy to select a lesson-planning format appropriate for their subject area, and teachers to adapt this, but short term planning will include the following:

- **clarity on how learning builds across a series of lessons (‘unit’), taking into account pupils' previous learning outcomes and learning outcomes of lessons within the unit (AfL)**
- **clear learning objectives** (what children will learn) **and success criteria** (what children are able to do to demonstrate their learning)
- **differentiated learning outcomes** (must/should/could (all/most/some))
- **key resources including use of ICT**
- **key vocabulary** and **key questions**

- **groupings** and **support** to facilitate differentiation or to vary strategies for learning and pace.
- **main activities** including modelling, thinking skills, questioning and facilitating VAK learners
- **plenary and assessment for learning** opportunities

The success of lessons is evaluated in terms of learning outcomes for all pupils: children should know more at the end of a lesson than they did at the beginning. Evaluation of pupils' progress then feeds into the planning of subsequent lessons. Generic short term lesson-planning formats are used for literacy and numeracy.

Medium Term Planning and Schemes of Work

Medium term planning and schemes of work identify which parts of the curriculum, including the National Curriculum, must be taught to each year group and class. Subject leaders and teachers divide up the curriculum so we know exactly what to plan to teach to ensure continuity and progression.

Our schemes of work provide clear guidelines about what should be learned and set out clear learning outcomes by which progress can be assessed. Our schemes of work are clear, detailed, but not over prescriptive, so that each teacher's short term planning is a creative interpretation of the scheme of work. Our effective schemes of work mean that:

- teachers are able to get out of the scheme of work exactly what they have to teach in the subject
- we plan effectively for the time available
- content is linked to the National Curriculum programmes of study
- content is divided into clear learning objectives, success criteria and activities
- we plan a range of teaching approaches and appropriate resources
- we have a clear structure which can be easily modified and changed
- we ensure that children progress through each subject, each section building on previous learning
- balance, continuity and progression are secured and measurable.

Subject leaders have the autonomy to select a format but medium term plans should include the following:

- | | |
|---------------------------------------|--|
| • Unit name and topic | • Resources including use of ICT |
| • Number of lessons/hours involved | • National Curriculum References |
| • Key objectives and success criteria | • Indication of differentiation strategies |
| • Teaching activities or pupil tasks | • Assessment opportunities |
| • Vocabulary / Key words | |

Long Term Planning and Curriculum Maps

Our long term planning and curriculum mapping ensure that our teaching programmes have breadth and balance of knowledge, skills and understanding over the course of each year and as children move through the school.

4. Assessment: Assessment of Learning, and Assessment for Learning

Expectations for Pupils' Progress

Our aim at Roade Primary School is that all children, at their level and taking account of individual needs and circumstances, make at least good progress. We expect that in FS all pupils should achieve well across all areas and in KS1 pupils make at least three NC sub levels and KS2 the majority of pupils make at least two NC sub levels progress each year. Our aim is that all children make at least two full levels of progress from the end of Year 2 to the end of Year 6. We monitor and evaluate children's progress both formatively and summatively:

Assessment of Learning:

- ongoing and regular focused assessments in reading, writing and maths: termly summaries of children's progress
- use of QCA (Qualifications and Curriculum Authority) or standardised tests to check that pupils' progress is on track
- summer optional QCA for years 3, 4 and 5
- year 6 SATs

Assessment for Learning

- day-to-day assessment strategies we use in the classroom:
 - **1. Engaging children in the learning process** - with the **learning objective** and **success criteria**
 - **2. Questioning that teases out and reveals understanding** to assess children's starting points, in order to be able to adapt learning and teaching activities appropriately to meet children's needs and **questioning that pushes thinking on**
 - **3. Observing** - Watching children and listening to their discussions, making brief notes, to assess learning as it is happening
 - **4. Discussing** - holding discussions with children to assess understandings or diagnose reasons for any misunderstanding or misconceptions and resolve difficulties within the lesson
 - **5. Analysing work** - marking and assessing work *with* children and without to identify any common errors or misconceptions, and to guide the children on how they can improve and progress
 - **6 Checking children's understanding** - conduct brief recall 'tests'/planned or spontaneous questions to assess immediately children's knowledge and understanding

To monitor the progress of all pupils, we ensure the following take place:

- ongoing annotation of *Assessing Pupil's Progress* materials to support teacher assessment for all children in reading, writing, mathematics and science
- regular pupil progress meetings (three times annually) to discuss progress and barriers to learning
- ongoing records of assessment such as collection of written work, photos, recordings of music etc (particularly in the Foundation Stage) and ongoing annotation of short-term planning
- marking and giving of feedback
- pupils' assessment of their own learning
- opportunities for pupils to peer mark
- the embedding of clear learning objectives and success criteria in the teaching and learning process to support teachers' and pupils' assessment of progress

5. Intervention Groups and Strategies

Intervention groups and strategies to underpin and support the above include:

- Wave 2 intervention programmes: Springboard – for pupils with low attainment in numeracy, ALS – for pupils below expectation in Literacy.
- Wave 3 /1:1 support and small group work for specific learning, behaviour or physical needs and individual programmes of support supervised by external agencies where appropriate

6. Pupils with Special Educational Needs

Roade Primary school is committed to meeting the needs of all learners including children with Special Educational Needs, and children with SEN have IEP's (Individual Education Plans) for learning, behaviour or emotional needs. As part of our ongoing monitoring, evaluation and tracking of pupil progress scrutiny is given to the progress of children with SEN (see SEN policy).

7. The School Learning Environment

We believe that a stimulating, exciting classroom environment sets the climate for learning, impacts on learning and promotes independence. Display is used to support teaching and learning, value achievement and demonstrate how the subject relates to the real world. It is our policy that:

- we change displays for the foundation subjects at the end of each unit of work, so that the classroom reflects the topics studied by the children

- we ensure that all children have the opportunity to display their best work at some time during the year
- in order to make the learning processes explicit and support learning and teaching, we make use of **working displays/learning walls** for Literacy and Mathematics and where appropriate, other curriculum subjects
- Foundation Stage and KS1 classrooms have role-play areas.
- positive statements are displayed around the school

Standard things that will be displayed in the classroom:

- all classrooms display prominently our key school values of share, respect, work, care, calm and listen
- steps for rewards and consequences
- for mathematics, mathematical vocabulary, 100 square, age appropriate number lines
- for English, reading prompts, punctuation pyramids, VCOPS planning prompts
- school internet and e-mail safety rules

It is our policy in the classroom that:

- the environment is safe and stimulating: there are no infringements of Health and Safety rules
- children and staff arrive promptly and the organisation of seating supports optimum learning
- the classroom is tidy at the start and end of every lesson, including the teacher's work area
- paired and group working provide children with opportunities to develop interpersonal skills and the chance to work with different people
- lessons operate using the school positive behaviour management policy
- homework is relevant and appropriate and set in good time, assistance being given to those who need it
- the teacher and pupils generate enthusiasm and imagination to make learning engaging
- the teaching and learning experience should always be positive
- the teacher and LSA work collaboratively so that the LSA makes a significant contribution to learning

8. Behaviour

All pupils should behave well in order to achieve their best. All staff apply the positive behaviour management procedures detailed in our whole-school behaviour policy (please refer to policy). Praise and positive reinforcement is used to maximum effect to reward and encourage pupils in their learning. All staff apply a consistent clear system of rewards and consequences to support high standards of behaviour (see Behaviour policy).

9. Bullying

- Refer to policy
- This school does not accept bullying in any form and understands that children cannot learn well if they are in fear of others
- All staff will respond to those pupils who express concern about bullying
- A clear system exists to deal with bullying and prevent it from spoiling a pupil's chance of progress

10. Monitoring and evaluation of learning and teaching

At Roade Primary School we are constantly trying to improve standards and are committed to the school improvement cycle (Please see monitoring and evaluation policy). To enable this to happen, we monitor and evaluate the implementation of this policy through regular **lesson observations, planning scrutiny, work scrutiny, pupil interviews, pupil progress meetings, learning walks** and **data analysis**. The **purposes** of monitoring & evaluating learning and teaching are to:

- ensure that all children are making good progress
- provide teachers and LSAs with (where appropriate) judgements (using Ofsted criteria: see appendix and lesson observation protocols), strengths and areas for improvement of their teaching in order that they can standardise their own evaluations, reflect and act upon outcomes, and provide advice on ways to develop it further
- make judgements on the effectiveness of learning and teaching in specific areas in order to identify ways to develop further
- identify any training and development needed to support improvements in teaching or learning
- Account for the effectiveness of teaching and learning to Governors, the LA and other relevant bodies

Making improvements in the quality of learning and teaching in the school are part of our school improvement cycle. This is driven by:

- our **School Improvement Plan** which details objectives, success criteria, actions and implementations, timescales, resources and responsibilities
- the **performance management process** (see policy). All staff have pupil progress, learning and teaching and leadership and management targets which are reviewed three times a year.
- Progress towards the targets for each class, subject and year group will be analysed at the end of each term by class teachers/subject leaders/the Headteacher and reported to the governing body.
- RAISEonline data will be analysed by the Headteacher and, where appropriate, the subject leaders, and evaluated with the support of the governing body in the autumn term

11. Roles and responsibilities of the pupils, staff, Headteacher, Governors and Parents and Carers

The **Headteacher** will:

- lead the school's vision on teaching and learning, using the School Improvement Plan as a key vehicle
- ensure that there is a there is a coherent strategy for the effective management of performance data
- ensure that staff receive appropriate training and professional development

All teachers will:

- reflect on each lesson to evaluate the teaching and learning which takes place
- Strive to improve their practice as educators by taking appropriate advice, engage in relevant training, including observing the practice of colleagues
- encourage pupils to assess their own progress towards their targets, and help them to understand what they have to do to improve
- reflect on the quality of provision for pupils, the standards of achievement and programmes of study, and feedback to subject leaders
- consider and pursue appropriate professional development opportunities
- report the progress of pupils to parents formally each year and informally every two terms
- fully involve support staff wherever possible

Subject Leaders, in addition to the above, will:

- lead the school's vision for their subject area(s)
- carry out key actions to monitor and evaluate standards and to provide feedback to members of staff
- through e.g. learning walks, evaluate the standard and quality of teaching and learning across the school
- formulate a relevant action plan based on findings to ensure necessary improvements are made
- share good practice across the school
- work with SENCo to monitor and evaluate the work of LSA staff

Pupils are expected to:

- Participate in reviewing and evaluating their own performance in lessons and take part in peer-assessment activities

The **Governing Body** will:

- Work with the Headteacher to monitor on an ongoing basis the effective implementation of this policy
- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of this policy and the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, learning walks, the Headteacher's reports to governors, and a review of the in-service training sessions attended by staff.

Parents and Carers

We believe that parents and carers have a fundamental role to play in helping children to learn. We do all we can to inform parents and carers about what and how their children are learning:

- by sending information to parents and carers, at the start of each term, which outlines the topics that the children will be studying during that term at school;
- by sending parents leaflets and information on a range of topics such as written methods used in maths, grammar terms used in school etc.;
- by explaining to parents and carers how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We would therefore like parents and carers:

- to ensure that their child has the best attendance record possible;
- to ensure that their child is equipped for school with the correct uniform and PE kit
- to do their best to keep their child healthy and fit to attend school
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour
- to promote a positive attitude towards school and learning in general
- to fulfil the requirements set out in the home–school agreement

12 Equal Opportunities

In accordance with the schools Equal Opportunities Policy all children at Roade Primary School will be given full access to the National Curriculum. Staff will endeavour to help children to reach their full potential irrespective of race, gender, age or ability

13 Monitoring and review

We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Characteristics of *teaching*:

Satisfactory ('requires improvement')	Good	Outstanding
A teaching style that is appropriate to the nature of the lesson	An imaginative teaching style that challenges to stimulate and interest	Teaching use well-judged and inspirational teaching strategies Buzz in the classroom
Appropriate instructions based on secure subject knowledge	Presentation, discussion and use of challenging ideas, based on good subject knowledge	High level of subject knowledge informing dynamic presentation/exploration of subject
Teacher dominated discussion with some open ended questions	Teacher facilitated open discussion by extending thinking /valuing all opinions/clarifying misconceptions	Teacher ensures whole class involvement in open discussion. Wide range of open ended questions encouraging engagement
Appropriate use of subject specific vocabulary	Encouraging good use of specific language	Confident and accurate use of technical subject specific language by staff and children
Effective interactions between teacher/TA and children	Positive relationship supports pupils to be engaged in the lesson	Pupils thoroughly engaged in their learning, with very positive support from adults
TAs support learning, follow teacher guidelines	Well managed and directed TAs who are clear in their roles	Well managed and directed proactive TAs who support learning very effectively , engaging with whole class and teacher
Teachers monitor pupils' progress in lessons and use the information to adapt teaching Work is marked regularly	Teachers listen to, carefully observe and skilfully question pupils in order to reshape tasks and explanations to improve learning Teachers ensure that pupils know what they have done well and what they need to do to improve	Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating when they need to intervene, and doing so with notable impact on learning Consistently high quality marking and constructive feedback ensures that pupils make rapid gains
Learning objectives and success criteria are displayed	Learning objectives and success criteria are woven into teaching. Teachers have high expectations Displays enhance the learning environment and support learning objectives	Focused learning objectives and success criteria embedded in learning, expectations are high for all pupils. Almost all pupils learn exceptionally well and make rapid progress Displays used as learning walls
Appropriate use of ICT	ICT enhances learning and teaching	Excellent use of ICT
There is evidence of children's social, moral, spiritual or cultural development	Teachers promote children's social, moral, spiritual or cultural development	Teachers actively promote children's social, moral, spiritual or cultural development

Characteristics of *learning*:

Satisfactory ('requires improvement')	Good	Outstanding
All children (lower and higher achievers, SEN, EAL) make expected progress	All pupils demonstrate good gains and deepen knowledge and understanding. Most children make good progress Pupils acquire knowledge and understanding quickly and securely	Many pupils demonstrate outstanding gains in knowledge; all children make very good and many make rapid and exceptional progress; Pupils develop and apply knowledge and skills to great effect
A generally happy, safe and secure environment	Positive classroom ethos Pupils are interested and engaged Shared ownership of lesson within a safe environment	An exceptionally positive climate for learning High levels of engagement and commitment to learning An atmosphere where pupils can be engrossed in their learning which is often investigative in nature
Learning objectives available and shared	Learning objectives and success criteria clearly understood by pupils	Learning objectives understood by all pupils and pupils create success criteria
Behaviour is satisfactory, pupils are on task	Pupils behave well Pupils' attitudes to learning are consistently positive Pupils work well independently and in groups	Behaviour is outstanding Pupils' attitudes to learning is exemplary Pupils demonstrate excellent levels of independence and cooperate well with others
Children working in a manner that suits the lesson	Lesson planned to allow pupils to work independently and co-operatively. Active engagement in plenary	Lessons very well planned allowing for whole class, independent and collaborative work. Opportunities provided for peer and self-assessment
All pupils engage with differentiated work/activities suitable to their ability and the learning objective	Work is challenging for all pupils and meets their individual needs Differentiated activities are very well matched to individuals and groups	Differentiated activities provide challenge, are stimulating and extend/push deeper thinking for example by linking different areas of learning
Situations where pupils have some scope to make choices and use own ideas	Opportunities to make own choices about learning	Frequent opportunities to make own informed choices – independent learning
Pupils aware of their targets	Pupils able to evaluate progress towards learning objective and targets. pupils understand well how to improve their work.	Pupils able to identify the next steps in their learning