



Teaching and Learning Policy

Inspiring happy, **courageous**, independent, curious, creative, life-long learners. So that all can achieve their full potential, striving academically and socially with **humility** and **dignity**.

Believing being anchored in Jesus Christ will guide us with **hope**, **compassion** and **wisdom** in becoming successful members of a global community.

Reviewed & agreed by Governors : July 20

Next Review: July 21

Rationale

At St.Clement's CE Academy, we believe that:

1. Learning should be a rewarding and enjoyable experience for everyone i.e. learning should be fun and enable children to make expected or accelerated progress.
2. Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future.
3. High quality teaching and learning experiences support children to be able to lead happy and rewarding lives, now and in the future.

Teaching and learning is key to the future success of St. Clement's Academy and its purpose is made explicit within the School Improvement Plan where it underpins all identified school priorities. The staff of St Clement's C of E Academy believe that all students, whatever their ability, should receive high quality teaching and learning throughout the curriculum so they can achieve their maximum potential.

Aims

St.Clement's CE Academy aims to provide children with the opportunities needed to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.
- Promoting the idea of lifelong learning for all members of the School community: children, parents/carers, staff and Governors.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.

School staff support these aims by ;

- Encouraging children to form positive relationships with their teacher, peers and other members of the school community;
- Giving clear direction and praising children for all the good things that they do both in School and in the wider community;;
- Actively involving children in their learning at an appropriate level to match their learning needs;
- Encouraging and enabling children to become increasingly autonomous learners;
- Appropriately challenging children with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
- Providing an environment which is safe, caring, supportive and stimulating;
- Planning learning that is well structured and delivered;
- Planning learning that is effectively differentiated;

- Planning learning that addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision;
- Addressing issues of entitlement to ensure equality of opportunity for all children;
- Ensuring a positive self-image is promoted whereby children are encouraged towards a sense of responsibility for themselves and others;
- Ensuring learning encompasses the values and skills of the school in aiding the development as future effective citizens;
- Ensuring learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.
- Ensuring, through personal development as well as CPD provided by the school, secure knowledge and understanding of the subject areas they are required to teach;
- Ensuring homework set is appropriate to chd's needs
- Ensuring communication with parents is always clear and concise and any discussions either positive praise or issues raised are had sooner rather than later so that parents/carers know what is going on.

Children support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Attending school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn;
- Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts;
- Persevering with their learning and knowing that when they find it difficult they can ask for help;
- Taking pride in their work, always trying their best and aiming to get better all the time.

Parents and Carers support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Being understanding and supportive of our aims in learning and teaching
- Attending and contributing to Teacher Consultation Meetings;
- Supporting their children with any homework activities including reading and helping their children improve skills in memory needed for learning through practising a concept, memorising a text or knowing the multiplication tables;
- Praising their children for the good things that they do in school and attending celebration assemblies;
- Communicating and working with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding.

Governors support the aims of the School through:

- Promoting positive relationships between the Governing Body and all other members of the School community including; children, their parents/carers and staff;
- Appointing designated link governors who will:
- meet with the Head Teacher and Assistant Head Teacher at least once a year to find out about;
- the school's systems for planning work, supporting staff and monitoring progress;
- the allocation, use and appropriateness of resources;
- how the standards of achievement are changing over time.
- Visit School and talk to children about their learning experiences;
- Promote and support the positive involvement of parents within the school;
- Attend training and other related events;
- Report to the governing body with recommendations, if appropriate, annually;

This policy aims to;

- inform staff of expected good practice and improve pedagogy of teaching and learning;
- to provide a framework for the planning of good and outstanding lessons;
- to share good practice and provide other references to support planning outstanding lessons;
- to develop staff to ensure that they are delivering good and outstanding teaching and learning, and evidencing and recording this effectively.

Implementation of the Learning and Teaching Policy

What is 'good learning'?- At St.Clement's Academy we believe that;

Children learn best when they are encouraged to form positive relationships with their teacher, peers and other members of the school community;

- Children and adults demonstrate mutual respect, developing a good rapport with one another;
- Children demonstrating respect and consideration for themselves and others modelling the values and skills of the school at all times;
- Children reflecting on how their behaviour affects themselves and others;
- Children working with adults to establish and meet rules and targets for both learning and behaviour;
- Children supporting, encouraging and praising each other and being intelligently critical of their own work and that of others;
- Children taking pride in shared and personal successes;
- Children able to work independently and in collaboration with others;
- Children able to reflect and evaluate on their own progress and learning through using and developing effective communication skills from explicit modelling;

Children learn best when they have clear direction and are praised for all the good things that they do;

- Children use the clear success criteria in order to support them to achieve the lesson's learning goal;
- Children are able to carry out tasks and activities successfully following clear instructions from their teacher;
- Children are rewarded with star pupil certificates and cosmic card stamps
- Children know exactly what is expected of their social and learning behaviours through high expectations from their teacher and other adults with particular reference to the School's Vision and Values as well as individual class rules.

Children learn best when they are actively involved in their learning at an appropriate level to match their learning needs;

- Children enjoying their learning and allowing others to do so as well;
- Children eager to ask questions competently using whole sentences, at a variety of levels;
- Children making informed contributions to class discussions and shared learning experiences;
- Children learning from 'hands on' experiences; practical and appropriate activities;
- Children engaged in a range of independent and collaborative tasks and are on task for increasingly extended periods of time;
- Children keen to talk about what they have been doing and what they have learned;
- Children gain an appreciation of learning that continues to flourish as they become older.
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Children learn best when they are encouraged to become increasingly autonomous learners;

- Children showing initiative and taking responsibility for their own learning including;
 - i. Independently organising their own learning resources and are quickly able to begin their work;
 - ii. Using their individual learning targets to assess their own work, and those of other children, against the lesson's Steps to Success; thinking of ways to improve their work;
 - iii. Having the opportunity to plan and direct their own learning;
 - iv. Having access to clearly labelled resources and being able to select and use them with increasing independence;
 - v. Developing their research skills using a variety of resources;
- Children are increasingly able to manage their own emotions and relationships.

Children learn best when they are appropriately challenged with learning experiences which are relevant to their lives and interests and are motivating and engaging;

- Children engaged in activities which match their ability, and which challenge and extend their thinking, develop their knowledge, skills and imagination and increase their use of appropriate vocabulary;
- Children taking pride in their work and wanting to succeed in it;
- Children being involved in investigations and problem solving tasks;
- Children having the opportunity to work both within the School environment and also in alternative environments, when appropriate, during educational visits;
- Children keen to finish and improve their work and persevere with tasks which they think are difficult;
- Children being able to use oral and written feedback effectively (at the age appropriate level) in order to see gaps in their learning and what they need to do in order to make further progress.

Children learn best when they are working in an environment which is safe, caring, supportive and stimulating

- Children are secure and happy in a safe, purposeful environment;
- Children feel they are able to explore their own ideas and feelings and to respect the views of others;
- Children showing care and respect for each other and their own and others' property;
- Children's work is displayed, celebrated and valued;
- Children being aware of how to keep themselves and others safe around the school and in the wider community;
- Children modelling the Values and Skills of the school independently.

Children learn best when their learning is well structured and delivered

- Children aware of the learning goal and steps to success for the lesson and the pace at which they are expected to work at in order to achieve this;
- Children making good progress, building upon what they have already learnt, developing new skills, knowledge and understanding and being able to apply them in different contexts;
- Children knowing what to do, both socially and in their learning, and what is expected of them.

Children learn best when their learning is effectively differentiated

- Children engaged in activities which are differentiated effectively by either prescribed outcome, the support given, resources or task; or a combination of any of these, to match their needs and extend their learning.

Children learn best when their learning enables appropriate and pertinent aspects of personal, social, moral and emotional development within both overarching and explicit provision;

- Children's personal, social, moral and emotional development is supported through the School's provision; both within the discreet and hidden curriculum, in order that they achieve well academically and can become active, responsible and caring members of the School and wider community.
- Children to develop an increasing awareness of their own spiritual, moral, social and cultural development through actively participating in PHSE, and groups such as Children's Champions, Worship Committee and Eco Council, and learning to apply skills in their decision making and actions.
- Children to develop an increasing awareness of the school's values and British values in their learning and actively participate in demonstrating these effectively.

What is 'good teaching'?- At St.Clement's Academy we believe that;

Good teaching is when teachers (and other School staff when applicable) form positive relationships with the children in their class and other members of the school community;

- Adults and children demonstrating mutual respect and developing a good rapport with one another;
- Adults demonstrating respect and consideration for themselves and others;
- Adults understanding that their behaviour is a model for the children in the school and therefore ensuring that their behaviour is exemplary;
- Adults working with children to establish and meet rules and targets for both learning and behaviour;
- Adults demonstrating support, encouragement and praise to children and other adults and encouraging this to be reciprocal within the School community;
- Adults taking pride in shared and personal successes;
- Adults taking an active part in the life of the school by acting professionally and with sensitivity;
- Adults working and communicating effectively with children, colleagues at all levels and parents/carers in order to maximise children's learning;

Good teaching is when teachers plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children;

- Teachers and School leaders, at all levels, have an understanding of and are able to effectively utilise the complete planning process; including the use of the yearly overviews to develop long, medium and short term plans, to inform both the construction of the curriculum and its delivery;
- All planning is suitably differentiated for all learners with clear learning and steps to success in language the children will understand;
- Planning identifies a range of engaging activities to develop children's skills, knowledge and understanding;
- Planning explicitly notes appropriate subject specific language;
- Planning details resources to be used which support learning, including the strategic deployment of any other adults;
- Planning shows that the teacher has been reflective and assessed the children's work, annotating this to indicate potential next steps in the children's learning which will directly move the learning on;

Good teaching is when teachers (and other adults when applicable) insist on high expectations of learning and social behaviours;

- Lessons are well paced, interesting and match the children's learning needs so that all children are encouraged to display good learning behaviours;

- Teachers and other adults consistently but sensitively use the School's Behaviour Policy in order that all children know what is expected of them, can learn and socialise appropriately and understand the difference between right and wrong and that there are consequences to their actions;
- Children are praised and rewarded for the good things that they do and sanctioned if they do not do the right thing.

Good teaching is when teachers (and other adults when applicable) ensure that effective direction and support is given in order that the children make good progress;

- Children are given clear consistent direction about their expected conduct both in lessons and around the School;
- Children's work is regularly, diagnostically assessed; verbally or in written form, clearly stating what the children have done well and what their next steps in their learning are;
- Teachers and children; and teachers and senior leaders, have regular discussions about the children's work which affect provision and support arising from this within the accountability process;
- Children and teachers use a variety of accurate, timely and regular assessment strategies in order to assess children's work in relation to the lesson's learning;
- Teachers have a secure understanding of what each child is capable of in their class and will only accept appropriate outcomes for each individual, relative to their ability and moderate work within year groups, phases and across the school in order to support accuracy and consistency;
- Teachers have a secure understanding of progression within each core subject (English, Mathematics, Science and ICT); including what skills, knowledge and understanding need to be demonstrated for a child to aim to achieve at National Standard and what the next steps for that child are in order that they make progress in their learning, or where to find this information for all curriculum subjects.

Good teaching is when teachers demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;

- Teachers have a good knowledge of each subject that they are teaching and an understanding of progression of learning in that subject;
- Teachers are instrumental in their own Professional Development; actively taking part in Continuing Professional Development (CPD) sessions both within school and elsewhere;
- Subject Leaders and other designated staff within the school leading CPD sessions for colleagues on areas of specific need in order to support and develop staff knowledge as required;
- Undertaking reciprocal peer observations in order to support colleagues, further enhance their own practice and develop a learning ethos across the school.

Good teaching is when teachers apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;

- Teachers have a clear understanding of the variety of teaching styles, which ones they instinctively use and plan to utilise the other teaching styles accordingly;
- Teachers use this knowledge in order to develop children's learning and sustain the concentration and motivation of the children in their class.

Good teaching is when teachers develop and sustain good links with parents/carers in order to support the children's learning;

- Senior leaders, at all levels, teachers and other staff use informal and formal opportunities to develop positive relationships with parents/carers that enable clear, honest and relevant information to be shared which is aimed at supporting learning and the development of good learning and social behaviours;
- Teachers use the following opportunities to work towards the aim stated above;

- i. Formal opportunities such as parents/carers consultations, annual reports and meetings organised at the request of either School or parents/carers;
- ii. Informal opportunities such as at the beginning and end of each school day, on educational visits and through extended schools opportunities;
- iii. Liaising regularly with parents and carers in a variety of ways including; sending home 'Achievement Assembly' invitations, home/school communication books and Reading Diaries;

Good teaching is when teachers develop and maintain safe, secure and inspiring classroom and learning environments;

- Senior leaders, at all levels, and all staff take time to consider both the classroom and learning environments in terms of their safety and are continually looking for ways to improve them;
- The classroom and learning environments will be managed in a way that supports the development of learning; academic, social and emotional. Features of this are included in the School's Learning Environment and Display Policy

Good teaching is when teachers demonstrate effective lesson organisation;

- Lessons are well structured to include appropriate time for an introduction, independent or collaborative tasks and for a plenary or series of mini-plenaries with ample opportunity for teacher/child interaction, in order to discuss, enhance, reflect and further develop the children's learning;
- Teachers provide clear direction to ensure children know what they are doing and how to do it including the modelling and demonstration of key elements within lessons, working with a guided focus group when appropriate using the day-to-day assessment of the children's progress.
- Opportunities are available for children to engage in practical activities, investigations and problem solving;
- Teachers provide opportunities for children to practice and reinforce skills learnt and appropriate extension and challenge activities;
- Teachers use appropriate resources, including the use of ICT to support and extend children's learning;
- Teaching Assistants are well deployed, optimising all learning opportunities and throughout their conduct in school set high expectations of themselves and the children.

Good teaching is when teachers effectively assess and monitor children's progress in order that they can affect children's learning both within individual lessons and over time;

- Senior leaders, at all levels, and all teachers maximise the opportunities to impact on children's learning through self-evaluation structures and on-going classroom assessment and feedback. This will involve senior leaders, at all levels, and teachers engaging in the following activities and affecting practice accordingly;
 - i. The analysis of statutory assessment data to evaluate individual, group and cohort standards and achievement;
 - ii. The regular assessment and tracking of children's standards and achievement in Reading, Writing and Mathematics in relation to individual targets set;
 - iii. The regular evaluation of progress shown by all children in years 1-6 (in the areas noted above) through discussion between senior leaders, including the Inclusion Manager;
 - iv. Class teachers regularly assessing children's understanding and progress both within lessons, at the end of lessons and over time in order to quickly recognise children's barriers to learning and moving swiftly to overcome them and using these assessments to inform the next stage of learning and the planning process;
 - v. Teachers use diagnostic feedback to children; either verbally or in written form, which can be used by the child to improve their learning with the child becoming increasingly active within this process;

- vi. Children becoming increasingly involved in assessing their own and others learning and taking appropriate actions to develop this e.g. self-assessment against the lessons learning steps to success.
- vii. Teachers liaising with the School's SENDCO in the formulation and implementation of any intervention programme including children's Individual Teaching Plans (ITPs) and evaluating the impact of these on the children's learning.

Good teaching is when teachers use technology effectively in order to support children's learning;

- Senior leaders, at all levels, and teachers use the School's electronic assessment system to record and monitor children's progress against the targets set at the beginning of the year and affect provision accordingly;
- Teachers increasingly use a wide range of technology to support, enhance and engage children in their learning and encourage and support children to use these resources increasingly independently. This includes the posting of the class weekly blog.

Good teaching is when teachers use questioning effectively to gauge and extend children's skills, knowledge and understanding;

- Teachers ask a range of questions (comprehension, knowledge, application, analysis, synthesis and evaluation) to children in order to check understanding and move their learning forward; and increasingly expect the children to ask such questions themselves using the appropriate language.

Good teaching is when teachers are reflective regarding their professional practice and the overall provision the School offers.

- Senior leaders, at all levels, and all staff are aware of the need to be both reflective and proactive in developing both the School and themselves in order to develop and sustain effective provision and practice. This is exemplified through effective and robust School systems and structures within the accountability process including:
 - a. School self-evaluation practices;
 - b. The Performance Management Cycle;
 - c. Bespoke whole, group or individual staff Continuing Professional Development
 - d. The School's meetings cycle; including Governors, Senior Leaders, teaching staff, phase group, and teaching assistants.
 - e. Informal support from colleagues at a variety of levels.

Curriculum Planning

At St.Clement's Academy the planning is based on the following requirements:

- The new Primary National Curriculum 2014
- The Early Years Foundation Stage Framework
- Discovery RE/ Understanding Christianity and Birmingham Agreed Syllabus for RE
- Cornerstones Curriculum
- The needs (skills and knowledge) and interests of the children we are teaching.

Long Term Planning

Our Whole School Topic Overview (based on Cornerstones Curriculum) plots the content covered for each individual year group and each curriculum area based on the skills and knowledge outlined in the 2014 National Curriculum.

It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.

Medium term planning

- Staff use Cornerstones curriculum to produce an overview each half term that incorporates the National Curriculum programmes of study, or for Religious Education the Agreed Syllabus, with a clearly identified teaching sequence that demonstrates and understanding of how children learn and the skills they need to their learning.
- The planning should show regular opportunities for children to record high quality work in their books in Topic (history/geography), Science, and RE and highlight opportunities for recording work in on-going Class Blogs, and where whole class practical activities/ drama takes place, copies of children's work and photographs of activities undertaken should be kept in the class log. These should be seen as complementing the recorded work in children's books. There is no need to print a photo 30 times to stick in books. The planning is saved on the school's Shared Area (J) by the end of each first week of a half term.
- Science- should also demonstrate a high focus on scientific enquiry - this should make up 50% of the teaching of science in order for the children to ask questions, predict and evaluate;
- RE-should also demonstrate opportunities for children to learn from religion in their own and other's experiences and in a variety of contexts. A separate medium term plan with weekly lesson detailed are required for RE. These are based on the templates provided and include a basic outline of the lesson that has enough detail for somebody to know what is being taught and the approach to be taken, with clear weekly Learning Objectives that are reflected in the activities and work set.

Short term planning

- Staff produce detailed weekly planning for Literacy, Maths, Guided reading, Spag or Phonics. This planning is put onto templates provided and saved onto the school's Shared Area (J) by the end of each Friday. The planning has clearly identified teaching sequence that demonstrates and understanding of how children learn and the skills they need to their learning, planning should be detailed enough for someone to pick it up and teach from it. The plan will also show the input from the teaching assistant as well as identified guided groups and further input.
- The planning should also identify Key Vocabulary and Key Questions that will be used and indicate the link with previous work covered and how it fits into the longer term plan. It should highlight opportunities within the lesson for individual, paired, shared and group work; provide for a variety of well-judged and imaginative teaching strategies and a variety of teaching styles/strategies and summarise what teaching activities children will do and what resources they will need and differentiate and show how work is adapted to suit pupils of varying abilities (including children working significantly above age related expectations and those with SEN and/or EAL);
- It should also show progression; show how knowledge and understanding can be extended; link, through a clear plenary, how learning will be developed in the next lesson and include references to the use of other adults such as teachers, support staff, students and volunteers and their involvement in planning and delivery of the lesson.

Planning for Educational visits (see school's Educational Visits policy)

The Role of Teaching Assistants

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- To support the teaching; either through direct delivery or by enabling access for identified children (TA's will mark books of children they work with)
- Delivering intervention groups and supporting children with EHCPs under the guidance of the teacher /SENDCo
- Carrying out assessments

- Occasionally covering classes where appropriate (note; when covering a whole class, TA's will not be expected to mark a whole class set of books)

Behaviour Management (Please refer to the school's Behaviour for Learning policy)

Assessment

Marking and feedback is done throughout the lesson to effectively support the child and ensure accelerated progress is made. Assessments are used to inform future planning through same day interventions and daily planning. **(Please refer to the school's marking and Feedback policy)**

Teachers also assess the standard of work against the key objectives for each year group and compare and moderate work to standards as displayed in the national curriculum. This data is recorded and assessed through FFT tracking and reviewed by the SLT half termly. At the end of each term, pupil progress meetings will facilitate tracking and target setting and support the monitoring of children's progress. Teachers complete FFT as an ongoing priority, weekly or at the end of a unit of work.

Inclusion

Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.

- Successful inclusive provision at St.Clement's is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children.
- In accordance with the school's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their EHCP indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age.
- Children who receive additional or extra support, including those with an EHCP, have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.
- Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Monitoring and Evaluation

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and/or SLT. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around our whole school Provision Map and the impact of the interventions that are used. Subject leaders will regularly monitor children's books. The SLT will observe each classteacher in a specified curriculum area on a regular basis. Outcomes will be recorded on Perspectives.

Appendices

1.Learning Objectives and Success Criteria;

Learning objectives

Learning objectives specify the intended learning by the end of the lesson/unit. They are written in the future tense and should contain skills required not context. They should be achievable and assessable and use language that learners (and other teachers) can easily understand. They relate to explicit statements of achievement and always contain verbs. Many learning objectives for Literacy and Maths can be linked directly to curriculum statements on Classroom Monitor. The 'how to achieve this' is the linked success criteria which can differ for different groups of children. If children are working on objectives from a lower year group to 'fill gaps' the LO is marked as GLO(gap learning objective). If

children are working at greater depth the LO is marked as GDLO. All but the very youngest pupils should write their LO into their books. There is no need to write SC in books but these should be shared with pupils and be on the planning to demonstrate as a teacher you understand the steps the pupils need to succeed.

Use of Success Criteria and Modelling 'What a good one looks like- Wagol'

It is important to display examples of what makes good features of current learning because:

- Children can access Wagol and know what they are working towards
- It models high expectations, to show what success looks like
- Shared understanding of judgement criteria
- Know what it looks like – successful model
- Show key features, aims and reminders of current learning, so children can see where they are and next steps
- Provides a step by step reference to success for pupils (think about the exact steps a child needs to follow to achieve desired outcome)
- When pupils encounter problems – they can self check and improve

Obviously, all teacher modelling should reflect 'what a good one looks like' and teachers should check they have modelled all the elements required by children before they put models on display.

Ensuring that 'Wagol' / success criteria are understood by children by:

- Introducing at start of unit
- Discussing, referring to in lessons and expanding with children
- Consistently referring back to, referencing throughout the learning process
- Placing them in child friendly speak and modelling
- Using pictures, symbols, photographs
- Developing a consistent format
- Model learning using them
- Using as in-lesson assessment tool
- Ensure vocabulary is accurate and understood
- Collaborative checklist and SC, modelling examples of adjectives etc.