ALDER TREE PRIMARY
BELIEVE - BELONG - BECOME

Teacher Guide

2023-2024

WHITE ROSE ACADEMIES

A Message from
High Performance Learning

"The most important development in education in the twenty-first century is our growing understanding of human capability. Successful learners are made not born – and we know how to make them"

- Professor Deborah Eyre

"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection, and insists that they become the best they possibly can be"

- Rita Pierson

Teacher Guide Contents:

ALDER TREE PRIMARY
BELIEVE - BELONG - BECOME

An Invitation
to Professionals

Dear colleagues,

Here at Alder Tree Primary we are committed to providing the best educational experience for all of our pupils. The focus in our academy is on giving all pupils the opportunity to achieve their full potential. This means providing exciting lessons so they make the best progress (both academically and personally) but also providing guidance and support so they can develop as happy, well-balanced individuals who can make the right decisions for themselves.

We have a strong team of dedicated professionals who will be continuing to drive us towards exceptional, to ensure the very best for the children in our care. We have an exciting journey ahead, with an exciting and engaging curriculum, clear systems and protocols and every member of staff striving to be their best professional self. I am confident we can provide a world class education for all the children within our Academy.

We need to ensure that our curriculum is delivered with passion and purpose; we must be able to articulate clearly why we are teaching what we teach, and why we are teaching it at that point and in that sequence. In short, our deep focus is on the goods we aim to deliver; the knowledge, skills and understanding that we intend our learners to absorb, and be able to apply, not just in the moment, but as an embedded and secure body of academic and cultural capital. We must provide experiences for our learners which are memorable and create a true love of learning, our learners must want to come to school!

Our positive behaviour policy remains firmly in place and it is essential that each and every one of us applies this in a fair and consistent manner. By doing this we will ensure that our children feel safe and have clear and consistent boundaries and routines, whilst promoting the ethos of 'every child needs a champion'. We will strive to ensure that classroom routines are well embedded, which, in turn, will ensure that no learning time is lost. This teacher guide provides the tools and strategies required to support excellent behaviours and relationships within the classroom and around the academy which will help create a culture of which our academy and whole community can be proud.

The vision for our academy is to achieve a culture where everyone can be exceptional, every day. This means we secure and maintain a culture where every professional works hard, confident that their work has a positive impact on our learners. Our CPD programme provides the framework to support all colleagues in becoming their best professional self. We will ensure that you are given the tools you require to do a great job, removing any barriers between you and the best you can be. Our strategic priorities are focused on the key areas for improvement as identified within the 2019 Ofsted report. There is an enhanced focus on the impact of our ambitious curriculum, designed to achieve the best possible outcomes. This means great teaching for every child in every class. There is a strong emphasis on the performance of key groups, particularly children from disadvantaged backgrounds and those children who have been identified to have special educational needs; as well as a drive to secure substantial improvements in attendance. You will all play a vital role in these improvements throughout the academic year, we are all vital cogs in the machine of Academy improvement.

Our High Performance Learning (HPL) journey has been one of rapid success so far and one we are keen to continue with such emphasis. HPL challenges the system to stop categorising learners by ability and instead expect high performance from everyone and systematically build towards it. As a direct result of this we have seen children who have developed their resilience, become more collaborative and are able to develop their linking and analysing skills in daily lessons.

Yours sincerely
KATE BURTON
Principal

CHAPTER ONE: OVERVIEW OF ALDER TREE ACADEMY

Values and Ethos

At Alder Tree Primary, we invite all children to: **Believe, Belong and Become.**

Our aim is to provide an education which enables each child to develop a sense of **Belonging** in the world by encouraging them to **Believe** in themselves and **Become** more than they thought was possible.

BELIEVE

We enable children to believe they can aspire to great heights and achieve remarkable success.

BELONG

We belong to a community where all members are accepted for who they are.

BECOME

We deliver a knowledge-rich curriculum that ensures children will become model citizens of the future.

WHITE
ROSE
ACADEMIES

Strategy to Secure Rapid Improvement

Area: A

Priority

Ensure the school culture of 'high expectations for all' is delivered through effective leadership at all levels

Ensure the LAB are supporting leaders to continue to strengthen and maintain an inclusive culture at all levels.

This means…

- Governance is judged good by OFSTED and any external review.
- Leadership is judged good by OFSTED and any external review.
- All end of year reported outcomes meet the targets set on the Key Pupil Outcomes and Targets document presented to LAB September 2023.
- Attendance, exclusions, Early Years Foundation Stage (EYFS), Y1 Phonics, Y2 Phonics, KS1 SATs, Y4 Multiplication Tables Check (MTC) and KS2 SATs.
- All coaching, monitoring and evaluation processes, both internal and external, show that 85% of staff - Teachers and TAs - are consistently performing as 'good' during monitoring procedures, leading to good and better outcomes.
- A highly effective and vigilant culture of safeguarding is evident in the academy.
- Safeguarding is judged as effective by OFSTED.
- The agreed LAB budget forecast is delivered.

All PM targets for teachers and TAs will include:

- 65% ARE combined
- Maths vocabulary
- Curriculum leader responsibility

Area: b

Priority

1. Continue to improve outcomes in combined reading, writing and maths by July 2024 in all year groups so that outcomes at the end of KS2 are at 65% minimum (65% is a 9% increase on 2023 results and above 2023 national – 59%)
2. Further improve the quality of teaching, learning and assessment across school to ensure all pupils make at least good progress, including disadvantaged pupils and those with SEND.
3. Deliver a clear, ambitious and coherent curriculum that ensures all pupils have opportunities to deepen their understanding and explore new ideas and concepts in detail in all subjects.
4. Further improve reading and phonics to ensure all children read fluently and have a love of reading.

This means…

Combined Outcomes
- 65% of pupils in each class attain age related expectation (ARE) in combined reading, writing and maths – 2023 national measure 59%.
- 10% of pupils in each class attain the higher standard in combined reading, writing and maths.

Quality of Teaching
- 85% of teaching is at least good, as evidenced by coaching, monitoring and evaluation processes half termly, both internally led and externally led.
- Disadvantaged pupils close the gap to national.
- SEND children achieve 80% of their targets so that they make good progress from their starting points.
- Vocabulary progression is key for all learners.

Curriculum
- External reviews and internal school-based monitoring and evaluation processes show the curriculum is effective in meeting the school's stated Intent, Implementation and Impact.

Reading and Phonics
- 70% of pupils attain age related expectation in reading in July 2024 – national result for end of Key Stage 2 in 2023 73% - school result in 2023 63%.
- 80% of Year 1 pupils achieve the expected standard on the phonics screening check – 2023 national result - 2023 school result 63%.
- 85% of Year 2 pupils achieve the expected standard on the phonics screening check – 2023 national result - 2023 school result 67%.

Area: c

Priority

1. All staff consistently and effectively demonstrate high expectations of pupils' behaviour, ensuring high standards of behaviour in all aspects of school life including 'unstructured' times.
2. Challenge poor attendance and reduce the number of pupils that are persistent absentees.

This means…

- Behaviour policy
- All pupils display exemplary conduct when in school or on school trips. As measured by the number of children not receiving reset meetings – Target 90%. Number of stamps to be above 1000 for every child.
- Staff conduct to be exemplary, as measured by staff and pupil voice.
- Reduction in FTS's - 2023 data – 13 FTS's (4 students).

Learning Behaviours
- All pupils consistently display strong learning behaviours through the HPL VAAs as an integral part of their approach. As measured by quantity of HPL stamps in books, 10 stamps evident each week.
- Monitoring and analysis to ensure all VAAs are used proportionately across all demographics.

Whole School Attendance
- Whole school attendance is closing the gap to national – 93.4% (2023 school attendance 91.8%)
- Persistent absentee rates

Persistent Absentee Rates
- Rates reduce from the 2022/23 percentage of 27.3% and is within 5% of the 2023 national figure.

Area: d

Priority

1. Establish and maintain a broad extra-curricular programme and enrichment experiences that reflect a wide range of pupils' interests ensuring high levels of engagement from all children including SEND.
2. Consistently deliver a comprehensive PSHE programme (SCARF) which teaches pupils how to be active citizens with a strong awareness of the diverse nature of society and clear understanding of British Values, preparing pupils positively for life in modern Britain.
3. Refine the embedded PSHE programme (SCARF) with bespoke resources and experiences to benefit the school's unique community strengths and needs.

This means…

- Attendance at extra-curricular activities exceeds 80% - including residentials.
- Attendance at extra-curricular activities includes SEND, pupil premium and EAL children
- There are at least 8 clubs on offer for pupils to attend.
- Explicit teaching of British Values through assemblies, PSHE and Pol-Ed.
- British Values are woven into the whole school curriculum and are evident in subject documentation.
- Pupil voice shows increased understanding of each British Value.
- Pupil voice survey shows that 90% of pupils understand and display positive and respectful relationships.
- Number of 'Resets' to decrease due to impact of emotion coaching.
- Usualising and normalising the protected characteristics across the curriculum
- Pupils can articulate a clear understanding of the diverse nature of society.

Ofsted (June 2019)

What does the academy need to do to improve further?

AFI 1

Urgently improve the quality of teaching, learning and assessment, across Key Stages 1 and 2, in addition to the early years, so that all pupils, particularly disadvantaged pupils and pupils with SEND, make at least good progress, by ensuring that teachers:

- provide pupils with books to read, both in academy and at home, that are closely matched to their phonic knowledge.
- develop their knowledge, skills and understanding of phonics and how pupils learn to read.
- assess pupils accurately, following the academy's Assessment Policy consistently, so that they can plan learning activities that build on what pupils can already do.
- display consistently high expectations of pupils' conduct and standard of written work, intervening promptly when one or both start to deteriorate.
- plan lessons in the foundation subjects that afford pupils opportunities to deepen their understanding and explore new ideas and concepts in detail.
- refine the way that they teach spelling accuracy.

AFI 2

Improve the quality of leadership and governance swiftly, by ensuring that:

- subject leaders have the skills, knowledge and understanding to be able to identify and improve weaknesses in their subjects.
- leaders with responsibility for pupils with SEND identify pupils' additional learning needs at the earliest point and make effective provision without delay.
- senior leaders' and governors' monitoring activities and evaluations contribute to an accurate understanding of the academy's effectiveness.
- leaders record instances of inappropriate pupil behaviour accurately and respond in a way that successfully improves pupils' attitudes to learning.
- the views of pupils, parents and staff are collated and addressed effectively.

AFI 3

Improve the quality of pupils' personal development, behaviour and welfare by ensuring that leaders and staff:

- urgently improve rates of attendance and reduce the proportion of pupils who are regularly absent, particularly for disadvantaged pupils.
- consistently and effectively demonstrate high expectations of pupils' behaviour.
- reduce instances of bullying or perceived bullying across the academy.
- investigate ways to support each other when managing pupils' behaviour.

Teacher Standards

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with SEND; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Teachers on the Upper Pay Scale

Teachers are highly competent in all elements of the Teacher Standards
'Highly competent' means performance which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice

Teachers' achievements and contribution to the school are substantial and sustained
'Substantial' means of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning. 'Sustained' means maintained continuously over a significant period of time.

WHY IMPROVE TEACHING?

Effect of teaching on students in years of progress

Source: Sutton Trust (2011)
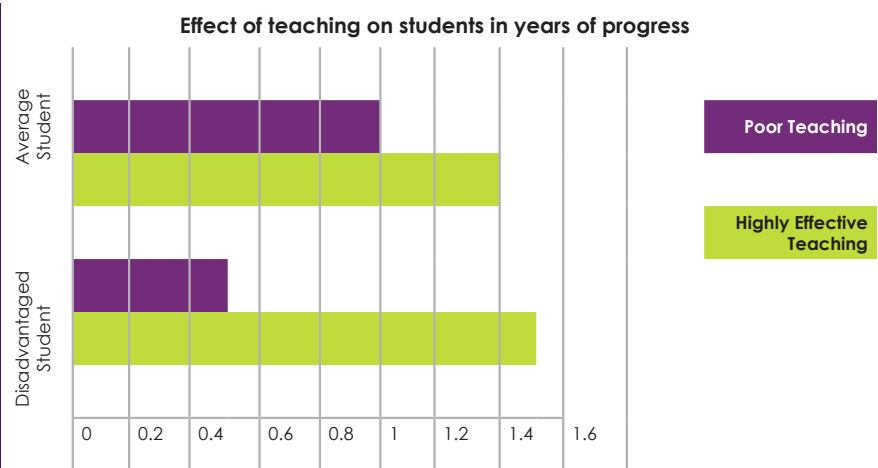
One minute guide: Safeguarding

Safeguarding is the responsibility of all staff

This means:
- Protecting children from neglect
- Protecting children from physical, emotional or sexual abuse
- Preventing impairment to health and development
- Ensuring children grow up in an environment where there is safe and effective care
- Taking action to enable children to achieve the best outcomes
- Being vigilant in identifying any child who needs help or support, or likely to suffer significant harm
- Working with other agencies to support children and their families.

✔ DO

- Keep an open mind , being non-judgmental
- Reassure the child that they are right to tell an adult
- Listen carefully
- Work at the child's pace
- Ask only open questions – if you must ask them, clarify the facts, don't interrogate
- Record accurately and quickly using the child's words. Tell the child what you are doing.
- Explain what you need to do next clearly.
- Pass on to the Safeguarding Officer the same day (as soon as possible in case we have to do a referral).

✘ DON'T

- Interrupt
- Interrogate or investigate
- Assume e.g. this child tells lies
- Make suggestions about what is being said
- Speculate or accuse anyone
- Show anger or shock
- Tell the child to go and speak to someone else
- Forget to record accurately and/or pass on to the Safeguarding Officer.

How to log a Child Protection Cause for Concern:
- Staff should log a concern using Cpoms.
- These need to be completed (verbatim- what the child said, with any names they have used) as soon as possible. This must be on the same day the concern was raised, staff must not leave site before logging the concern.

Safeguarding
Who Can Help Me?

If something is troubling you at school, there are lots of people that can help:

Sadie Cordingley
Designated
Safeguarding Lead

Kate Burton
Deputy DSL
Principal

Cheryl Linley
Deputy DSL
Attendance Officer

Mrs Martha Bishop
Safeguarding
Learning Mentor

Kate Jack
Deputy DSL
PA to Principal

CHAPTER TWO: QUALITY OF EDUCATION

Minimum Classroom Expectations

Expectation	Details	RAG		
Prompt Start	• Start of the Day Activities (SODA) is used effectively to settle learners on their arrival to the academy and to ensure that no time is wasted. • Additional learning time is given to a key area for improvement.			
Context Sheets	• Context sheets are prepared to support learning, underpin collaboration and inform planning. See Teacher Guide pg30			
All equipment is out in advance of the lesson	• The teacher has carefully planned the resources required and ensured that these are available and accessible. • Resources are carefully planned so transition between lessons is smooth			
Organised learning spaces	• Classrooms are well organised learning spaces • Teachers employ a clear desk policy to model expectations			
Lesson Structure – Teacher Standards (TS) 7,8				
Recap and Recall Starters	• On branded slide • Ensures that no learning time is lost during transition • Planned for every lesson, learners can answer on mini whiteboards • Provide opportunity to address misconceptions or identify gaps in learners' knowledge			
Learning objectives are explicit and explained	• On branded slide • Shared with learners so that they understand what is being taught and why • Children can articulate their learning and how it fits into the 'big picture'			
Active Engagement	• Strategies such as Show Me are used regularly to ensure whole class participation and no opt out • Cold Call is used frequently so that learners know that they could be called on at any time			
Red Zone	• Red Zone is regular and challenging as dictated by the curriculum documents • Red Zone activities are clearly identified in books. See Teacher Guide pg35			
Green for Growth	• Green for Growth is evident and clearly drives learning and improvement. • Learners use this as an opportunity to redraft			
Checking	• Teachers regularly check for learners understanding. • Teachers use appropriate checking strategies such as Show Me and Cold Call to adjust their delivery, check pace and address misconceptions			
Assessment	• Summative assessment is used appropriately and analysed to underpin medium term planning • Interventions are clearly planned and informed by summative assessment data analysis			
PROUD	• Learners' workbooks show high standards and expectations. See Teacher Guide pg34			
Marking and Feedback	• Feedback is frequent and incisive, in keeping with the Feedback policy. See Teacher Guide pg42			
Scaffolding and Support	• Teachers teach to the top and provide scaffold and support • Teaching assistants are used effectively to support learning and flexible grouping			
Engagement/ Learning Behaviours				
1,2,3	• Teachers use 1,2,3 consistently to call learners for attention • The teacher ensures that all learners have pens/pencils out of their hands and turn to face the teacher, they challenge learners who are not giving them their undivided attention			
Learning Modes	• Learning modes are used to indicate noise levels for successful learning. See Teacher Guide pg61 • There is a visual reminder to learners to indicate which learning mode should be used for each activity.			
Praise	• Praise is used dramatically throughout periods of learning • Reward stamps are used generously and reinforce excellence • Teachers seek opportunities to 'catch them being good'			
Positive Behaviour	• The positive behaviour policy is applied fairly and consistently to challenge low level disruption • The teacher has consistently high expectations of all learners			

One minute guide:
# High Performance Learning

HPL Advanced Cognitive Performance Characteristics (ACPs)

As a High-Performance Learning School, teachers and co-professionals should seek every opportunity to explicitly teach the advanced cognitive performance characteristics required for high performance. Where possible, staff should seek to include the relevant HPL ACP icons and their definitions in their lesson slides to make HPL visible and explicit to all.

What is 'Metathinking'?

METACOGNITION	Knowing and using different ways of thinking or working to finish a task or activity
SELF-REGULATION	Checking behaviour, feelings and work then being able to improve it
STRATEGY PLANNING	Being able to use knowledge to choose the best way to think about or finish a task
INTELLECTUAL CONFIDENCE	Being brave enough to share ideas, ask questions and change things.
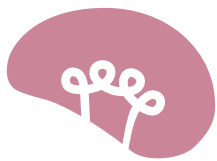
What is 'Creating'?

INTELLECTUAL PLAYFULNESS	Being able to know rules but bend them to create a new idea or something that still fits
FLEXIBLE THINKING	Being able to swap from one idea for a better one or to create multiple ideas
FLUENT THINKING	Being able to create ideas
ORIGINALITY	Being able to think in a new way or create something brand new
EVOLUTIONARY AND REVOLUTIONARY THINKING	Being able to create new ideas built on previous ideas

What is 'Linking'?

GENERALISATION	Being able to see what is happening in one example and link it to other new situations/examples
CONNECTION FINDING	Being able to link new information to what you already know to understand the topic better
BIG PICTURE THINKING	Being able to work with big ideas and themes
ABSTRACTION	Being able to work with real life examples and made-up examples too
IMAGINATION	Being able to show problems or ideas in new, different and exciting ways
SEEKING ALTERNATIVE PERSPECTIVES	Being able to think like someone else and deal with difficult problems

What is 'Analysing'?

CRITICAL OR LOGICAL THINKING	Being ablet to think clearly, sensible and scientifically to: be able to explain, predict what will come next, look for evidence to support your arguments, make judgements based on evidence, asking questions
PRECISION	Being able to work effectively within the rules of the task/activity/topic
COMPLEX MULTI-STEP PROBLEM SOLVING	Being able to break a task down step by step, choose the correct way to work then completing it

What is 'Realising'?

AUTOMATICITY	Being able to use skills easily so they no longer need active thinking
SPEED AND ACCURACY	Being able to work quickly and accurately

One minute guide:
Mathematics

Total Recall

At the start of each lesson, children should spend 5 minutes completing their Flashback Four and then a further 5 minutes should be spent on going through the answers thoroughly with the children and addressing any misconceptions (children should 'green pen' their work at this point). The Flashback Four allows children to recap taught skills from across the curriculum. The first question is related to the previous lesson; the next question is from the previous week and the third and fourth questions are related to concepts studied in the last month or previous year of learning.

TOTAL RECALL
Recap : Revise : Retain

STEP 1 – PRE-LEARNING TASK

All units of learning begin with a short pre-learning task. These are the parent workbooks for each scheme of learning, which can be found on the White Rose Maths website. The children are asked to answer the questions about each key objective from the unit. This can either be marked as a class, or by the teacher after the lesson. The findings are analysed on a class grid where each child will be assessed as green, orange or red against each objective to allow all following activities within the unit to be appropriately pitched for all abilities.

STEP 2 – MATHS JOURNEY

The children are taught through a CPA (concrete, pictorial and abstract) approach which allows them to 'make it, draw it and write it' making links between resources, images and written calculations. Small steps are identified using the White Rose Maths schemes of learning and these are taught in order to make links and build upon previous skills learnt. Teachers can use their judgement to decide whether to spend longer on a step, or whether to merge steps, depending on children's needs, ability and progress. Each lesson, children should be taught using a variety of fluency, problem-solving and reasoning activities and are expected to show their working-out including any explanation using key mathematical vocabulary. The majority of these activities will be taken from the White Rose Maths Schemes or Work and Premium Resources Centre, but teachers can also use questions from elsewhere such as Classroom Secrets or Testbase in order to allow children access to a wide variety of question types.

## STEP 3 – POST-LEARNING TASK

All units of learning are completed with a short post-learning task. These are the end of unit assessments on White Rose Maths. This activity is marked and analysed on a class grid (next to the pre-learning task assessment); the results are used to identify any children who would benefit from specific intervention. If there are still whole-class misconceptions, short 10-minute sessions can take place during the day to address these.

INTERVENTION

Based on the post-learning task results, teachers plan an intervention for specific objectives where children are not yet secure which will be delivered either by the Teacher or Teaching Assistant. This can be revisited throughout the year according to further assessment results.
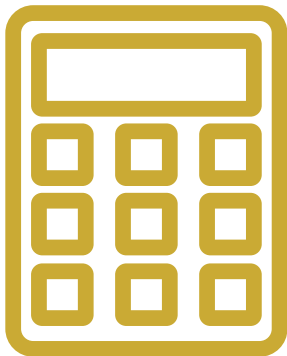
One minute guide: Mathematics Working Walls

Maths working walls need to be accessible to children to scaffold learning during maths lessons. It should be referred to (active) during the lesson by the Teacher/Teaching Assistant. Children should also be trained to use it as a 'go to' to support their learning.
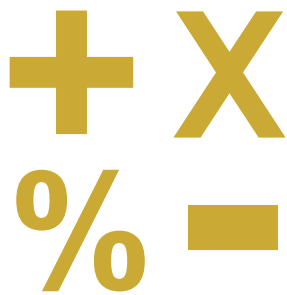
Maths working wall (ACTIVE) to include:

- Age-appropriate vocabulary for current topic
- Examples of 'Live learning' from lessons within the topic
- Related sentence STEMS
- Challenge questions

The other areas of the classroom used to display maths resources, can be built up, added to or changed throughout the year.

Maths working wall (STATIC) to include:

- Age-appropriate prompts e.g. number bonds, timetables
- Age-appropriate number line/number square
- Selection of revisit material e.g. arithmetic
- Times tables

One minute guide:
Planning a Sequence of Work English

Step 1

Reading
- Drama
- Immersion
- Reading comp tasks –
  - Infer
  - Deduce
- Use further models
- Create a writing tool kit for that genre with children.

Step 2

Toolkit
- Use the success criteria to teach key skills in composition, grammar, punctuation and spelling.
- Include Red Zone work throughout the week to assess the understanding of new concepts.

Step 3

Writing
- Innovation –
  - Plan / draft / edit.
  - Break down the act of writing each day so that with shared writing, you can be explicit about your reasons for writing.
  - Teachers guide composition.
  - Feedback clinic.

One minute guide:
English Working Walls

English working walls need to be accessible to children to scaffold learning during English lessons. It should be referred to (active) during the lesson by the Teacher/Teaching Assistant. Children should also be trained to use it as a 'go to' to support their learning.

English to include:

- Technical vocabulary
- Journey clear (reading, GPS, writing) with collected content
- Purpose / Audience / Text Type
- Children's work (mixture from each part of the journey)
- WAGOLL – annotated
- Success criteria
- Clear outcome (e.g. write an adventure story)

Guided Reading

At ATP we use a whole class approach to Guided Reading from Years 2-6 and a grouped approach for Year 1. The teaching cycle is reflective of the needs of our children, with a large focus on vocabulary and fluency as well as one key reading domain per teaching cycle. The reading domain types should be selected from the VIPERS model.

1. Total Recall

2. Analyse

Use inference skills to identify the text type, genre and audience of the text

3. COLD Read

Read the text, highlighting vocabulary of phrases that need clarification

4. Model Read

Introduce the focus VIPERS skill that will be the focus of the session.

Model reading and thinking aloud to show how the skills can be used in the text.

5. Build Fluency

Use echo and choral reading to develop reading fluency

6. Independent Practice

Answer questions using the taught skill

Whole Class
Reading Routines

Alex Quigley has outlined evidence informed options for whole class reading. The steps below provide a clear structure to consider when planning whole class reading and are taken from Walk Thrus 2 which can be found in the Teacher Hub.

1. Evaluate your whole class reading options
The most common approach to whole class reading is teacher led whole class reading. This offers a reading role model who can read with a high degree of skill and fluency. It does not, however, have the benefit of developing our learners themselves as fluent readers. The following approaches can be used to support learners in developing their own reading skills.
- Choral reading: learners read along with the teacher in unison.
- Paired reading: small groups read collaboratively, aiding learners own reading skills (though it may lack the fluency of the teacher reading). The Teacher and Teaching Assistant should ensure that they circulate and dip into groups to listen in.

2. Annotate and Practise
A productive use of lesson planning can include concise annotations for a text to be read in class. Brief annotations such as underlining key words and phrases to stress and emphasise, can both support the performance of reading (which can aid learner comprehension) and identify key vocabulary.

3. Express and Stress
An adept reading performance in class can aide the understanding of complex concepts. Teachers should read with a smooth pace, but also explicitly emphasise and stress the most important vocabulary in text. Many academic texts include dense noun phrases which are unfamiliar for learners, these need careful, clear expression, whereas other words need to be stressed to convey their importance.

4. Chunk and Stop
Due to the complex natures of some texts, how you chunk it down into readable parts can determine how well students process their reading. Identify stopping points during the planning phase.

5. Establish the Gist
Whole class reading for a sustained period can place high cognitive demand on both the teacher and learners. It is important therefore to consolidate for understanding. It can be helpful to give the concise gist of the text, or elicit this information from learners, along with targeted identification and re-reading of important sentences to ensure clarity and reiterate the most important concepts in the text. Checking that the learners understand who, what, where and why is a good way of checking their understanding after reading a chunk of text.

Further reading on effective reading strategies:
Quigley, A: Closing the Reading Gap
Lemov, D: Reading Reconsidered
Didau, D: The Secret of Literacy

Curriculum

Through a broad, balanced and ambitious curriculum, we aim to enable all of the children at Alder Tree Primary to Believe, Belong and Become.

Our aim is to provide an education to enable each child to develop a sense of Belonging in the world by encouraging them to Believe in themselves and Become more than they thought was possible. Through these three attributes we will drive high expectations which will lead to high performance.

Curriculum Intent
'Believe, Belong, Become'

The curriculum at Alder Tree Primary has been designed to make the connections in children's learning, which will enable all pupils to make informed choices about their future ambitions and goals.

The Alder Tree curriculum promotes the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. This ensures our pupils understand the importance of respect and leave school fully prepared for life in modern Britain.

By carefully mapping and sequencing the knowledge that is taught, pupils will be able to make the progress needed to be ready for the next stage in their education.

We provide an ambitious curriculum which gives opportunities for each student to reach high performance. For every child their potential is limitless, thus the curriculum is designed to enable them to go on a journey of continuous improvement. Our curriculum will ensure children will be in control of their learning and can apply this in different contexts.

To achieve our Curriculum Intention, each unit of work is skilfully tailored to the children of Alder Tree Primary school to fulfil the particular needs of our pupils. Our curriculum aims to give children the skills to resolve conflict, regulate emotions and improve self esteem. The following four attributes are identified by the staff at Alder Tree Primary as areas where the pupils need further development. As a result, teachers will identify where and how these areas are catered for so the children to receive the education they fully require and deserve.

OPPORTUNITIES	The curriculum will provide our children with the opportunities that will enrich their lives and provide a clear context for what they are learning in school. The curriculum will provide the opportunities to deliberately practice the cognitive skills and learning behaviours that lead to high performance.
COMMUNICATION	The curriculum will provide the children with the chance to improve their vocabulary and oracy skills by identifying where the children can present, persuade or discuss their topic with their peers or others in the community using their intellectual confidence and in a respectful way.
EMPOWERMENT	The curriculum will help guide the children into understanding that they have a voice and can make informed choices to help drive their own learning and shape their community. The curriculum will help the children understand that they can make a difference to their world.
CONNECTIONS	The curriculum will provide our children with the chance to connect to one another in their class, in the school and in the wider community. The curriculum provides students with the chance to connect past experience or prior learning.

Planning a sequence of work in Curriculum Lessons

Step 1 - Starting with a 'Hook'!
Most topics will begin with a special trip, visitor or activity which aims inspire and enthuse the children about the area which they will be learning about that term. This could involve a trip to a local museum or place of interest or it could involve special workshops/ activities which take place in school.

Step 2 – Learning, research and skill development.
The main part of the topic is taken up with the children acquiring the geographical or historical skills and knowledge needed to understand the key themes within the topic. Wherever possible this will involve children reading the facts and stories for themselves, exploring the topic and acquiring the skills, before being taught directly by the teacher.

Step 3 – Learning 'Outcome'
Towards the end of the topic, the children are provided with an opportunity to show that they have truly mastered the skills and knowledge covered by the topic and therefore the last sessions of every topic are focused around the children's outcome of learning. When they are finished, the topics conclude with a special 'sharing' of learning afternoon where the children have to present their project to visiting parents, special guests or other children in our school. This hosts a variety of opportunities such as performance, exhibition, hands on workshops and assemblies.

Learning Labs
Each class has a learning lab where children can access resources and have the opportunity to follow their own learning. The learning labs will foster enquiry based learning where they are encouraged to ask questions and search to find their own answers.

BRITISH VALUES

ASPIRATION

Democracy & Individual Liberty

Having the vision and ambition to reach full potential. Being the best you can be. Developing our self-knowledge, self esteem and self-confidence assists us in becoming active citizens and positive role models in our communities.

INDEPENDENCE

Individual Liberty

Building confidence in our ability to succeed. In exercising our individual liberty in a responsible and productive manner we are fulfilling a fundamental value of our British society.

RESPECT

Mutual Respect

Celebrating equality by valuing ourselves and others. It is a British Value to have tolerance and mutual respect.

RESPONSIBILITY

The Rule of Law

Meeting academy expectations in everything we do through honesty, integrity, and taking responsibility for our actions. The rule of law in our British society is reflected in our academy by the behaviour rules and high expectations.

RESILIENCE

Tolerance of those with other Faiths and Beliefs

Facing challenges with courage and determination. Developing our resilience and working with others within our community to overcome challenge. This will bring us together as a society and help us become active citizens.

PARTICIPATION

Democracy

Being involved in lessons and contributing to our wider community. Working together effectively and efficiently. Democracy is a British Value where we listen to the ideas of others in order to understand and abide by the democratic process.

One minute guide:
Displaying Children's Work

Children's work should be displayed to celebrate what they have achieved.

Good practice for displaying children's work:
- Label work and provide explanations of what the work represents if it is not self explanatory
- Ensure labels can be read.
- Share the outcomes of learning or the process the children have gone through (photos and explanations or both)
- May have a three dimensional element to the display (artefacts, books, interesting objects, things the children have made, three dimensional labels)
- Could be cross curricular or simply celebrate a focus on one subject

Top tips for displaying work:
- As a general rule, Blu Tac is good for walls and cupboards but not for display boards as, when you remove the display the Blu Tac pulls the display paper off the wall. A staple gun is quick and easy for putting up a display but a nightmare for taking one down! Use a small bambi stapler as this will pull out of the wall very easily.
- Displaying work with interesting objects and using drapes can enhance a dull display.
- There are hundreds of lovely display resources in the YPO catalogue. Different types of backgrounds borders, paper colours etc that will enhance your displays. Have a look and see what would enhance your displays. Ask if you wish to order something.

One minute guide:
Context Sheets

A detailed Context Sheet articulates effective personalisation strategies over time which are evidenced in every lesson.

Essential Components of a high quality Context Sheet:
- Reading age (Taken from Star Reader Tests) / Phonics scores
- Current working level
- Previous working level
- Attendance at last half term
- Disadvantaged (DA)
- EAL
- SEND specific objectives

You must focus on one or more of the key areas to develop strategies that will lead to rapid progress for each child. Your selection must be based on the greatest 'need(s)' for the child. When applying strategies please consider evidence-informed approaches around what leads to the most rapid progress.

THE PURPOSE OF THE CONTEXT SHEET IS TO PLAY A KEY ROLE IN PUPIL PROGRESS BY:
- Providing key data for teachers to understand the context of the learner.
- Allowing teachers to reflect on the progress being made.
- Document key strategies that are planned to ensure sustained progress.

CONTEXT SHEET BEST PRACTICE:
- GDPR regulations will be adhered to by keeping the Context Sheet in an appropriate place such as locked classroom/office.
- The Context Sheet will be accessible in every lesson.
- All staff will have a Context Sheet for their class. These should follow the template provided and include the essential components of a high-quality Context Sheet as outlined below.
- Two weeks after a data collection staff should update their Context Sheet using the most recent data.

5 CONTEXT SHEET PERSONALISATION STRATEGIES:
- **SUPPORT:** How will you support this child to access the work, develop their confidence and demonstrate greater confidence and ability? In paired / group work?
- **CHALLENGE:** How will you challenge this child in relation to their current work, skills and/or knowledge? How will you push and stretch them?
- **LITERACY:** How will you ensure this child has every chance to improve key literacy? E.g. John needs to use a broader range of connectives.
- **SEND:** What strategies will you use to support overcoming the specific SEND barriers for this child?

Name
Strategies:
Engagement
Support
Challenge
Literacy
SEND

SEN	EAL	Dis	
Com	R	W	M
RA P	R	W	M

Blue colour indicates Pupil Premium

Attendance:
Below 95%
Below 90%

Previous Attainment:
Colour = Previous Key Stage WT / M / GD
Text = Previous year

Current Assessment for this academic year

Reading Age: From Star Tests (KS2)
Phonics Score (KS1)

PERSONALISATION STRATEGY KEY:

E: Engagement
S: Support
C: Challenge
L: Literacy
S: SEND

Blue Shaded Box: Pupil Premium Student

Com: Previous Combined Attainment

RA: Reading Age / P: Phonics Score

Personalisation Strategy Key

E: Engagement Strategy
S: Support Strategy
C: Challenge Strategy

L: Literacy Strategy
S: SEND Strategy

Blue shaded box: Pupil Premium Student

5 SSIP personalisation strategies:

- **SUPPORT:** How will you support this child to access the work, develop their confidence and demonstrate greater confidence and ability? In paired / group work?
- **CHALLENGE:** How will you challenge this child in relation to their current work, skills and/or knowledge? How will you push and stretch them?
- **LITERACY:** How will you ensure this child has every chance to improve key literacy? E.g. John needs to use a broader range of connectives.
- **SEND:** What strategies will you use to support overcoming the specific SEND barriers for this child?

Name:

C: Reduce time allowed for extended pieces to increase speed of work.
E: Ask advanced questions & ensure he can analyse work. Complete research task on impact of drugs in sport.

Front of Classroom

Personalisation Strategy Key

E: Engagement strategy
S: Support Strategy
C: Challenge Strategy

L: Literacy Strategy
S: SEND Strategy

Blue shaded box: Pupil Premium Student

General class observations/assessment

Respond well to competition; need to add this into aspects of lessons, particularly the female children. Group enjoy debate activity so repeat this as part of revision lesson. Recent homework poor so need to increase expectation/time for independent study.

Comments/review for Scheme of Learning

Poor retention of key facts from sportsmanship unit. Need to introduce retention test at start of each lesson with prizes. Research & provide revision strategies booklet from lesson 6.
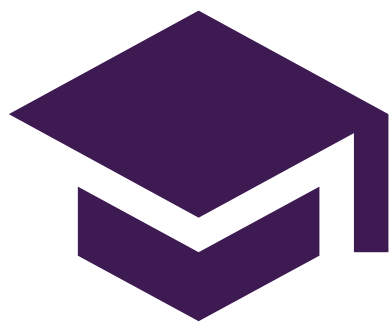
Pride in presentation

Date and Title

- All work must have a date and title.
  - In KS2 short date in maths, long date in written work.
  - In KS1 the full date will be displayed every day. Staff may print the date / date stamp for the children (according to ability).
- The date should be written on the left hand-side of the top line. Leave one line and the title needs to be aligned to the centre.
- Children in KS2 will underline both of these neatly with a ruler.
- Children in Foundation Stages and KS1 are not required to underline.
- All children should leave a line underneath the title before starting their work.

Completion of written work

- If an exercise is numbered, the numbers are to be put in the margin.
- Children should begin the next piece of work beneath the last one – do not rule off.
- Children will be encouraged to do their neatest handwriting at all times.
- If a mistake is made then one single hand-drawn line should be put through it (no rubbers).
- No writing or marks of any kind should be on the covers of exercise books.

Completion of work in maths

- Children should be encouraged to put individual digits into separate squares.
- Rulers should always be used for drawing all lines.
- Children will leave a line under each written calculation before starting the next.
- Children should be encouraged to show their working out / jottings / number lines in their books, presented neatly.
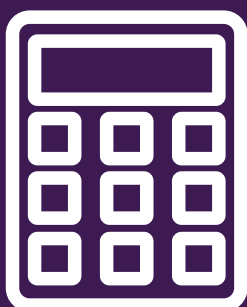
Use of pens and pencils

- Children in KS1 and Foundation Stage will use a HB pencil for everything.
- In KS2, children will continue to use pencil in maths.
- Lower KS2 children will write in pencil initially unless they have gained their pen license whilst in KS1. From Year 4 onwards, all children should write in pen.
- Blue or black handwriting pens should be used.
- Children will use pencils for drawing diagrams science/geography etc and pen for writing text once they have their licence.
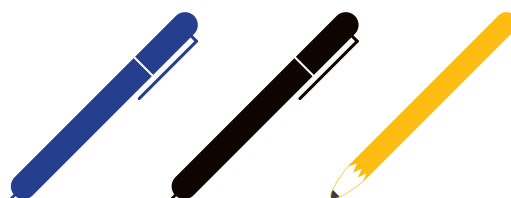
Presentation of your work
Be PROUD

P   **Pen:** All children in KS1 should write in pencil until they have obtained their pen license. From Year 4 onwards all children should write in blue or black pen.

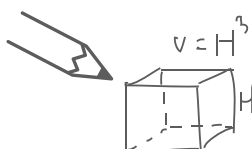**R**   **Ruler:** always use a ruler when completing table and graphs

O   *Becose*   **Oops!** correct all mistakes neatly

U   *19th Sept 2019*   **Underline** all titles and dates

D   **Draw** all tables, graphs and diagrams in pencil

One minute guide to
the RED zone
challenge without limits

RED ZONE

RED ZONE

What?

- Red Zone time consists of regular challenging work/tasks carefully planned to stretch pupils beyond their current learning comfort zone
- Pupils will complete tasks for an extended period of time linked directly to the topic they are studying, have studied or may study in the future
- The work should be challenging for pupils and may be of a significant length

Why?

- Research tells us that pupils who are regularly stretched and challenged in their learning make more significant and sustained progress over time
- The type of challenging work set will develop the focus, application and resilience required for statutory assessments
- The completed Red Zone work provides teachers with key assessment information about what pupils know, understand and can apply during tasks designed to stretch their learning

How?

- In the build up to a Red Zone task, teachers should provide pupils with activities to support and develop their understanding of content and key assessment criteria
- It is important that pupils are able to ask questions or seek advice during this time to ensure they can start the work with confidence
- Pupils should be guided to attempt all tasks to the very best of their ability, displaying resilience and commitment to the task. They should be reminded to present their work with pride
- Pupils must work in independent silence when in Red Zone
- If pupils become stuck during Red Zone they should use preparation materials or other available resources to help you become unstuck
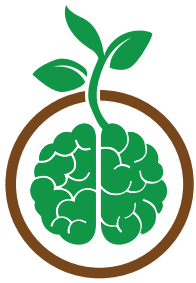
One minute guide to Green For Growth
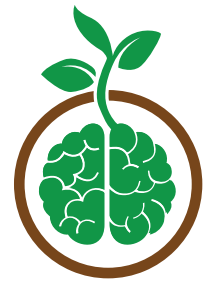
What?

- Green for Growth is time allocated to pupils for further development of their knowledge, skills and understanding. This will generally be following feedback on previous work
- During Green for Growth time pupils will complete their work in green pen
- Pupils should be provided with a carefully planned approach to further stretch them beyond their current capability
- The work should be challenging and draw on pupils metacognitive and self-regulation skills

Why?

- Research tells us that providing effective opportunities for pupils to respond to feedback leads to high impact on progress
- Broader research suggests feedback should be about complex or challenging tasks/goals as this is likely to emphasise the importance of effort and perseverance, as well as being more valued by pupils
- Effective feedback is information provided to pupils about their performance relative to learning goals and should lead to improvement in learning. Effective feedback might be about the learning activity itself or the process
- Providing effective feedback to support Green for Growth can be challenging. It should be specific, accurate and clear
- Completed Green for Growth provides teachers with key information about how well pupils have understood feedback and been able to further develop
- Pupils who are regularly stretched and challenged in their learning make more significant and sustained progress over time

How?

- Green for Growth is most likely to occur following Red Zone
- Green for Growth must go beyond simply writing corrections in green pen from a provided mark scheme; it should result in pupils' independently thinking
- Pupils should have received some feedback or had the opportunity for reflection prior to undertaking Green for Growth. This might be self-assessment, peer-assessment or teacher feedback
- Pupil hints and tips for successful Green for Growth are printed in their personalised exercise books
- Pupils should be guided to attempt all tasks to the very best of their ability, displaying resilience and commitment to the task. They should be reminded to present their work with pride

One minute guide:
Questioning

Rationale and Ethos

High quality questions are an essential feature in successful classrooms. Among many benefits, they allow the teacher to: engage children, foster a deeper understanding of the subject, create innovative thinking, develop a sense of shared learning and challenge the level of thinking and academic rigour in the classroom.

> **"The quality of a question is not judged by its complexity but by the complexity of thinking it provokes"**
>
> **Joseph O'Connor**

Points to reflect on to improve academy practice

In an average lesson, up to 2 a minute, 400 a day, 70000 a year. Questioning accounts for up to a third of teaching time. It's a critical class tool that we must ensure we are using to maximum effect.

Plan questions in advance – identify where are the critical learning parts? How can you scaffold questions to guide children's thinking?

Extend thinking time – up to 12 seconds for higher order questions (imagine the time it takes to chew a bon bon!) Specify what you would like from a response – the number of details, key words.

What does high quality questioning sound like?

Includes a mixture of question types. Low order questions (remembering, understanding – likely to start with: who, what, where, when) are important to check children's knowledge but time and focus must be given to higher order questions (analysing, evaluating, creating – likely to start with: how, why).

Higher order questions require learners to think and have more open, developed responses. The grid on the next page is a useful classroom tool.

Managing questioning in the classroom

- Use a planned mix of conscripts (cold call) and volunteers.
- Use targeted and focused questioning to promote full class engagement with questions.
- Insist on responses in full sentences to support literacy development. Remember to use the 'say it again better' strategy.
- Create a 'no opt out' ethos in the classroom – build in support such as 'phone a friend' or 'think, pair, share' for a hint but go back to the original child to provide a full response.
- Pose a question to the whole class and use the mini whiteboard 'show me' strategy to check all children's understanding.
- Insist on the use of subject specific terminology, formal/ academic/scholarly language in a response – ask children to 'say it again better' and praise when they do this.

Questioning - WAGOLL

Higher order questioning matrix: An excellent tool to spark higher-level thinking.

	1	2	3	4	5	6
1	What is?	Where/When is?	Which is?	Who is?	Why is?	How is?
2	What did?	Where/When did?	Which did?	Who did?	Why did?	How did?
3	What can?	Where/When can?	Which can?	Who can?	Why can?	How can?
4	What would?	Where/When would?	Which would?	Who would?	Why would?	How would?
5	What will?	Where/When will?	Which will?	Who will?	Why will?	How will?
6	What might?	Where/When might?	Which might?	Who might?	Why might?	How might?

Legend:
- Mostly recalls questions
- Calls for predictions and possibilities
- Asks for comparisons, explanations and examples
- Requires speculation, probabilities and evaluation

Making Learning Stick

LONG TERM
MEMORY

ENVIRONMENT

Learning

Remembering

ATTENTION

WORKING
MEMORY

FORGOTTEN
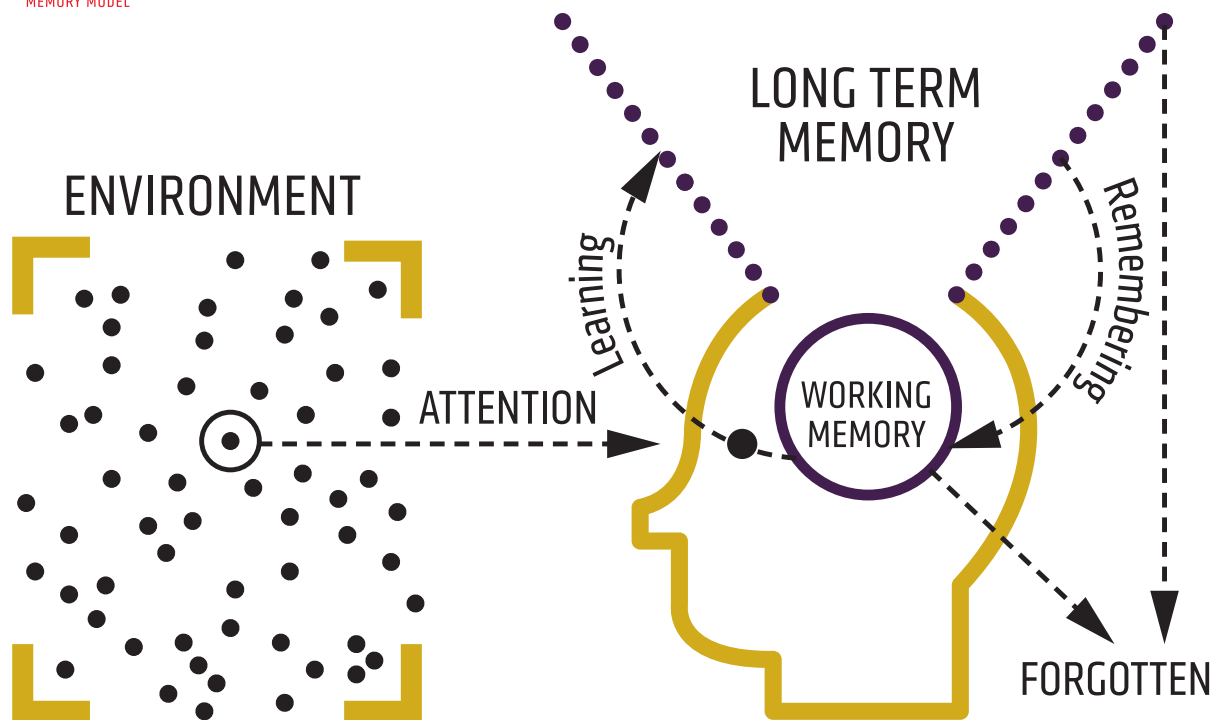
This very simple model provides a guide on how children learn.

- The working memory is limited. If too much information is given at once, there will be a bottleneck of information which results in cognitive overload. This means that knowledge is not being learned and retained in the long-term memory.
- For knowledge to be retained in the long-term memory, the new knowledge needs to be able to be integrated with existing knowledge. (Schema Theory)
- Retrieval and use of the knowledge will strengthen the understanding. Our Total Recall strategy is essential in ensuring that knowledge is regularly revisited so it can be retained.
- Meaningful learning is different from rote learning. Rote learning can have its place but it doesn't allow for deeper understanding of a subject. Meaningful learning involves understanding of how all the pieces of a concept fit together.

In the Classroom
- Use 'Total Recall' at the beginning of every lesson to ensure children reflect upon and revisit prior learning.
- Always make connections with pupils' prior knowledge. Knowledge builds upon knowledge.
- Have children put the learning in their own words – paraphrasing and summarising helps the learning stick.
- Simplify the instructions or break a task down into smaller parts. Learning is best when it is carefully sectioned into bitesize chunks.
- "Too much, too fast won't last" - Carefully consider the sequence of knowledge taught in the lesson. Think about how much new learning there is in a lesson as pupils are limited by the cognitive load placed upon them.
- Regularly review the learning. Always review previous learning before a lesson and then incorporate daily and weekly reviews into your routines.
- Give children time to digest the information before requiring a task or response.
- Use worked examples to support learners. This will free up working memory so a pupil can concentrate on solving the problem rather than remembering what is needed in the answer.
- Reduce the 'visual noise' in your classroom and on slides and handouts.

One minute guide:
Marking & Feedback

"Feedback is one of the most important influences on learning and achievement"

- John Hattie

Providing high-quality feedback to children is integral to effective teaching. Equally, gathering feedback on how well children have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons. When providing children with written feedback staff should ensure that feedback is:

- **TIMELY -** In order for feedback to be effective, it must be completed in a timely manner.
- **APPROPRIATE AND REFLECTIVE -** The feedback we give our children should reflect their abilities, maturity, and age. Also, they must be able to fully understand it in their own way.
- **HONEST AND SUPPORTIVE -** Getting feedback doesn't need to be devastating to our children. As teachers, our responsibility is to nurture and shape our learners for future successes. The goal is to always give feedback that's honest and supportive. It's the kind of feedback that will make the children want to continue.
- **FOCUSED ON LEARNING -** Any feedback we give must always be linked to the purpose of the task. Otherwise, it's just praise or criticism without purpose. Not that there's anything wrong with either. It's just that beyond being constructive, they need to be both actionable and tied to the specific learning objectives children are reaching for.
- **ENABLING -** Getting feedback and not having the opportunity to act on it is limiting, counter-productive, and frustrating. Children must have the opportunities to act upon the feedback they receive and redraft and improve their responses in light of this.

Guidance for effective feedback and marking

There must be a balance of teacher marking, evidence of verbal feedback, collaborative improvement and self-improvement in children's books.

- Staff use purple pen for marking, written guidance or prompts during lesson time as children use pencil or blue pen.
- Staff use green highlighters to identify where learning reflects the learning outcomes. Staff use orange highlighters to identify to the children what changes are needed. This feedback should always be linked to the lesson objective or prior learning (such as spelling and grammar).
- Each week, teachers need to 'quality' mark at least one piece of writing in English and Curriculum books. This is a minimum requirement, but some teachers may feel this is necessary more often.
- 'Quality' marking is when the feedback is detailed and gives guidance for improvement in relation to the learning intention, success criteria or individual pupil targets. This could include the use of rubrics or success criteria in relation to age related expectations which identify personalised targets for improvement.

What you see?	What it means?
Verbal and Written Feedback	Feedback can be given verbally, or as a personalised written comment. In each case, highlighter should be used as below. Children will then respond to this using their **green pen**.
(S)	If a child has worked with support, then this symbol will be used to indicate that this learning has been achieved with some adult support. This symbol can be used for a whole lesson, or for part of the lesson.
(I)	If a child has worked independently then this symbol will be used. This could be used in conjunction with this symbol, for example, if a child begins the lesson working with support but their understanding has developed in such a way that they are able to move away from support and continue to work in the lesson independently. Teachers may also want to use this symbol for entire pieces of learning when this follows one or a number of supported lessons, this will demonstrate the progress from supported learning to independent learning.
RED ZONE	When children have worked on a Red Zone activity a Red Zone sticker will be placed in the margin. This activity must be worked on independently unless a child has indicated the need for support from a member of staff. Children will respond to feedback from this activity in green pen.
Green highlighter	When a child has met the Learning Objective for the lesson, then the teacher will use a green highlighter to highlight this on the LO. e.g. LO: To use fronted adverbials to start a sentence Any evidence of the children demonstrating understanding of the Learning Objective within their learning will be highlighted. e.g. In the dead of night, the children crept into the abandoned library.
Orange highlighter	When a child has not fully met the Learning Objective for the lesson then the teacher will use an orange highlighter to highlight this on the LO. e.g. LO: To use fronted adverbials to start a sentence Any evidence of the children needing to edit part of their learning will be highlighted in orange. An orange highlighter can be used in conjunction with next steps. Children will then respond to this using their **Green for Growth** time with a **green pen.**
Praise Stamps	Praise stamps should be used to motivate children to further their efforts by celebrating success and raising self esteem.

Assessment at ATP

What is Assessment?

'The Purpose of Assessment is, indeed, the bridge between teaching and learning'. Dylan William.

The word 'assessment' comes from the Latin 'to sit alongside'. As Mary Myatt quotes, *'it is the process of gaining insight into what our pupils know, understand and can do as a result of what we have taught them. In doing this, we will have greater insight into what appears to have been learnt, what needs to be consolidated or revisited and where the gaps are.'*

The purposes of assessments at ATP are:

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps
- to be diagnostic, providing more detailed information about individual children's strengths and weaknesses
- to be summative, providing a snapshot of each child's achievement – these can be reported to parents
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is
- to inform the children to enable them to develop their learning.

In many of Dylan Wiliam's talks and publications he references five 'key strategies' that support the implementation of effective formative assessment. The five strategies were expressed as early as 2005:

1. Clarifying, understanding, and sharing learning intentions
2. Engineering effective classroom discussions, tasks and activities that elicit evidence of learning
3. Providing feedback that moves learners forward
4. Activating pupils as learning resources for one another
5. Activating pupils as owners of their own learning

The "big idea" that ties these together is that we use evidence of pupil learning to adapt teaching and learning, or instruction, to meet pupil needs.

Dylan William's broke assessment down into three cycles:

Dylan William	Short Term	Medium Term	Long Term
Evidence Based Language	Assessment for Learning	Formative Assessment	Summative Assessment
ATP Language	Tier 1 Responsive	Tier 2 Reflective (Diagnostic formative assessments)	Tier 3 Rigorous (Summative Assessments)

Assessment for learning and formative assessment (Tier 1 and 2)

This is the process used by teachers to recognise and respond to pupil learning in order to enhance that learning, during the learning. (Shirley Clark)

Formative assessment is critical to teaching because it provides teachers with information about pupil's understanding and needs that informs their next steps in teaching. For teaching to best aid pupil learning, it needs to build on pupil's current levels of understanding, addressing gaps and responding to misconceptions. An assessment is formative if it leads to a change in what the teacher (or pupil) does (Black and Wiliam 1998).

Three tier system – 3 R's

Tier 1 – Responsive – Formative Assessment

These are based on Dylan William's five assessment strategies above.

	Where the learner is going	Where the learner is now	How to get the learner there
Teacher	Clarifying, sharing and under-standing learning intentions	Eliciting evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Student		Activating students as owners of their own learning	

In class on a day-to-day basis teachers provide high quality instruction with formative assessment strategies to assess learning on the way (EEF guidance report 2021).

The graduate release model is used to model learning: 'I do, We do, You do' approach. Teachers then identify pupils who may have misconceptions or who are not confident with the learning objective. Whilst other children are practising independently, pupils who need support will be re-taught and further scaffolding will be available.

On a daily basis teachers will use a range of retrieval strategies to support their understanding of pupil learning. These include: quizzes, guided and independent practice, exit slips.

Questioning is essential within Tier 1. Teachers use a range of questioning techniques to check for understanding during this first assessment for learning process such as cold calling, think-pair-share, show me boards, check for understanding, say it again better, probing and process questions, feedback and whole class feedback.

Marking and feedback moves learning forward and teachers adhere to ATP's policy, it shows marking and feedback having an impact on pupil's learning.

Tier 2 – Reflective

Teachers use a pre-topic mind map (e.g. KWL grid) at the beginning of a topic and a Hinge question halfway a through topic. These will be clearly planned into medium term planning and used as diagnostic tools on future learning. They will provide opportunities to reflect on pupils' thinking, strengths, and weaknesses; helping teachers isolate the specific misconceptions pupils might hold on an individual and whole class level.

Red Zone tasks are completed throughout the topic and build towards a specific outcome such as written work, projects, or artwork – the independent application of skills and knowledge during these tasks give teachers a clear understanding of children's grasp of the subject. The increasing level of challenge and independence provided by teachers, as well as the different responses to Red Zones from children, gives a clear insight of understanding and informs future planning in a way that allows teaching and learning to be personalised and individual to each child.

Tier 3 – Rigorous

Summative Assessment

Pixl assessments 3x a year.

The results are tracked against ARE and data is presented to SLT during Pupil Progress Meetings. Following these meetings, interventions are planned for pupils to ensure gaps are closed.

This Tiered Assessment approach is embedded into the responsive teaching cycle (Appendix 1)

Adults responsible for the daily practice of the Tiers:

Tier 1 – Sadie
Tier 2 – Paul (Hinge question), Red zone – Katie
Tier 3 – Lucie

Appendix 1 | The cycle of responsive teaching

Planning	• Long term memory: concept-based learning and progression • Staff CPD: subject knowledge • Identifying the knowledge required by pupils' and design activities to rehearse this knowledge • Planning ensures that the learning objectives lead the learning (Objective vs. Task)
Teaching	• Presenting the required knowledge to individuals, groups or whole class • Modelling
Observing	• Make note of how children learn, misconceptions or missing prior knowledge • Questioning
Feedback	• Addressing misconceptions as they arise through verbal feedback in order to deepen pupils' knowledge
Adapting	• Activities adapted to suit the changing needs of the pupils'
Catch up	• Addressing misconceptions after the lesson or prior to the next lesson to catch up on missing knowledge

CHAPTER THREE: PERSONALISATION

One minute guide:
Teach to the Top

Every class at Alder Tree Primary is a mixed performing class. The challenge for teachers is to pitch material so everyone is challenged and supported to make good progress. Rather than pitching your lessons to the middle or letting the least confident children's difficulties lower expectations for everyone, teaching to the top implies a default approach – a teacher mindset – where the highest attaining, most confident children drive the overall pitch and depth of learning. This is the best way to raise standards for all, providing support to reach ambitious goals rather than pitching low and offering higher performers occasional extra challenges.

Top Tips:
- High performing children MUST be allowed to experience failure. They should not always be achieving full marks in tests – this means that they are not struggling.
- Highly specific language should be used at all times, including subject specific vocabulary. Make sure you always ask children to 'say it again better' and to include more key words and detail.
- Children should master the skills in their subject - "How do you think like a musician, scientist, historian"?
- Children should be forced into dealing with uncertainty – questions which have no right or wrong answer, or questions that cannot be resolved – they should learn that to not have a resolution is OK.
- Children need to see that being the best in their school is not best nationally, they can always strive to be better.
- Ask children to narrate their thinking process.
- Ask for another way to answer to encourage children to use different available methods.
- Ask children to use a better word, they will often phase a concept using the simplest possible language but in order to build comfort in using precise and technical terminology, children should always be encouraged to use them in their verbal responses.
- Ask children to give you evidence to support their answers.
- Ask children to apply the same skills to a different challenge.

One minute guide:
EAL

There are now more than one million learners in UK schools who speak English as an additional language (EAL). This represents a considerable proportion of the school population, with over 15% of EAL Learners coming from very diverse backgrounds. Some arrive seeking asylum, while others follow families coming to the UK speaking a language other than English. The most common first languages spoken by EAL learners include Polish, Punjabi, Urdu, Bengali, French, Mandarin Chinese, Portuguese, Spanish and Tamil. Here are some of the main principles of EAL teaching for New to English (NTE) and Early Acquisition (EA) children:

1. Seating and Instruction:
- Consider students' first language for 'Buddy' support when seating NTE / EA students. This information can be found on Arbor. Use Buddies to help to explain in first language if necessary.
- Check that NTE/EA students understand task instructions and then monitor during the task to make sure they do know what they are doing.
- NTE – use nonverbal gestures such as - thumbs up/down / nod or shake of head. Re-explain, 'chunk' and simplify the instructions using nonverbal clues. First language 'Buddies' can help if the student is still unsure.
- EA – Ask the student to re-explain back to you what they need to do (using simple language).

2. Vocabulary – Introducing and Explaining Key Words
- Introduce and explain new/ difficult vocabulary. Use key visuals and ask students to translate and/or interpret.
- Use https:/thenounproject.com which provides simple illustrates which are free from copywrite.
- You could provide translations from Google Translate (although be aware that Google Translate is not infallible.) Pupils could write definitions in first language as a challenge task. You could provide definitions in English.

3. Oracy – Correcting spoken answers
- Praise NTE/EA students for their oral answers but please make sure you gently correct inaccuracies. We are the best English model in the classroom. Correcting and re-framing/ shaping spoken English may help to avert possible inaccuracies in written English.
- NTE – Say the answer again better and ask the student to repeat after you.
- EA – Repeat the inaccurate sentence back with raised intonation to signify to the student that there is an inaccuracy – the student may be able to self-correct. Ask the student to say it again better.

4. Written Work – Grammatical Errors
Use the visualiser during the lesson to correct and reteach grammar points. You could also show common errors and how to address them. Ask children to self-correct. Give a model to pupils so they have a written example for future reference.

5. Chunk Work
Give texts and tasks in small digestible chunks so that children are not overwhelmed with too much information. For further information, visit:
www.britishcouncil.org/voices-magazine/how-uk-schools-support-young-learners-english

Generic strategies to support EAL learners:
1. **NAMING** - Ensure that you address the pupil by their correct name and that you pronounce their name correctly.
2. **KNOWING** - Identify their language level. Try to find out a little about their native/ home culture.
3. **GROUPING** - Place EAL children with supportive learners of similar ability, who can provide a good linguistic model.
4. **MENTORING** - The child's key worker and classroom teacher needs to regularly catch up with them to address queries/confusions.
5. **BUDDYING** - Pair with a responsible, caring, articulate child who will act as a guide, friend and role model. Reward learners for acting as buddies. (This can be arranged by the class teacher or EAL support)
6. **COMMUNICATING** - The use of English should be supported by visual cues and practical examples.
7. **COACHING** - Learning journeys need to build in activities that demonstrate and practise language. Not just subject specific words but general command words like 'explain', 'compare' etc.

One minute guide: SEND

Rationale and Ethos

Children with Special Educational Needs and Disabilities will require further support in and outside our classrooms. We have children with a variety of needs in the academy that must be addressed to ensure all learners reach their potential. You will have the opportunity (and pleasure) of working with SEND children in your classroom. Some will need strategies and adjustments.

If you have any concerns about a SEND child in your class please contact the academy SENDCO who can provide assistance and support.

Quality SEND lessons: an inclusive learning environment with quality first teaching

- effective support (a TA should have clear objectives for each lesson which supports children but also fosters independence)
- acknowledgement of all types of success
- children feeling that they are being treated fairly, and trusting the Teacher to have their best interests at heart
- effective classroom routines: the way children enter and leave. The Teacher must always take an interest in the work being done by SEND children – even when supervised by a TA. If a child is withdrawn from the classroom for an intervention session, how are they welcomed back and helped to 'catch up'?
- interventions recorded for the children working out of the classroom environment.

Quality SEND lessons: appropriate (differentiated), clear learning objectives and success criteria

These may not be the same for all children in the class. Careful prior assessment should inform the Teacher about what is an appropriate (realistic but challenging) objective for individuals, including those with additional learning needs. Outstanding Teachers know their children and know what to look for regarding each child in each lesson.

Quality SEND lessons: tasks matched to ability

If a lesson is too easy and does not challenge, the pupil learns nothing; they are simply demonstrating proficiency. Outstanding lessons will always involve a challenge, 'hard thinking' and new learning.

For pupils with SEND, the nature of the task is particularly important because the outcome may affect motivation and self-esteem as well as progress, so it must be achievable (without the TA having to complete it on the pupil's

Supporting Children with SEND

At Alder Tree Primary Academy we welcome children with a variety of Special Educational Needs and Disabilities. To support these learners, they will receive a wide support offer depending on their needs as well as full access to an inclusive education.

The Acronyms of SEND
- ADD: Attention Deficit Disorder
- EP: Educational Psychologist
- OT: Occupational Therapist
- SALT/SLT: Speech and Language Therapist
- SpLD: Specific Learning Difficulties
- ADHD: Attention Deficit and Hyperactivity Disorder
- HI: Hearing Impairment
- PD: Physical Disability
- SEMH: Social, Emotional and Mental Health
- VI: Visual Impairment
- ASD: Autism Spectrum Disorder
- MLD: Moderate Learning Difficulties
- PMLD: Profound and Multiple Learning Disability
- SLCN: Speech, Language and Communication Needs

Learner Passports
Getting the classroom environment, planning and delivery is essential to secure the progress of SEND learners and for them to achieve their best possible outcomes. Teaching colleagues will be provided with a Learner Passport for all SEND learners. This plan will give you their targets which are reviewed three times a year, views of the child and important classroom strategies to support the needs of each SEND learner. It is imperative that you review and action these in your classroom practice when working with SEND learners.

One minute guide:
Teaching Assistants

Our academy has a wide-reaching support network for our students, and part of this is our group of skilled and experience Teaching Assistants. Our TAs are deployed to support students with Special Educational Needs and Disabilities in interventions, in class support and through mentoring. The Teaching Assistants are not only there to support SEND students. They should be used to support other students in the class, giving you the opportunity to provide SEND students with quality one to one support.

"DYNAMIC, COORDINATED PARTNERSHIPS HELP PUPILS MAKE PROGRESS."

Education
Endowment
Foundation

The primary role of the Teaching Assistant is to enable access to the curriculum, to facilitate independent learning and to promote inclusion. The role of the TA can be crucial to pupils achieving greater autonomy, higher academic standards, greater social awareness and feeling part of the whole academy community.

Top Tips For Working With Teaching Assistants

1. Keep each other fully informed about everything that affects the other's role. Teachers and Teaching Assistants need to make time to talk before and after lessons to ensure there is an opportunity to exchange information and share concerns. Learning plans and pupil passports need to be shared and used as a working document.

2. Don't be afraid to ask each other for advice. Teachers should be aware that their individual style of teaching may differ from some of their teaching colleagues and should not make assumptions that Teaching Assistants will automatically understand the objectives of their lessons.

3. New teachers in particular should build on the Teaching Assistant's relationships with the pupils. They may have been working with a class, or a specific pupil, for some time and have consequently built up a good understanding of the pupil's abilities and learning needs.

4. Many Teaching Assistants work closely with pupils with special educational needs and have become integral to an academy's SEN provision. Teachers will find that an experienced Teaching Assistant's knowledge of SEN can be extremely helpful and support staff could work closely with teachers to suggest areas of support which will be most beneficial for individual pupils.

5. If they are taking a whole class, Teachers will not always find it possible to identify immediately if a pupil is falling behind or not understanding the work, whereas Teaching Assistants working with individual pupils or groups of pupils are ideally placed to recognise such circumstances and address them accordingly. Many Teachers will rely on a Teaching Assistant's judgement during a lesson and both parties will feedback afterwards and work on plans to address learning issues. Teachers often appreciate having a colleague to bounce ideas off and when a Teacher/Support Staff relationship is working at its most effective this can happen on a regular basis.

https://www.atl.org.uk/advice-and-resources/rights-and-conditions/support-staff-and-teachers

One minute guide:
Pupil Premium

What is Pupil Premium?

Introduced in April 2011, the Pupil Premium Is funding allocated to children who are looked after by the local authority, those who have been eligible for Free School Meals (FSM) at any point in the last six years (also known as Ever 6 FSM) and for children whose parents are currently serving in the armed forces.

Ultimate Objectives of the Pupil Premium Strategy at Alder Tree Primary:

- That all children, irrespective of background or challenges faced, make good progress and achieve Age Related Expectations (ARE).
- That all children, irrespective of background or challenges faced, are well supported in terms of their personal wellbeing and mental health.
- That all children, irrespective of background or challenges faced, have access to inspiring and memorable learning experiences which enhance their cultural capital and life opportunities.
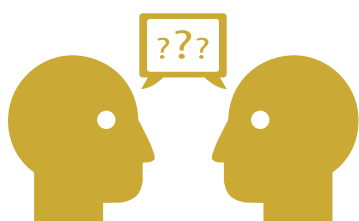
Alder Tree Primary Academy's Pupil Premium Key PRINCIPLES:

Individualised Approach - The support put in place for pupils is designed to meet their individual needs. Some support maybe temporary; some will stay in place for longer. Interventions will be monitored and reviewed regularly to ensure maximum impact. No single intervention will provide a complete solution to a child's needs. Consequently, our approaches have many elements and are based on the specific and individualised needs of the children within our school community. In making provision for socially disadvantaged students, we recognise that not all our students who are, or have been in receipt of Free School Meals will be socially disadvantaged. Likewise, we recognise that not all students who are socially disadvantaged have been registered for Free School Meals. Wherever possible these children will also benefit from the additional funding for Pupil Premium. This provides the best opportunity for all pupils to succeed.

Relationship Based – At Alder Tree Primary we connect with our pupils and their families on an individual basis in order to understand their context. This in turn informs teaching approaches and whole school emotional wellbeing strategy. Teaching staff work closely with the pastoral teams to ensure that families are supported in a co-ordinated way.

High Expectations – We ensure appropriate provision and teaching and learning opportunities meet the needs of all our pupils, regardless of background or educational need, and aim to ensure the highest possible academic outcomes for every child. We ensure that we have the highest expectations of all our children irrespective of backgrounds or barriers to learning, in line with the High-Performance Learning ethos. We are mindful of not lowering expectations and aspirations for disadvantaged pupils, staff at all levels nurture and support all pupils to take pride in their individual achievements.
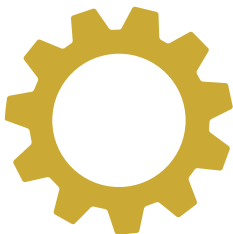
Evaluative Approach – A robust process and evaluation framework has been adopted by the Academy, involving all stakeholders. Such a robust evaluative approach allows leaders to accurately assess the impact and effectiveness of the Pupil Premium strategy. Changes and adaptations to practice and strategy can then be made in a timely manner to ensure overall positive impact. The Local Accountability Board will approve any Pupil Premium spending and review the impact of any spending, key Local Accountability Board members will be invited to be involved in the ongoing evaluation of the Pupil Premium strategy.

Evidence Informed – Research evidence is used to inform decision making. It is used by leaders to challenge assumptions and beliefs, not simply to justify decisions taken.

Quality First Teaching - At Alder Tree Primary our first and main focus in tackling underperformance of disadvantaged students is to ensure that all learners are taught by good or better teachers to ensure our children meet or exceed age related expectations. Teachers and co-professionals should have a shared understanding of the components of inclusive quality first teaching, specific to the subject they are delivering and their phase, with phase leaders ensuring that their daily practice and that of the Teachers in their teams is inclusive and high quality for all. There should be memorable learning experiences in which all pupils, particularly the disadvantaged, are expected and encouraged to participate.

Independent Learning – Teaching and learning strategies at Alder Tree Primary aim to support independence and self-regulated learning through scaffolding. Our children should be explicitly taught how to effectively plan, monitor and evaluate their work. The introduction of High-Performance Learning as a key Teaching and Learning strategy serves to improve pupils' self-regulation and metacognition skills.

Diagnostic Assessment - Diagnostic and formative assessment used by Alder Tree Primary Academy will be used to shape strategy and activity, not labels and assumptions about disadvantage. Regular formative assessment opportunities should be used to reshape learning and adjust teaching responsively so that misconceptions and gaps in learning can be addressed in a timely manner. As such, children develop belief in themselves as they have seen success in their learning.

High Quality Interventions - Sometimes additional intervention (pastoral, social and academic) is needed to ensure the performance gap is closed between different groups of students; data is carefully analysed to ensure intervention is carefully focused where it is most needed.

The Alder Tree Primary website contains further information surrounding Pupil Premium under Statutory Guidance.

CHAPTER FOUR:
POSITIVE BEHAVIOUR A FAIR AND CONSISTENT APPROACH

Positive Relationships = Positive Behaviour

The Positive Behaviour Policy is designed to support all professionals in establishing and maintaining good behaviour with all children through the consistent and fair application of it. PB is one of many tools in a professional's toolkit. Whilst the PB structure must be followed by all colleagues at all times, a positive relationship is the single most important thing that educators should seek to establish. The better the relationship, the better the behaviour. Teachers and support colleagues should consider the following points when assessing how to improve and strengthen relationships with children to reduce the potential for confrontational or challenging behaviour.

1. Catch them doing something good at the start of the lesson.
Something as simple as commenting on how smart their uniform looks, how pleased you are that their equipment is out and ready or that they arrived in good time. Starting on a positive will help to allay any concerns a child may have about the lesson ahead and work to dissuade any poor behaviour.

2. Positive cueing / role modelling.
Highlight good behaviour or attitudes from children getting it right to the rest of the class. For example, if a child has all of their equipment out in front of them, is sat looking at the board and ready to engage in the lesson, praise that child openly (giving a praise stamp and smiling). This will encourage other children to follow suit. When they do, acknowledge that with thanks and a smile.

3. Be a presence in all parts of the classroom.
Professionals should rarely be sat at their desk or static at the front during a lesson. Circulation around the entire room is important to allow you to catch children doing things well (and give stamps) and maintain a clear view of when behaviour is not yet good enough. Teaching from the back or side of a room can be powerful and prevents children thinking a particular Teacher has not got full sight of the class. Moving closer to an off task child can prompt improved engagement, but care should be taken to not create a feeling of being overcrowded.

4. Refocus by questioning.
If a child is off task, direct a question at them about their work such as "how's number 4 going, John?" Leave them with a clear expectation that you will check back soon. Don't forget to check back!

5. Refocus by quiet discussion.
Some children who are not making good behaviour choices in a class may respond better to a quiet, discrete conversation. Quietly explain what it is you need to see, and reaffirm with the child that you know that they can do it. Smile! Do not resort to bartering or deal making; this is your lesson and the child needs to get it.

6. Avoid the argument.
Do not get drawn in to a public or private confrontation with a child. Acknowledge that you have heard their point and redirect them to the task in hand. For example, if two children are talking during quiet work. "Sama and Alex, you need to be working independently in silence." "I only asked what time it is, Sir!" "Well now you know, you can finish the task properly, thank you". End with the expectation of what the children will do.

If after carefully applying the above recommendations, a child's behaviour continues to fail to meet Alder Tree Primary's rules, use the PB policy calmly and assertively.

One minute guide:
Positive Behaviour

BE READY

- Come to the academy on time ready to learn
- Have a positive attitude
- Respond immediately to the expectation of "1-2-3, eyes on me"

BE RESPECTFUL

- Use polite words
- Listen carefully to each other and your Teacher

BE SAFE

- Move sensibly and safely at all times

Rewards

The White Rose Academies Trust prides itself on a highly effective rewards system that acknowledges and celebrates the achievements and successes of all our pupils. Across the academy, inside and outside the classroom, staff consistently look for opportunities to reward pupils. The Positive Behaviour system provides our pupils with opportunities to be recognised and praised for their academic achievements, progress, behaviour, attendance as well as contributions to the academy and the wider community.

We strongly believe that pupils should be regularly and fairly rewarded for their achievements, to celebrate successes and also to inspire and motivate.

The rewards used to achieve this are as follows:

PRAISE STAMPS
These are used to give regular recognition of positive action from pupils. These can be used to purchase items from the Academy Reward Shop.

Praise Stamps will be earned during lessons and around the academy for excellent attitude and effort. Examples include, but are not limited to the following:
- Excellent answers given during question and answer sessions
- Outstanding presentation of work
- Effective work as a group
- Outstanding performance on a test/assessment/piece of class work
- Outstanding contribution made during the lesson
- For being an active citizen around the academy, for helping others, etc.
- Exceptional effort in lessons or as part of extra-curricular activities.
- Commitment to and progress in extra-curricular activities.

ATTENDANCE REWARDS
Pupils can access rewards for excellent attendance and improved attendance. These rewards are detailed specifically within the Academy Positive Behaviour Policy.

STAR OF THE WEEK
These provide weekly recognition of outstanding progress made in lessons and around the academy/community. A Star of the Week is nominated by each class teacher in recognition of their commitment to our academy community/core values. Nominated pupils are issued with a certificate and star of the week lanyard.

POSTCARDS / PRAISE LETTERS
Adults are encouraged to issue postcards to recognise pupil's effort and achievement in lessons, within their class, academy or wider community, These are linked to Alder Tree Primary's core values. Pupils receiving a postcard are rewarded with 25 stamps, which are then added to their account.

PRAISE CALLS
Relationships with pupils are strengthened through positive contact with parents/carers. All staff are expected to engage families by making regular phone calls to celebrate academic performance, effort, improvement or any other action worthy of praise.

WEEKLY TEXT MESSAGES
Every week, senior leaders will nominate three pupils to receive a text message during the week. Nominations are based on excellent academic performance, effort, significant improvement or any other action worthy of praise.

TERMLY GOLDEN LEARNER ASSEMBLY
Celebration Assemblies recognise pupils who have consistently pushed themselves to achieve well. This includes a Senior Leadership Award; a half-termly special recognition of active citizenship or outstanding contribution to the academy or community.

5 Step Behaviour Process

Step	Responsibility	Learning Time	Break / Lunch Time
1	Teacher/Support Staff	Verbal reminder: 'NAME, I can see that you have broken our rule of X. This is your verbal reminder to be X	Consider why the behaviour is happening (SEND, EAL, Safeguarding) Give verbal and non-verbal reminder about expectations and choices (the Three Rules)
2	Teacher/Support Staff	Verbal warning: 'This is your warning as you have broken our rule of X again.'	Give verbal warning about expectations and choices. Ask the child to stand with you to reflect on their behaviour. When the child has reflected, remind about expectations and consequences.
RULE BREAK: Teacher should record a rule break on Arbor			
3	Teacher/SLT	Reset: After 2 rule breaks, the pupil will have a 'Reset Meeting' at the nearest Breaktime with a member of SLT. This is a restorative conversation that aims to reframe behaviour for the next learning session.	
4	SLT	If the child continues to make poor choices, over a sustained period of time, then SLT will contact home and, where appropriate, support staff with writing an individual behaviour plan for the child.	In the event of a serious incident (physical assault, dangerous behaviour, racist abuse or absconding), child is to be escorted to a member of SLT who will decide on appropriate next step/consequence.
5	Principals	If the child continues to make the wrong choice or displays serious or unsafe behaviours, they are to be referred to the Principal. The Principal will then decide on the appropriate action: record on CPOMs, contacting parents, letter home, if appropriate internal exclusion in Princpal's Office.	If the member of SLT at Step 4 feels the behaviour requires the Principal to be informed, then Principal will review and decide on the appropriate action: record on CPOMs, contacting parents, letter home, if appropriate internal exclusion in Principal's Office.

Where did it all go wrong?

Reflecting on lessons where behaviour did not meet expectations

OK, so you've had a lesson that didn't go to plan in terms of learner behaviour and attitude to learning... who hasn't? Behaviour management is a skill that every teacher is always developing and refining. Do not take it personally but take time to reflect and evaluate what happened and plan to fix it for next time. Talking it through with a colleague or line manager will help.

Consider the following prompts as you would through the lesson evaluation:

What was the start of the day like?

Did you meet and greet? Was everything ready and set up? Was the Start of the Day Activity (SODA) on the board so children could tackle it straight away? Did you set a focused, calm, productive start?

### What did your body language say?

Where did you stand and why? Did you own the room? Where did you look? Did you make eye contact? What did you do with your hands? Did you look stressed? Did you stand or sit down? Did you circulate?

What did you say?

Begging them to behave? Rushing instructions? Shouting? Full of erms/ums etc?

Calm it down. Preparation is key. Your lesson must be planned really carefully to allow you to focus on delivery and giving clear instructions. Consider your pitch, volume, warmth versus command of the room. It is a delicate balance which takes practice.
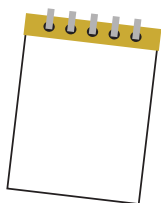
How was your planning?

Was the work too easy or too hard? Was it interesting or boring? Were the resources organised meticulously so no time was wasted? Was your context sheet up to date? Were the needs of children with additional needs met?

Is there a wider issue?

Poor behaviour can be an indication that something is not right for that child. In some cases, personal issues or experiences outside of school can cause significant issues for a child's concentration and decision making. If you have a concern, always complete a cause for concern form and alert the safeguarding team.

BEHAVIOUR MANAGEMENT STARTS BEFORE THE LESSON

- Sit in all seats in your classroom; can all children see and hear well? Avoid the hassle of having to swap seats around.
- Have a box of tissues to hand; it'll prevent lots of requests to nip to the toilet.
- Have spare paper and equipment easily available.
- Know the PB policy inside out and follow it! Inconsistent use will indicate that some children can misbehave and get away with it,

Classroom expectations

Consistency is key!

Children need consistency to feel safe. All colleagues must meet the following expectations:

1. **MEET AND GREET** – meet your class on a morning with a welcoming smile!
2. **CAREFULLY CONSIDERED SEATING PLANS (KS2)** – Each child needs an allocated seat chosen for a reason.
3. **START OF THE DAY ACTIVITY (SODA)** - Work must be ready for children to start the day in a purposeful and calm manner. These should be short tasks or questions based on prior learning which children can complete independently.
4. **READY STEADY GO!** Every child should have their stamp page on their desk every day.
5. **STAMP IN HAND** – Teachers are expected to have their stamp in hand for the majority of a lesson ready to catch children doing something well. Children who work hard and follow instructions should receive at least 15 stamps a day.
6. **FAIL TO PREPARE; PREPARE TO FAIL** – Children at Alder Tree Primary are entitled to engaging, personalised and well-paced lessons. Planning activities to the needs of all pupils will maintain a purposeful and productive atmosphere. Learning at Alder Tree should be fun!
7. **CONTEXT SHEETS** – Where applicable, strategies listed on a child's context sheet should be live and evident in each lesson. A copy of the context sheet should always be readily available and given to anyone who may be covering your class internally.
8. **THE POSITIVE BEHAVIOUR POLICY IS NON-NEGOTIABLE** – It is the duty of every colleague at Alder Tree Primary to know and understand the PB policy. If you are unsure, please ask. A consistent approach is absolutely key to its success.
9. **TIME TO SAY GOODBYE!** Children stand behind their chairs in silence ready to be dismissed at the end of the day. Finish the day on a positive by praising the class for something they have done well and make sure they leave the room in a calm and orderly manner. Make sure that every child leaves knowing that you are looking forward to seeing them tomorrow.

> *"Every kid needs a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be"*
>
> - Rita Pierson

The Learning Environment
What does your classroom say about you?

The information below will allow teachers to self-audit their classroom to ensure that they meet the academy expectations and provide a high-quality, vibrant and stimulating learning environment which supports effective teaching and learning. Classroom displays should be used by our learners and are not simply wallpaper.

Key Area	RAG
Non-negotiables The following posters must be clearly displayed in all classrooms and learning environments: • Learning Modes • Be Ready, Be Respectful, Be Safe • Rewards • Safeguarding • HPL • Tier 2 vocabulary • Maths working wall • English working wall	
A display to celebrate exceptional learner's work. This must be neat, well presented and regularly updated.	
Reading corners – Must contain a range of reading materials to engage and enthuse your learners, these texts should be pitched appropriately to suit the varying needs of those in your class.	
Equipment – All necessary equipment is accessible to learners and class teachers as appropriate. This supports swift transitions.	
Storage – The classroom has adequate storage facilities. Only the equipment that is regularly used is visible. There is no clutter or unnecessary materials visible.	
Classroom IT facilities: ICT facilities are fit for purpose. The screen is visible to all learners. Any faults with ICT should be reported immediately to IT support.	
Blinds – Allow screens/ projectors to be visible at all times. Any issues should be reported to the site team immediately.	
There are adequate whiteboards to display learning objectives	
Classroom furniture – The classroom has the correct number of chairs and tables for the number of learners in the class and they are fit for purpose. There is no broken or unused furniture.	
Maintenance – The room is well maintained, there are no broken windows or doors. There is no evidence of graffiti or vandalism.	
Health and Safety Concerns – All staff and learners should be safe at all times.	
Specialist classrooms – Any specialist equipment/ required to support learning that is missing must be reported to the line manager and the site team.	
Clear desk policy – Teachers should ensure that they model a clear desk policy and are GDPR compliant at all times.	

One minute guide:
Values & Attributes

As a High-Performance Learning School, children at Alder Tree Primary should always display the Values Attributes and Attitudes (VAAs) as described below. Teaching staff should reference them when crediting children's work and praising their attitudes towards their learning.

Empathetic		Pupils
STRAND 1	Collaborative	Seek out opportunities to receive responses to their work. Present their own views and ideas clearly and concisely. Listen to the views of others. Work in teams. Take a variety of roles and be able to evaluate their own ideas and contributions.
	Concern for Society	Know the contribution they can make to society for the benefit of those less fortunate. Demonstrate citizenship and a sense of community ethos and recognise differences as well as similarities between people and peoples. Are aware of their own and others' cultural heritage. Are sensitive to the ethical and moral issues raised by their studies.
	Confident	Develop a belief in their knowledge, understanding and action. Recognise when they need to change their beliefs based upon additional information or the arguments of others. Deal with new challenges and situations, including when this places them under stress.
Agile		**Pupils**
STAND 2	Enquiring	Are curious. Are willing to work alone. Are proactive. Are keen to learn. Show enterprise. Think independently. Challenge assumptions and require evidence for assertions. Actively control their own learning. Move on from the absorption of knowledge and procedures to develop their own views and solutions.
	Creative and Enterprising	Are open-minded and flexible in their thought processes. Demonstrate a willingness to innovate and invent new and multiple solutions to a problem or situation. Adapt their approach according to need. Surprise and show originality in their work. Develop a personal style. Are resourceful when presented with challenging tasks and problems, using their initiative to find solutions.
	Open-Minded	To take an objective view of different ideas and beliefs. Become more receptive to other ideas and beliefs based on the arguments of others. Change ideas should there be compelling evidence to do so.
	Risk-Taking	Demonstrate confidence. Experiment with novel ideas and effects. Speculate willingly. Work in unfamiliar contexts. Avoid coming to premature conclusions. Tolerate uncertainty.
Hard Working		**Pupils**
STRAND 3	Practice	Train and prepare through repetition of the same processes in order to become more proficient.
	Perseverance	Keep going and do not give up. Face obstacles and difficulties but never give up. Persist in effort. Work diligently and work systematically. Are not satisfied until high quality, appropriate precision and the desired outcome are achieved.
	Resilience	Overcome setbacks. Remain confident. Are focused, flexible and optimistic. Help others to move forward in the face of adversity.

One minute guide:
Learning Modes

NOISEOMETER

5	**Outside voice**	
4	**Loud for a crowd**	
3	**Normal voice**	
2	**Small group and partners**	
1	**Whispering**	
0	**Silence is golden**	

ALDER TREE PRIMARY
BELIEVE ~ BELONG ~ BECOME

WHITE ROSE ACADEMIES

- At every point in every lesson, students should be in a learning mode.
- Learning modes make it clear what level of volume children should use for their work.
- By ensuring all teachers use them and use the same language we can use these during assembly, in the dinner hall and in the corridors.

STRATEGIES TO EMBED LEARNING MODES

- Making explicit reference to this shared language in every lesson.
- Include the graphic on resources eg on your PowerPoint slide.
- Use the small posters displayed on or next to your whiteboards so you can 'tick' them as you teach to indicate which learning mode is being used.
- Consistency is key!

CHAPTER FIVE: CONTINUING PROFESSIONAL DEVELOPMENT

One Minute Guide:

Evidence Informed Teaching and Rosenshine's Principles of Instruction

We encourage our staff to always be professionally curious surrounding what works best in the classroom, however, this should always be grounded in educational research and be evidence informed.
Next steps for exploring research in education:
- Research Schools Network
- The Sutton Trust/ EEF Toolkit
- Research Ed
- Charted College of Teaching

6

Six reasons to be an evidence informed academy:

- Stops us doing things that are wrong or proven to have minimal impact on student learning
- Saves us flailing and trying out different things we hope might work
- Saves money by avoiding buying expensive packages without being fully aware of the likely outcomes
- Makes us think hard as practitioners
- Helps us look beyond the headlines and scrutinise trends
- Adds another level of professionalism to our vocation

Barrack Rosenshine's
Principles of Instruction

01 DAILY REVIEW

MO TU WE TH FR

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS

The most successul teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS
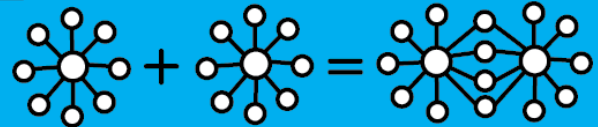
Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE
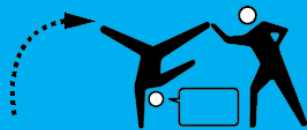
Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING

Less successful teachers merely ask "Are there any questions?" No questions are are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE

Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW

WEEK 1 WEEK 2 WEEK 3 WEEK 4 WEEK 5 WEEK 6 WEEK 7 WEEK 8

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

The Sutton Trust-EEF Toolkit

The Teaching and Learning Toolkit is an independent resource which provides guidance for teachers and schools on how to use resources to improve the attainment of disadvantaged pupils.

The Toolkit is an accessible overview of educational research summarised in terms of their potential impact on the attainment of pupils, the strength of evidence and their cost.
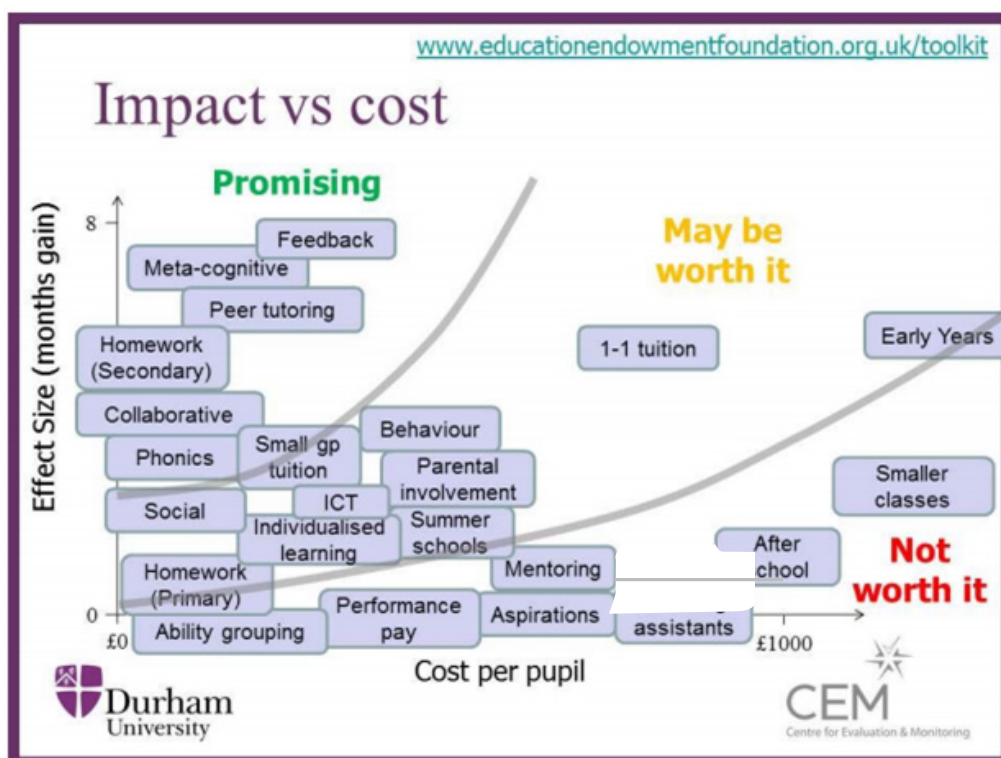
Potential gain is the estimation in terms of additional months' progress you might expect pupils to make as a result of being used in school over a year and is reported as the 'effect size'.

Cost estimations are based on the estimated cost of implementing an approach in a class of thirty pupils and any training or professional development that may be required.

Evidence strength can be checked by looking at the star rating for each online and is based on the quantity, quality, reliability and consistency of the educational research studies reviewed.

TEACHING & LEARNING TOOLKIT TOPIC	COST	EVIDENCE	IMPACT
Feedback	£ £ £ £ £	🔒🔒🔒🔒🔒	+8 months
Meta-cognition and self-regulation	£ £ £ £ £	🔒🔒🔒🔒🔒	+8 months
Early years intervention	£ £ £ £ £	🔒🔒🔒🔒🔒	+6 months
Peer tutoring	£ £ £ £ £	🔒🔒🔒🔒🔒	+6 months
Collaborative learning	£ £ £ £ £	🔒🔒🔒🔒🔒	+5 months
Homework (Secondary)	£ £ £ £ £	🔒🔒🔒🔒🔒	+5 months
Mastery learning	£ £ £ £ £	🔒🔒🔒🔒🔒	+5 months

Further reading and a detailed breakdown of each approach can be found at:
www.educationendowmentfoundation.org.uk

CPD MODEL 2023-24

> *"The very best schools have a relentless focus on making sure that even more of their teachers become great...to me, this is what the job of school leadership is about...creating a spark that lights individual fires of great pedagogy around school, which then gather momentum and become an inferno of excellence."*
>
> - Shaun Allison

CPD Strand	Description	Delivered Through	Benefits
STRAND 1	Mandatory, whole school CPD in which all staff are involved. These seasons closely align with the academy's Strategic Development Plan.	INSET days and after school directed time training sessions. Teachers will also be provided with the opportunity to role play key strategies through Deliberate Practice sessions.	Staff receive the same CPD for practice to be in line with the whole academy vision and strategic priorities. Everyone develops an understanding of what great teaching looks like.
STRAND 2	Directed CPD where specific staff engage in developmental coaching. Mandatory for identified colleagues, opt in for all staff.	Scheduled sessions with your coach.	Staff are provided with a coach who will collaboratively plan, team teach and observe a series of lessons focusing on a specific area for improvement.
STRAND 3	Opt-in CPD for staff to choose from with a view to personalising their own professional development and engage with pedagogy at a deeper level.	A full programme of voluntary activities for staff to engage with on a number of levels including 15 minute forums, T&L Newsletter and the T&L Library.	Staff can follow their own interests in a way that can fit around work/life/ home commitments. Staff can harness exemplar practice from within and outside the academy, seek and try out new ideas and thrive on collaborating with and learning from each other.
STRAND 4	Early Career Teachers Programme developed for teachers in the early stages of their career.	A full programme of calendared, high quality CPD throughout the year, phase mentoring and coaching.	Teachers are supported to develop and secure foundations of knowledge, skill and understanding.
STRAND 5	Trust-wide CPD programme for all staff on the areas of Beginner Teachers, Leadership Development, Aspiring Leaders, Maths, Science English and Vulnerable Groups.	Twilight sessions throughout the year facilitated by staff from the WRAT.	An opportunity to collaborate with colleagues from across the Trust.

Term Dates

Holiday	School closes	School opens
Summer		Monday 4th September 2023
Autumn mid-term	Friday 27th October 2023	Monday 6th November 2023
Christmas	Friday 22nd December 2023	Monday 8th January 2024
Spring mid-term	Friday 9th February 2024	Monday 19th February 2024
Easter	Thursday 28th March 2024	Monday 15th April 2024
Summer mid-term	Friday 24th May 2024	Monday 3rd June 2024
Summer	Friday 19th July 2024	

Bank Holidays

Holiday	Dates
Christmas Day	Monday 25th Dec 2023
Boxing Day	Tuesday 26th Dec 2023
New Year's Day	Monday 1st January 2024
Good Friday	Friday 29th March 2024
Easter Monday	Monday 1st April 2024
May Day	Monday 6th May 2024
Spring Bank Holiday	Thursday 27th May 2024

Training Days

Dates
Monday 4th September 2023
Tuesday 5th September 2023
Monday 15th April 2024
Monday 22nd July 2024
Tuesday 23rd July 2024

Foundation Stage
(Nursery)

Time	Session
08:40 - 09:00	Doors Open
09:00 – 12:00	Morning Session
12:30 – 15:30	Afternoon Session

Foundation Stage
(Reception)

Time	Session
08:40 – 12:00	Morning Session
12:00 – 13:00	Lunch
13:00 – 15:10	Afternoon Session

Key Stage 1
(Year 1 and 2)

Time	Session
08.30 – 08.40	Daily Mile with Family
08:40	Doors Open
08.50 – 12.00	Morning Session
12.00 – 13.00	Lunch
13.00 – 15.10	Afternoon Session

Key Stage 2
(Year 3, 4, 5 and 6)

Time	Session
08:30 - 08:40	Daily Mile with Family
08:40	Doors Open
08:50 – 10:45	Morning Session
10:45 – 11:00	Morning Break
11:00 – 12:15	Morning Session
12:15 – 13:00	Lunch
13:00 – 15:10	Afternoon Session

ALDER TREE PRIMARY

BELIEVE - BELONG - BECOME

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Email: info@aldertreeprimary.org.uk

Website: www.aldertreeprimary.org.uk

Twitter: @AlderTreeLeeds
(follow us to keep abreast of our news and updates!)