



COBHAM PRIMARY SCHOOL

Caring, Proud, Successful!

Curriculum Policy



Caring Proud Successful



- T tolerance
- R respect
- U unity
- S strength
- T truth





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Contents

1	Aims
2	School Expectations
3	Curriculum
4	Teaching
5	Learning Strategies
6	Assessment



COBHAM PRIMARY SCHOOL

Caring, Proud, Successful!

1. Aims

The **aims** of this policy is to ensure that **every** child in our school is entitled to the very **best learning experience** during their time at Cobham Primary School. We ensure that all children are provided with **engaging, learning experiences** that **lead to excellent progress**, high achievement and develop the children into **lifelong enthusiastic learners**.

We will ensure that all pupils will achieve their full potential and gain the skills and knowledge necessary to become successful citizens in the future.

Our school's curriculum is deeply rooted in the solid consensus of our school leaders, teaching team and governors' belief that it is a **curriculum based on knowledge and skills**, which pupils will need in order to take advantage of opportunities, responsibilities and experiences open to them later in life. In this way, **it powerfully addresses social disadvantage** and offers all children the chance to develop high order skills, deep and cemented knowledge, as well as great confidence and self-belief in their own abilities. The curriculum ensures that all children's aspirations are high and that all children will go on to make a positive contribution to the local and global community that they will live in.

At Cobham we believe that teaching and learning are intricately interrelated but **learning does not necessarily happen as a result of teaching**. We accept that the most significant impact on learning comes from inspired teaching.

We believe that children work best when they have a clear understanding of the objectives and expectations of the lesson; when faced with challenging but achievable tasks; when motivated by and interested in the subject and when their self-esteem is high, thus enabling them to reach their full potential.

We believe that children benefit greatly from being totally involved in the process of learning and teaching through formative assessment and excellent feedback through regular target setting and review of progress.



COBHAM PRIMARY SCHOOL

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We believe that children work best in a stimulating environment conducive to learning, where they feel valued and secure. This develops confidence, independence and mutual respect within a calm and harmonious atmosphere. Children should have access to the best resources, with shared responsibility for their management.

We believe that every child should have an equal opportunity to achieve their full potential regardless of race, colour, gender, disabilities, special educational needs or socio-economic background.

2. School Expectation

Given that the single biggest factor in children's learning is excellent teaching, we commit to ensuring that teachers at Cobham Primary School:

- ❖ Know what outstanding teaching is
- ❖ To develop skills and knowledge of all children in every subject
- ❖ Cater for all additional needs to enable all children to succeed
- ❖ Enthuse and engage all children every single day
- ❖ Are creative in planning and delivery
- ❖ Are motivational in their teaching
- ❖ Enjoy and love teaching
- ❖ Have a passion for learning and that learning is a lifelong experience
- ❖ Willingness to continue to learn and develop as a practitioner
- ❖ Are committed to high expectations and high achievement
- ❖ Understand how thinking and questioning develop learning
- ❖ Reflective learners and practitioners who seek out constructive feedback from colleagues, pupils and parents
- ❖ Actively engage and involve parents in their children's learning



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3. Curriculum

At Cobham the whole curriculum should enable our learners to:

- Develop knowledge, skills, understanding in a variety of areas which will inspire and motivate the children to use them
- Develop qualities of mindfulness, empathy, feeling, creativity and imagination
- Develop and extend the effective use of language
- Develop and extend the effective use of number
- Develop and appreciate human achievement in all areas of the curriculum
- Develop and acquire an understanding of the social, economical and political nature of society within Modern Britain
- Develop a sense of self-value and self-respect and to understand and respect the right to social and cultural differences within the world

Each year group has its own curriculum map in line with the National Curriculum 2014 which encompasses a broad range of local and global topics. Each subject area has its own curriculum map plotting children's learning from reception through to the end of Key Stage 2 showing progression of subject knowledge and skills.

Art

At Cobham, our Art curriculum develops [creativity, sets challenges, engages and inspires children](#) and equips them with the knowledge and skills to experiment, invent and create their own works of art, crafts and designs. Children will be empowered to think creatively and [critically and become reflective learners](#). They will investigate and evaluate a wide range of creative outcomes from the past and present to develop rigorous understanding of the many disciplines within art, craft and design. Our children will be able to [develop their cultural understanding](#) in a range of contexts. Children will understand that the perseverance and attentiveness needed to complete an Art and Design project leads to personal pride and gratification.

Computing

At Cobham Primary School it is the intent that children will have gained key knowledge and skills in the three main areas of the computing curriculum: [computer science \(programming and understanding how digital systems work\), information](#)



COBHAM PRIMARY SCHOOL

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technology (using computer systems to store, retrieve and send information) and digital literacy (evaluating digital content and using technology safely and respectfully). The objectives within each strand support the development of learning across the key stages, ensuring a solid grounding for future learning and beyond.

We believe that the children should leave Cobham Primary with the following digital skills:

- 'All children must have a basic understanding of coding and how the web works.'
- 'All children must be able to evaluate online information and be social media savvy.'
- 'All children must understand online safety rules and know how to report and block.'
- 'All children must be proficient with word processing and able to use cloud storage.'
- 'All children must be able to create visually engaging content/presentations in order to present learning to others.'
- 'All children must have experience of online collaboration and using communication tools.'
- 'All children must be taught the concept of personal archiving and possess their own digital portfolio of work.'

French

At Cobham Primary School for our French curriculum we intend to use the Language Angels scheme of work and resources to ensure we offer a **relevant, broad, vibrant and ambitious** foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the long-term aim being that children are able to study languages beyond Key Stage 2 and use their language knowledge to contribute to the local and global community they will live in.

The intent is that all content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements. In recognition of the impact of Covid remote learning on French instruction, we have realigned the curriculum to ensure that there are no gaps in children's skills and knowledge and this will be reviewed as we progress throughout the new curriculum. The curriculum is built around the pillars



COBHAM PRIMARY SCHOOL

Caring, Proud, Successful!

of **vocabulary, grammar and phonics**, enabling all children to make rapid progress, develop high order skills, deep and cemented knowledge, as well as great confidence and self-belief in their own abilities.

The four key language learning skills; **listening, speaking, reading and writing** will be taught and all necessary **grammar** will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Opportunities to connect languages with their wider learning will encourage motivation and aspirations in the subject. Learning a second language will also offer pupils the opportunity to **explore relationships between language and identity, develop a deeper understanding of other cultures** and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

Geography

At Cobham our broad and balanced Geography curriculum is **built around a progressive development of knowledge and skills**. The intent is to enable children to become geographers and show understanding, enthusiasm and the ability to recognise geographical skills and knowledge when exposed to opportunities, responsibilities and experiences that they will encounter both academically and socially throughout their lives. We teach Geography as a discrete subject to ensure the children have the opportunity to focus on explicit knowledge and skills, allowing them to fine tune these areas within their subject.

Our starting point with our EYFS children intends to allow children to explore and understand their immediate world around them through vocabulary, resources (such as pictorial, physical and first hand experiences like forest school) and through making simple comparisons and links to themselves in their environment. We intend that these



COBHAM PRIMARY SCHOOL

Caring, Proud, Successful!

immediate links can then be compared to the wider world around them, exposing similarities, differences and important geographical features and themes which will underpin their Geographical learning as they progress throughout their lives.

As we move through the curriculum at Cobham these imperative foundations are built upon. Our Geography curriculum is influenced by the National Curriculum aims and knowledge. This is then supported by the knowledge, skills and concepts the children will need to be able to access the learning and delve deeper into their understanding of Geography being more than just learning about where something is on a map. The intention is to give children opportunities to develop skills and knowledge which demonstrates clear progression and varied topics which look at local and national and international Geography and how this can link to our own [immediate environment as well as becoming aware of the impact our actions can have on a locations or geographical features and looking at current topics and our world in its current state.](#)

It also allows children to embed knowledge into their long term memories and support them with the main geographical concepts in the in the curriculum. The SMSC aims and TRUST values of Cobham support the Geography curriculum when learning about topics and is a fantastic scaffold to help make necessary links and form Geographical opinions and taking responsibility when considering concepts such as sustainability and environment.

The Geographical skill and knowledge based activities delivered by the team at Cobham provide high expectations and aspirations from both pupils and staff. Fieldwork across the school allows the children to have a hands on approach to learning and see geography and embed their geographical skills in practise. The vocabulary progression allows all children to access the curriculum alongside adult support and differentiated learning. Our curriculum intends to allow all children to have a fair access and success within the subject. The intention is to allow the children to find a passion for Geography and embed both knowledge and skills which they can then apply in a variety of settings no matter their ability.

History

At Cobham our broad and balanced History curriculum is underpinned by [disciplinary and knowledge based concepts](#). The intent is to enable children to [become historians and show contextual understanding, enthusiasm and the ability to consider opinions and evidence when exposed to opportunities, responsibilities and experiences that they will encounter both academically and socially throughout their lives](#). We teach History as a



COBHAM PRIMARY SCHOOL

Caring, Proud, Successful!

discrete subject to ensure the children have the opportunity to focus on explicit knowledge, skills and concepts, allowing them to fine tune these areas within their subject.

Our starting point with our EYFS children intends to allow children to explore and understand their immediate world around them through vocabulary, resources (such as pictorial, physical and first hand experiences) and through making simple comparisons and links to themselves. We intend that these immediate links can then be compared to the wider world around them, exposing similarities, differences and important contexts and themes which will underpin their Historical learning as they progress throughout their lives.

As we move through the curriculum at Cobham these imperative foundations are built upon. Our History curriculum is influenced by the National Curriculum aims and knowledge. This is then supported by the knowledge, skills and concepts the children will need to be able to access the learning and delve deeper into their understanding of history being more than just learning about the past. The intention is to give children opportunities to develop skills, concepts and knowledge which demonstrates clear progression and varied topics which look at local and national and international history and the impact that these events play a part in many of our lives today. It also allows children to embed knowledge into their long term memories and support them in the concept of chronology in the curriculum. The SMSC aims and TRUST values of Cobham support the History curriculum when learning about topics and is a fantastic scaffold to help make necessary links and form historical opinions.

The Historical skill and knowledge based activities delivered by the team at Cobham provide high expectations and aspirations from both pupils and staff. The vocabulary progression allows all children to access the curriculum alongside adult support and differentiated learning. Our curriculum intends to allow all children to have a fair access and success within the subject. The intention is to allow the children to find a passion for History and embed both knowledge and skills which they can then apply in a variety of contexts no matter their ability.

Music

At Cobham Primary School, Music is at the heart of what we do and we aim to make music an *enjoyable learning experience, one which is inclusive and accessible to all children. Through our diverse and extensive musical curriculum, we recognise and celebrate that music is a universal language* and, regardless of background or previous experience,



COBHAM PRIMARY SCHOOL

Caring, Proud, Successful!

something that everyone has a right to. Through a carefully crafted, and broad curriculum, our intention is that children gain a firm understanding of what music is through: listening; singing; playing; evaluating; analysing and composing across a wide variety of historical periods, styles, traditions and musical genres. We aim to ensure delivery of a high-quality music education to enhance children's mental and physical wellbeing and spark their curiosity for the subject, whilst developing their understanding and acceptance of the validity and importance of all musical genres. We are committed to ensuring that all children grow in confidence, within the area of music, expressing their feelings and emotions in a way only music has the power to do whilst understanding the value and importance music plays within the wider community and a range of contexts.

PE

At Cobham Primary School the intent of teaching Physical Education is to give children the **skills, knowledge and understanding required to make a positive impact upon their own physical health and their own well-being for life**. We want all children to experience a wide variety of sports and physical skills which will **enhance life-long fitness and life choices**. PE can challenge and promote self-esteem through the development of physical confidence and problem solving. It can teach children to cope with both success and failure in competitive, individual and team based physical activities, as well as in life in general. It can teach children to strive and work both independently and as part of a team.

PSHE

At Cobham Primary School, PSHE is at the **very heart of what we do and enables our children to become independent, confident, healthy and responsible members of society, as well as developing the each of our children intellectually, morally, socially and spiritually**. Through our whole-school approach to PSHE, it is our belief that excellence in these areas will lead to excellence across the curriculum and beyond in later life. PSHE is taught across the school from Year R - Year 6. We follow the Jigsaw PSHE scheme. Our PSHE curriculum equips children with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. With an ever-changing society, we can provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community. Weaving through the heart of our PSHE teaching, is a commitment to enhancing and promoting our TRUST values of Tolerance, Respect, Unity, Strength and Truth.



COBHAM PRIMARY SCHOOL

Caring, Proud, Successful!

RE

Our school's foundation curriculum is deeply rooted in the solid consensus of our school leaders, teaching team and governors' belief that it is a curriculum based on knowledge and skills, which pupils will need in order to take advantage of opportunities, responsibilities and experiences open to them later in life. *In RE we strive to provide a diverse multi-religious and multi secular society curriculum, which intellectually challenges and personally enriches each and every child's opportunity to see religion and non-religion in the world around them.* Through weekly lessons, teachers will provide children the opportunities to deepen their knowledge and understanding of their own and other people's beliefs and opinions, whilst fostering an enquiring and open mind. We endeavour to encourage children to have the confidence to ask ultimate questions and to continue to develop the skills of listening, communicating and empathising during their on going RE learning journey.

Science

At Cobham Primary School, it is our intention to develop, in all young people, a lifelong curiosity and interest in the sciences and the world around them: *we intend to foster a sense of wonder about the natural phenomena through our broad and balanced curriculum.* This Scientific approach to learning is concerned with increasing pupils' knowledge and understanding of our world, and with developing skills associated with Science as a process of *enquiry through: researching, investigating, evaluating, measuring, observing and recording.*

It will develop the natural curiosity of the child, encourage respect for living organisms and the physical environment and provide opportunities for critical evaluation of evidence. When planning for the science curriculum, we intend for children to have the opportunity, wherever possible, to learn through varied systematic investigations, leading to them being *equipped for life* to ask and answer scientific questions about the world around them: the world in which they live. We are committed to providing stimulating, engaging and challenging learning environments, and as children progress through the year groups, they build on their skills in working scientifically, as well as on their scientific knowledge, skills and vocabulary, developing greater independence in planning and carrying out fair and comparative tests to answer a range of scientific questions. Each unit has an accompanying key skill which can be used to help reinforce the key knowledge and skills for each unit. The Science scheme of work ensures that children have a varied, progressive and well-mapped-out science curriculum that provides the opportunity for progression across the full breadth of the science national curriculum for KS1 and KS2.



COBHAM PRIMARY SCHOOL

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4. Teaching

At Cobham, we agree that our teaching will be characterised by:

Planning & Preparation that is clearly linked to **National Curriculum objectives**; that is **differentiated** to show how pupils of all abilities are to be catered for; that has clearly identified **learning objectives** and **success criteria**; that expects challenge for all; that shows **continuity** from the previous lesson and **progression** to the next; that shows how **Teaching Assistants** are to be deployed effectively; that shows how **resources**, including ICT, are to be used to enhance learning; that has a list of **key vocabulary** to be used; that shows how the lesson is to be **structured**; that clearly demarcates the learning journey throughout the lesson.

The teacher's delivery of the lesson which shows an excellent **grasp of the subject**; an awareness of the pupils' different **learning styles**; which is conducted at a **brisk and lively pace**; which is **confident**; which is **interactive**, with the pupils being actively involved; which has a **balance** of teaching-initiated and pupil-initiated activities (in favour of pupil-initiated activities).

A range of different types of lessons which suit the learning objective e.g. practical (where the pupils are learning from first-hand experiences), visual, dramatic (including "hot seating"), group work, investigative (in Maths and Science), problem solving, ICT-based etc.

The delivery of a curriculum which is broad and **balanced** (e.g. proportion of time spent on Maths, English, etc.); which has complete **coverage** of all statutory and non-statutory subjects; which is carefully **timetabled**; where the **content** is pitched correctly for those children; which is **single subject** or **cross-curricular** where appropriate; which is **accessible** to all through differentiation and the provision of the necessary resources; which provides equal opportunities for all children regardless of ability, advantages and disadvantages.

The use of resources which are **prepared** in advance, are readily available and accessible to the pupils; which are **appropriate** for the learning objectives of the lesson; which are being **used correctly**; which aid pupils' **different learning styles**; which include the use of **ICT** where appropriate.



COBHAM PRIMARY SCHOOL

Caring, Proud, Successful!

The effective use of Teaching Assistants who are **actively involved** in the lesson; who are actively **aiding pupils' learning**; who are involved in prior **planning and preparation**; who have a good **knowledge of the needs** of individual pupils; who support **different focus groups** at different times (e.g. SEN, G&T); who can work using their **initiative**.

The use of Assessment for Learning evidenced by **teachers' marking** which focuses on specific learning objectives; which is **positive** and constructive; which regularly gives pupils **opportunities to follow-up** teachers' marking through action tasks being given; which allows pupils to mark the work of their **peers**; where pupils know their own **learning targets**; where the **learning objective** of the lesson is clearly explained at the start and displayed throughout (e.g. LO:); where differentiated **success criteria** have been devised to guide and support the children's learning.

The highest expectations of our pupils in terms of their **conduct and behaviour** with reference to our 'Caring Cobham Code', achieving their **personal best**, their **engagement** in their learning and their progress towards **achieving their targets**. Acquiring an understanding of the social, moral, spiritual and cultural nature of the society in which they live. Develop a sense of self value and self respect and to understanding and respect the right to social and cultural differences.

Providing the very best learning opportunities for our most vulnerable pupils by ensuring a wide and far reaching range of strategies catering for individual needs, in accordance with their Personalised Pupils Plans and preferences allowing equal access to all areas of the curriculum according to the Equality Act of 2010.

5. Learning Strategies

To ensure that children actively engage in their learning teachers will:

- *Value all contributions*
- *Praise and reward ideas*
- *Give clear instructions and ask appropriate open-ended questions, which elicit high quality responses*

To ensure that children are interested and motivated, teachers will:

- *Plan and prepare creative and interesting lessons thoroughly*



COBHAM PRIMARY SCHOOL

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- *Use visual and musical stimulus to engage learners early on in the lesson*
- *Provide clearly differentiated learning opportunity*
- *Use appropriate resources to enhance understanding*
- *Plan for different learning style preferences*
- *Encourage contributions and provide positive feedback*
- *Use brain breaks effectively to support children's learning*

To ensure that children have a clear understanding of the objectives of the lesson, teachers will:

- Display and share learning objectives and success criteria clearly and in 'child-speak' (L.O and SC)
- Make regular reference to these during the lesson
- Ensure there is time built in for pupils to self-assess using these criteria (2 Stars and a Wish, Peer Marking, Self-Assessment against SC)
- Check children's work at appropriate intervals during the lesson or encourage peer checking
- use mini-plenaries throughout the lesson to assess the children's understanding

To ensure that children develop clear knowledge and skills within all areas of the curriculum, teachers will:

- Make explicit the knowledge learnt within the lesson alongside the skills required to achieve the LO
- Use of Subject Knowledge maps where applicable to allow children to understand subject concepts and trick vocabulary
- Make clear that many skills are transferrable and plan to use these skills in a variety of areas and learning opportunities
- Refer to and utilise Skills Maps for individual subjects to ensure their planning is progressive and challenging

To ensure that children are confident and independent, teachers will:

- Establish good learning routines and expectations
- Use encouraging language and praise
- Establish and expect a good work ethic
- Organise resources so that they are independently accessible
- Create a community of learners within the classroom



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To ensure that children are challenged and achieve their full potential, teachers will:

- Differentiate appropriately using 'task' and 'outcome' strategies
- Ensure a good pace to the lessons and a clear learning journey throughout
- Ensure that appropriate challenge, enrichment and consolidation learning tasks are available
- Use assessment and plenary sessions to inform future planning

To ensure that children are respectful of and co-operate with their teachers and each other, teachers will:

- Have a clear set of classroom expectations devised with the children
- Reinforce school conduct at the beginning of the year and at regular intervals
- Be an outstanding role model in terms of manners and reinforce positive behaviour through the reward system
- Use Cobham's Caring Code to support and encourage positive learning behaviours

To ensure that children have pride in their work, achievements and set themselves high standards, teachers will:

- Encourage children to develop a conscientious approach to their work
- Demonstrate the value of children's work by excellent display
- Utilise the school's rewards policy effectively
- Provide opportunities for pupils to share out-of-school achievements

To ensure that children are happy, teachers will:

- Make time to listen
- Praise
- Smile!
- Encourage and positively reinforce good work and behaviour
- Ensure a safe classroom environment where children are secure enough to take risks in their learning
- Develop positive relationships with all children within their care



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6. Assessment

At Cobham, we believe that the consistent use of assessment for learning strategies enhances and deepens and widens children's learning. The use of these strategies should

- 1) Enable children to demonstrate what they know, understand and can do
- 2) Be used to make children aware of the level at which they are working
- 3) Ensure children are aware of the learning outcomes and success criteria to support their means of achieving success
- 4) Make explicit the Knowledge and Skills explored within each lesson
- 5) Give children positive reinforcement that celebrates their achievements
- 6) Provide useful information that enables teachers to plan differentiated work that addresses the learning needs of each child
- 7) Involve children and teachers in recognising what needs to be done to improve work
- 8) Inform the target setting process by identifying areas that will support the progress of individuals and groups of children
- 9) Be used to provide information for parents during consultations and inform homework tasks to support their child's learning at home
- 10) Provide information to inform whole school evaluation and strategic planning

Forms of assessment

We recognise the importance of formative, summative and diagnostic assessment and plan opportunities for all three to take place.

Formative assessment involves both child and teacher in celebrating successes that have been achieved as well as identifying areas for development so that next steps can be carefully planned to meet individual learning needs. When formative assessment, or assessment for learning, is embedded in our daily classroom practice, it provides information that can be used to inform planning for teaching and learning that is well matched to children's needs. This will give individual children the opportunity to make good progress and achieve their potential. Assessment for learning involves sharing learning goals, effective questioning and use of oral and written feedback.



COBHAM PRIMARY SCHOOL

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Pieces of writing from every child are moderated by members of the teaching team in collaboration. Teachers discuss children's assessments with parents on a termly basis. Teachers also have Pupil performance meetings with the Head. Children in Y2 undertake end of KS1 tests and tasks in June to confirm teacher assessments which are then moderated by the local authority. Y6 children take statutory KS2 SATs tests in May.

Summative assessment involves making a judgement of a child's attainment at a point in time in order to assess their performance in terms of a particular standard.

Children are assessed formally in English and Maths once per term in October, February and May. A variety of assessment tools are used including past SATs papers, optional SATs and Pace and Challenge questions. Moderation exemplars are used throughout the school to level writing samples.

Diagnostic assessment is used when a child is identified as not meeting age related expectations. The assessments child's learning strengths and difficulties so that the appropriate help and guidance can be provided. This may be in the form of additional interventions.

Feedback

Verbal and/or written feedback will focus on the lesson's main learning objective rather than constantly correcting technical inaccuracies. If there are too many comments or annotations the child may find it overwhelming which may affect their motivation and self-esteem. Teachers therefore use their professional judgement to correct errors, e.g. spellings, grammar, punctuation, calculations and factual inaccuracies. We believe it is important to emphasise the positive aspects of a child's work to maintain their motivation.

Work must be marked promptly and in line with the school/s marking code and discussed with the child where possible. Teachers use green pen to mark work and show corrections and misconceptions. A positive red comment is always given on any piece of work. Children respond to the teacher's feedback known as 'Action Tasks' at the beginning of the next lesson during a musical starter.



COBHAM PRIMARY SCHOOL

Caring, Proud, Successful!

All lessons should contain these AFL elements:-

- 1) Use assessments from the plenary of the last lesson assessment related to success criteria---are children secure/ require reinforcement? Peer / self-assessment
- 2) Generate open ended questions, differentiated to assess understanding of the more able to provide further challenge in next lesson during plenary
- 3) Use information from marking -- responses from children to teacher's comments

During the Introduction

- 1) If appropriate, spend time re-visiting feedback from the last piece of work marked
- 2) Recap on previous learning— What did you learn in our last lesson?
- 3) For Vulnerable children Pre-Teaching tasks to take place before main body of the lesson to provide a small focussed group where more timely exploration of the knowledge and skills can take place in order for these children to have equal access in this area of learning
- 4) Share the Knowledge and Skill LO for the lesson. What does this mean? What do you know already?
- 5) Introduce Success Criteria---children can often generate their own—what will make this a good piece of work? How will know I have been successful in this lesson?
- 6) Model the activity
- 7) Use focussed questions to check understanding
- 8) Ensure activities are engaging and varied



COBHAM PRIMARY SCHOOL

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Main Activity

- 1) Identify in the planning a single Focus group to work with for the duration of the main activity (Rotate this between groups during the week)
- 2) Use mini plenaries for example to revisit LO and Success Criteria to share a good example---have they achieved all elements of the learning objective?
- 3) Consider extension activities for those who complete early and also means for pupils to be independent/self-checking whilst the staff are working with focus groups

Plenary

- 1) Revisit LO and Success criteria—what have we been learning about today? Have we achieved all the success criteria?
- 2) Peer/self-assess work against success criteria-make an improvement
- 3) Visual signs- use of thumbs up/thumbs down/use of traffic and smiley faces
- 4) Use of Talk partners or Triad partners

"Teachers act on the points for improvement which come out of leaders' monitoring of their work. As a result, changes they make to their teaching lead to impressive improvements such as in the use of assessment for learning and the teaching of writing."
(Ofsted, 2012)