
Teaching & Learning 2024



Kindness



Focus



Creativity



Responsibility



Collaboration

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Introduction to our Teaching and Learning Policy

Welcome to the New Wave Federation's Teaching and Learning Policy, a comprehensive guide designed to foster a dynamic, inclusive, and engaging educational environment for our diverse community of pupils and educators. At New Wave Federation, we are committed to nurturing a culture of excellence where every learner is empowered to achieve their full potential. Our policy is rooted in the belief that effective teaching and innovative learning are the cornerstones of academic success and personal growth.

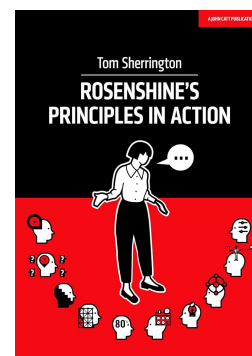
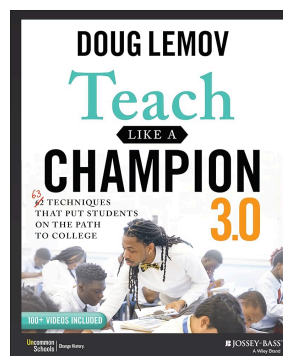
New Wave Federation strongly believes in inspiring all pupils to become lifelong learners, critical thinkers, and responsible global citizens. Our teaching and learning policy aims to create a supportive framework that encourages creativity, curiosity, and collaboration to support pupils on their path to success. We strive to provide a stimulating and adaptable educational experience that meets the needs of every student, preparing them for the challenges and opportunities of the 21st century.

Objectives

The primary objectives of our Teaching and Learning Policy are:

1. **To provide a clear framework for effective teaching practices:** Our policy outlines evidence-based teaching strategies and techniques that promote active learning, critical thinking, and student engagement.
2. **To support continuous professional development:** We are dedicated to the ongoing growth of our educators, providing opportunities for professional learning and collaboration to enhance their teaching skills and knowledge.
3. **To create an inclusive and adaptive learning environment:** We aim to cater to the diverse needs of our students by implementing adaptive instruction, inclusive practices, and flexible learning pathways.
4. **To integrate technology and innovative practices:** Embracing the digital age, we incorporate technology-enhanced learning and innovative teaching methods to prepare students for a rapidly evolving world.
5. **To promote student well-being and holistic development:** Recognising the importance of mental, emotional, and social well-being, our policy emphasises a balanced approach to education that nurtures the whole child.

To support us to deliver the highest quality teaching and learning, we engage with evidence-informed research and guidance, and incorporate these into our approach. As you read this policy, you will see that the key teaching texts we use to inform our practice are the following:



Classroom Environment

A stimulating classroom must be bright, accessible, purposeful, visually engaging, organised, clean and child-centred. Classrooms clearly display current curriculum topics, recently taught vocabulary, classroom systems and a variety of children's outcomes. We know that high quality learning environments will inspire:

- High quality learning
- A sense of pride and confidence
- An appreciation for academic achievement
- Respect for the fact that everyone achieves at various levels
- A celebration of personal achievements and creativity

A detailed checklist of non-negotiables for your classroom environment can be found [here](#).

Class Welcome Walls

These are produced at the beginning of each academic year and provide a mission statement for the class and what they are striving for. This display must:

- Be in a prominent area of the classroom
- Feature a photo of every child in the class
- Contain a quote or statement signalling the high aspirations of the class
- Be updated to include any new additions to the class

To inspire you, several examples of Welcome Walls can be found [here](#).



Displays as Learning Journeys

Each classroom must have display boards for the following subjects: Writing, RWI/Reading, Maths (working wall), Science and Humanities. These displays feature learning aids such as key vocabulary and key questions as well as models, diagrams or images/objects. These regularly updated displays act as a resource and reference point for the children whilst studying topics and should demonstrate the children's learning journey.

As shown in the adjacent image, class displays must include:

- Title lettering
- Key vocabulary, which matches those on the Knowledge Organiser
- Key questions about the topic, generated by the children
- Photographs of children engaging with the topic
- Examples of work from different stages of the topic
- Engaging images and decorative elements linked to the topic to grab children's attention

When producing a display, we must consider:

- How will this help the children's learning?
- Are text and images clearly visible to all learners?
- Does it reflect the learning journey?
- Does it value and celebrate the learning of all the children?



Examples of Writing displays can be found [here](#). Curriculum display examples can be found [here](#).

Completed Work

- All work must be kept as a record and celebration of what the children have achieved.
- All exercise books remain in school until the end of the school year and are the property of the school.
- Worksheets must be used sparingly and with purpose, for example as a scaffold to support high outcomes.
- Loose work should be trimmed and stuck into books neatly at all times.
- iPad work should be carefully stored either within the individual app or within the children's digital portfolio on Google Classroom.

Classroom Resources

- Resources are always stored in labelled trays and boxes, using the school label formats found on the shared drive.
- The children need to have access to materials that may support their learning throughout lessons and it is staff responsibility to ensure they look after them.
- All teacher resources are kept in the teacher cupboards in each classroom. Additional teacher resources are available in subject cupboards throughout the school.
- Wider curriculum resources are stored in topic boxes. During a topic, these should be kept in class and the artefacts/resources used to create interactive displays/topic tables.
- Resources for pupils with SEND are organised effectively to meet pupils' needs, including visual timetables, work stations, Now and Next boards and core boards.

Reading Areas

- The class reading area must feature a range of texts, including fiction, nonfiction and poetry.
- These books should be well presented by genre, with many front-facing texts, and should be routinely refreshed and updated to ensure the children are inspired to visit the space and select different texts.
- Curriculum linked books should also be displayed as free choice books for the children to read.
- Displays of questions and recommendations enhance these areas and guide children's choices. See examples of reading areas [here](#).



End of day checklist

It is essential that at the end of each day all teachers:

- Ensure that all work that day has been marked.
- Prepare stickers and resources for the following day.
- Ensure the classroom is neat and tidy and resources returned to the correct place.
- Clear the teacher's desk area.
- Set up children's books and resources for the first lesson of the next day (see adjacent photo).



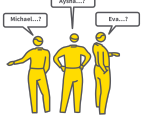

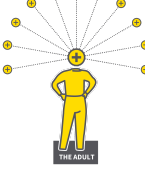


Establishing Positive Relationships

Why it matters

Developing positive relationships in the classroom is crucial for creating a conducive learning environment where pupils feel safe, respected, valued, and motivated. The evidence is clear that establishing positive relationships and clear expectations from day one is essential to ensure our classroom culture is safe, trusting and respectful. Once this culture is established we are able to: enhance pupils' engagement and motivation; improve academic performance; support the emotional and social development; and promote the mental health and wellbeing of pupils.

At the start of the academic year, we follow five clear steps to ensure positive relationships are established effectively, in line with guidance from Teaching Walkthrus:

	<p>1. Establish norms around clear roles and boundaries</p> <ul style="list-style-type: none"> • Teachers have role-authority alongside a duty of care. • Relationships with pupils should focus on the shared purpose of achieving learning. • Once pupils understand the boundaries, they accept them as norms within which everyone co-exists happily.
	<p>2. Communicate Kindness</p> <ul style="list-style-type: none"> • All positive relationships have kindness in common. • We demonstrate kindness in all interactions. • Keep kindness at the forefront especially if you have challenging situations to deal with.
	<p>3. Learn names and use them</p> <ul style="list-style-type: none"> • Take time to learn names early on with a new class. • Use a seating plan to reference as you ask questions. • Better if you can say "Michael, what do you think?" or "Aysha, let's have you facing this way thank you".
	<p>4. Combine assertiveness with warmth</p> <ul style="list-style-type: none"> • Possible to be very strict if needed, strongly enforcing a boundary, at the same time as being warm, kind and caring. • Be firm when needed, consistently and fairly. • Also communicate that students are valued and respected.
	<p>5. Always be the adult</p> <ul style="list-style-type: none"> • However inappropriately students behave, remain as calm and rational as possible. • Respond using adult language and use Positive Framing (describing the behaviour you would like to see, rather than commenting on poor choices). • Don't resort to sarcasm, idle threats or personal remarks.

When it comes to establishing relationships, it is important to remember that *whatever you permit, you promote*. We ensure we always promote polite, courteous and respectful behaviour towards pupils and colleagues and we challenge individuals who do not model the relationships we expect to see.

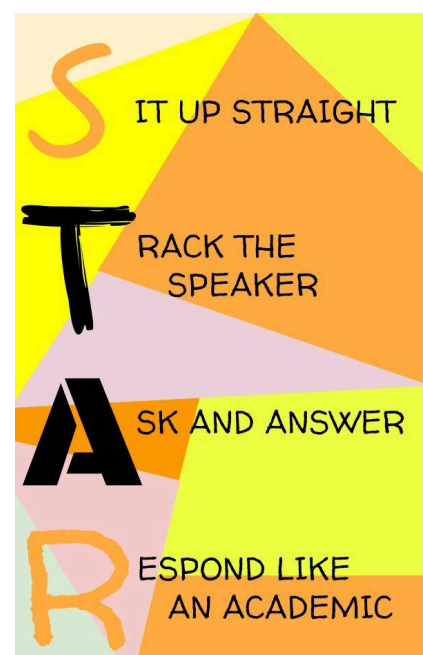
Behaviour for Learning

Why it matters

The New Wave Federation expects the very best outcomes for all our pupils. To ensure pupils are successful it is essential to embed excellent behaviour for learning which promotes active participation, ensures smooth transitions and reduces low-level disruption. [Ofsted notes](#) that, in some cases, low level disruptive behaviour can cause pupils to lose an hour a day of learning time, which in turn can have a significant impact on outcomes and life chances. Maintaining high expectations for behaviour through embedding consistent strategies is key to a successful classroom culture.

STAR

At New Wave we use **STAR** in all our classrooms. The adjacent poster is displayed in all teaching spaces to remind children of the basic principles of effective behaviour for learning. Each lesson starts with an instruction to “show star behaviour”, which insists all children are displaying the attributes listed. During lessons children may need regular reminders to show STAR.



Positive corrective language

Pause and describe what you want to see. It is the teacher’s role to create a calm, purposeful atmosphere in the classroom. To do this, we must calm ourselves before we calm our pupils. Instead of making requests or demands, it is far more effective to describe what we see and direct the expected behaviour.

E.g. “A number of children are talking. I’m looking for children sitting up straight and tracking me”.

Praise children who do this straight away.




Directed choice

Give the pupil a clear directed choice. In cases of off-task behaviour, check in with the child first and ask how their work is going, before calmly giving a clear directed choice. Giving a choice about the consequences helps to diffuse any potential conflict. Guidance on specific consequences can be found in the separate Behaviour Policy.

E.g. “How is the work going Ali? Is there anything I can help you with? I can see you drawing in your book. Rub it out now, or rub it out during your playtime. Thank you”. Praise the pupil for making a positive choice.








Developing Habits






It is essential that all behaviour and learning routines are practised with children until they become habitual and automatic. Mastering these routines will ensure smooth transitions between each part of the day, maintain high standards of behaviour, and ensure that no learning time is lost. At New Wave we develop these positive habits by using:

E Explain 	R Rehearse 	R Reinforce 
Clearly explain the expectations and routines for classroom talk. Set high expectations and model this to your pupils through the language you use.	Give pupils opportunities to rehearse your expectations. Regular nudges help to build routines: e.g. “Remember to track the speaker when someone is answering”.	Once expectations and routines are established, be consistent in reinforcing them. Praise pupils for positive participation: “Ali, I love the way you’re tracking the speaker”.

Routines for Learning

The first week of every year involves an extensive induction period for children in new classes. These activities involve establishing classroom routines and systems, labelling and locating resources, discussing presentation, and setting the standard for expected behaviours for learning. Routines for learning are **non-negotiable**. Every adult in New Wave schools must use the same routines so that there is a consistent whole-school approach. The signals and routines below are explicitly taught to pupils from day one, then regularly rehearsed until automatic.

Team Stop Signal		<ul style="list-style-type: none"> - Adult raises hand in air, arm bent, palm facing children - Children stop, raise hand and face the teacher - Adult puts down hand. Children put down their hands and remain tracking the adult. Adult speaks to the class.
Silent Transitions: 1, 2, 3		<ul style="list-style-type: none"> - 1. Stand Up - 2. Move to carpet/table//line - 3. Sit down <p>Voices are off at all times during the transition (unless being used for a learning chant).</p>
Magnet Eyes		<ul style="list-style-type: none"> - Used after the Team Stop or to reinforce focused behaviour. - Adult points to the side of their eye and asks for magnet eyes. (This action may become silent over time). - Child/children look at the adult and track them.
S T A R (Ready to Learn)	 	<ul style="list-style-type: none"> - Children are expected to sit at their table or on the carpet, arms folded, nothing in hands, tracking the speaker. <p>S - Sit up T - Track the Speaker A - Ask and Answer questions R - Respond like an Academic</p>
Talk Partners: Turn To Your Partner (TTYTP)		<ul style="list-style-type: none"> - Talk partners are selected by the teacher, but should change over time to allow all children to collaborate. - A question should be set to discuss. Adults should model effective talk. Sentence stems and key vocabulary are displayed to scaffold. - Time is given to answer and ask questions to clarify. - Questions set are open and relate to learning.
Modelling: My Turn, Your Turn (MTYT)		<ul style="list-style-type: none"> - Adults model expected behaviour, actions, sentences of words. Pointing to your chest indicates 'My Turn'. - Children copy action/words after the adult opens their hand (palm up) and says, 'Your Turn'. - Over time, the teacher's actions should become silent.
Respond (no hands up): choose 2, choral response, word wave, popcorn, ABC - acknowledge, build, challenge, paraphrase	100%	<ul style="list-style-type: none"> - A question is asked to every child and answered by every child so that 100% are engaged in their learning. A positive culture is created where all pupils feedback and explain. - A range of techniques may be used to gather answers. Hands should remain down: Choose 2 - 2 children selected to answer; Paraphrase - the adults listens in and shares answers; Choral response - everyone answers together; Word wave - the adult waves their hand slowly over the class and each child gives a one or two word answer, the adult then summarises the response ("You said..."); Popcorn - children call out an answer taking turns when the adult opens their fingers from a fist like corn popping

Respond like an Academic		<ul style="list-style-type: none"> - Children are expected to use full sentences at all times and include focus vocabulary taught and modelled by the teacher at the start of every lesson. - Answers are expected to be 'right'. - Where answers are not up to standard, misconceptions are addressed, sentence starters are offered, MTTT is used, or an answer is sought elsewhere and the child is returned to in order to have another go. - Right answers are rewarded with harder follow-up questions to ensure all children are stretched and challenged.
Culture of Error		<ul style="list-style-type: none"> - Children should feel safe to make and discuss mistakes. - Misconceptions are celebrated and used as learning tools for the whole class. - 'Feedback is a gift!'
Line Order Walk on the Left		<ul style="list-style-type: none"> - All classes should have a lining up order which is used at all times - Children always walk in single file on the left hand side of corridors.
Groups		<ul style="list-style-type: none"> - Groups are given colours or names. These are displayed on walls or slides. Books should be stored by group and may be discreetly labelled to support this. Groups should be flexible to meet the changing needs of children. - The majority of groups are mixed ability, but may be ability based in some subjects e.g. RWI and maths.
Work books		<ul style="list-style-type: none"> - Books are stored in clearly labelled blue subject boxes or trays and should be accessible at all times. - Individual books are labelled by adults with the child's name, class and subject. Books are numbered over time as they are finished e.g. maths book 1, maths book 2



Planning Lessons

The New Wave Federation curriculum is the planned experiences and interactions our children encounter every day. These experiences are designed to engage all learners, offering purposeful and exciting learning opportunities for everyone. Our knowledge rich curriculum aims to empower and inform children in preparation for the next steps in their educational journey. High quality planning, that considers the needs and interests of **all** pupils, allows the curriculum to be successful and for children to achieve their potential.

Documents to support planning

At New Wave Federation we use the following documents as a starting point for planning lessons:

- The National Curriculum
- Subject curriculum maps and overviews
- Medium term plans
- Progression documents and skills ladders

All planning is completed directly on Google Slides. This makes the most efficient use of teacher's time and enables planning to be more flexible and to respond to AfL. Plans must be adapted to match the needs of the children in each class and to reflect previous assessment. Planning for the following week must be saved on **Google Drive** by whichever day has been agreed as the weekly deadline within year group teams.

Lesson Structure

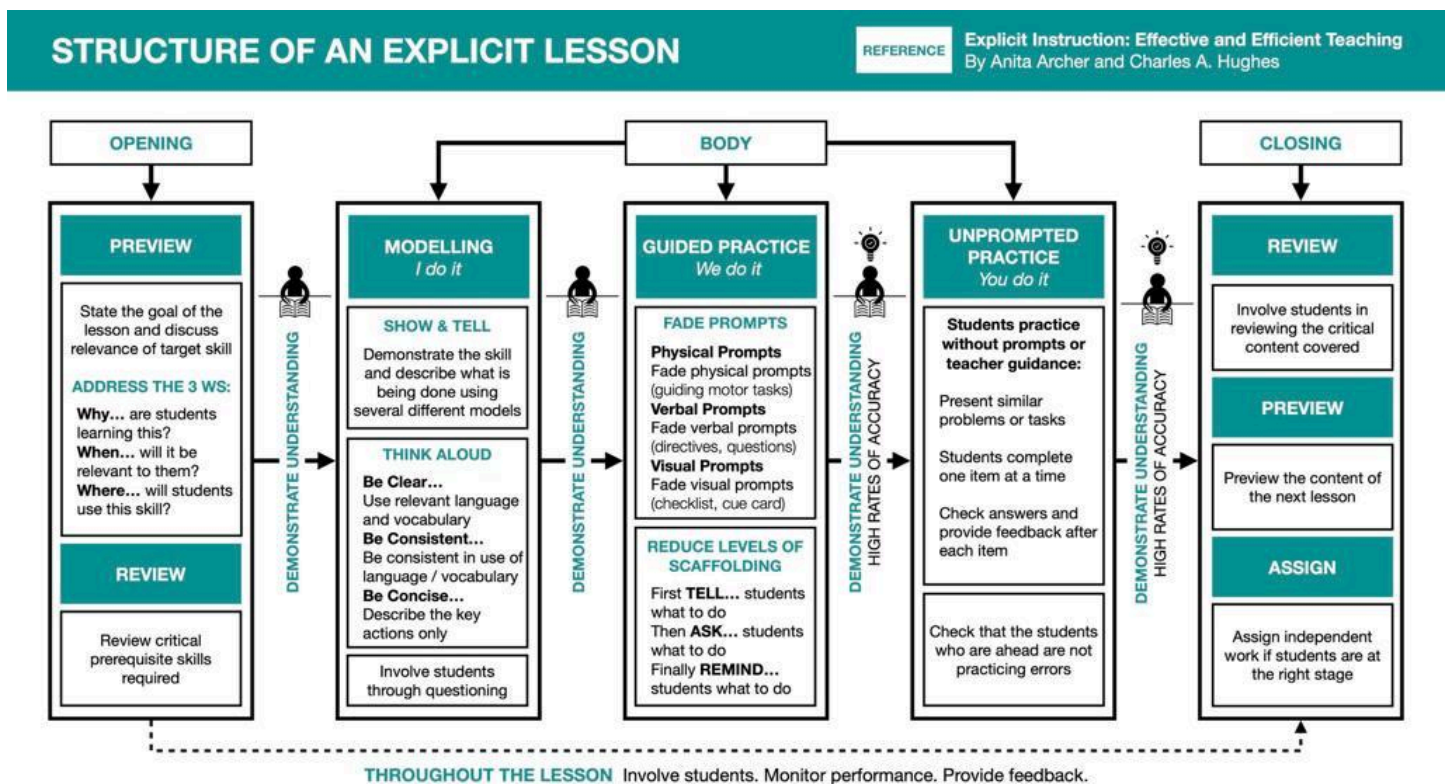
All lessons should contain the following as a basic guide:

Do Now/Review	This is a quick 5-minute task that practises a skill from the previously taught lesson, or reviews children's knowledge through speedy retrieval.
Learning Intention	This is the main objective to achieve in that lesson. Learning intentions are taken from the medium term plans, which are based on the national curriculum objectives. It is essential that learning intentions are: <ul style="list-style-type: none">• in pupil friendly language• explained fully to the pupils• referred to and reviewed regularly throughout the lesson• reviewed in the plenary
Success Criteria	The supporting skills, or 'steps to success', that will enable children to achieve the LI successfully. Success criteria are skills-based, often lifted directly from National Curriculum statements, rather than activity-based. Success criteria should be shared with pupils and referred to throughout the lesson.
New Learning	New learning is introduced and explained to the children in small chunks. The purpose of the new learning, and its wider application, is also made clear to the children.
Talk Task	Talk tasks, or partner tasks, allow children an opportunity to practise new concepts, and to rehearse new vocabulary, with a partner. Talk tasks are always modelled to children and appropriate scaffolds provided, e.g. sentence starters.
Modelling	Explicitly model what you want the children to do, using the resources you want them to use. Use Think Out Louds (TOL) to support the children to develop their meta-cognition as well as the learning steps for the lesson.

Main activity (including mini plenaries)	Give children the opportunity to write, investigate, make, record, discuss, act or research the learning. This should be recorded in some form: observation notes, drawing, photo, sentences, diagram, prose and may include digital evidence.
Plenary	Plenaries give children the opportunity to feedback what they have learnt. Check outcomes against the LI and SC. Self assess, evaluate, celebrate and share good examples of learning and discuss any next steps.
Assessment	Assessment of children's progress towards achieving the learning intention occurs throughout each lesson and informs the level of scaffolding or independence needed for children. For more information, read the section on Questioning and Taking Feedback .

Explicit Instruction

At New Wave Federation we follow best practice and structure lessons to gradually increase children's cognitive load, with regular assessment to check their understanding at each stage. We begin with a fully worked example, where we talk pupils through all the steps required to complete a task or solve a problem. Then pupils practise a similar task with guidance from the teacher, before finally conducting independent practice. Put simply this method can be referred to as "I do, we do, you do". This is demonstrated in the diagram below.



Modelling and Thinking Aloud

Externalise your thought process

Modelling is a strategy where a teacher explicitly demonstrates a concept or approach to learning. Research shows that the best teachers use modelling, scaffolding and thinking aloud to narrate their decisions and choices to help pupils internalise the processes involved and develop their metacognition.

Live modelling

We walk children through a learning process by explicitly modelling the mental processes involved. We consider beforehand how we will simplify this process as much as possible and break the learning up into **small steps** - with practice at each stage. Whenever we model live in front of the class, we explain our learning processes and narrate our thinking out loud. This gives pupils a deeper understanding of the task and how they can achieve high quality outcomes.

Gradual release of responsibility

To develop independent learners we gradually shift cognitive work from the teacher to the pupil. We always start with a fully worked example, where we talk pupils through all the steps required to complete a task or solve a problem. Then pupils practise a similar task with guidance from the teacher, before finally conducting independent practice. Put simply this method can be referred to as **“I do, we do, you do”**.

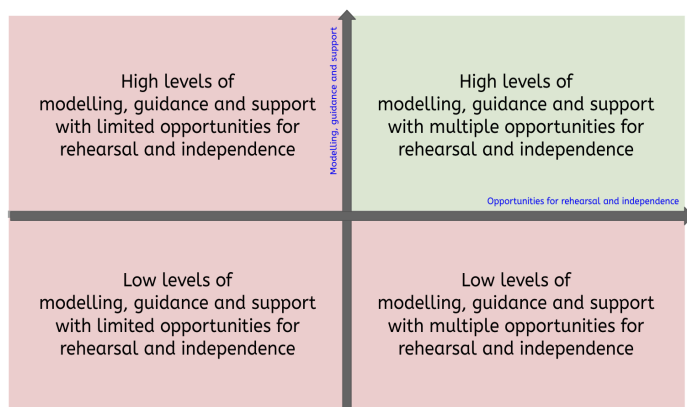


Developing pupils' metacognitive talk

Well prepared teacher models with effective 'think out louds' (TOLs) ensure that our pupils internalise thinking processes and learn to evaluate their work as they go. Over time, pupils move from external talk and guidance to being able to do these things independently, without teacher support. [Research shows](#) that developing pupils' metacognition in this way has a huge impact on pupil outcomes.



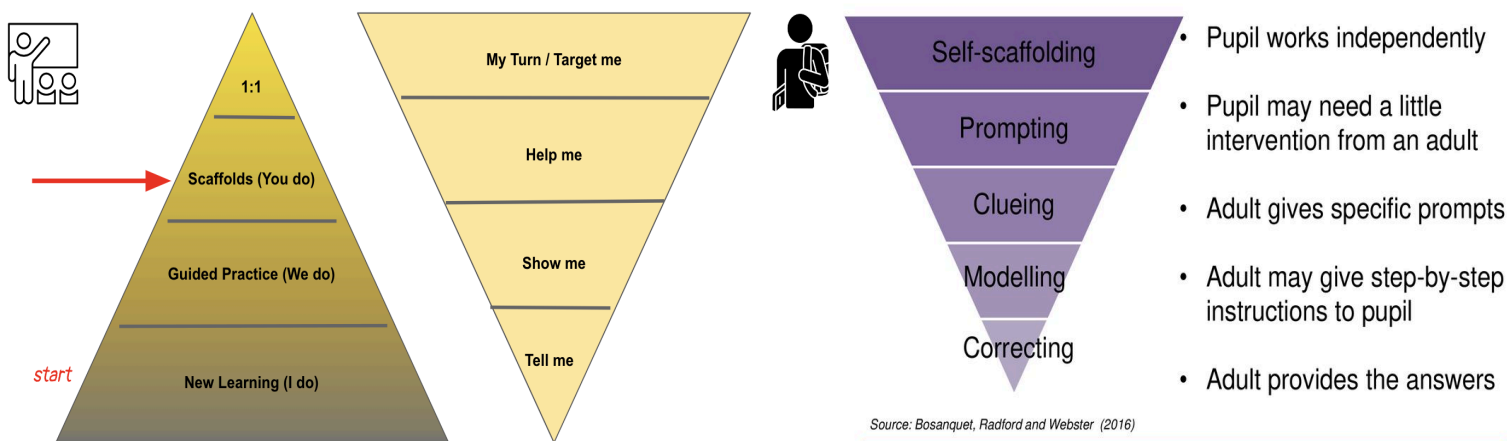
Scaffolding



Why scaffold?

Scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. Teachers provide successive levels of temporary support that help students reach higher levels of attainment that they wouldn't be able to achieve without assistance. Like actual scaffolding, the supportive strategies are gradually removed when they are no longer needed. The aim is to increase pupils' comprehension and independence over time.

Independence Dynamic



Source: Bosanquet, Radford and Webster (2016)

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Teaching assistants: optimising impact | The essentials: Slide 16

Approaches to scaffolding

There are a wide range of scaffolds we can employ in lessons to meet the differing needs of learners. Some scaffolds will be directed at the whole class - for example explicit modelling of a task - whilst others might be directed at specific pupils who need extra support. Below are common examples of scaffolds we would expect to see regularly used:

1. **Show rather than tell:** Reduce your words and present a clear model to children rather than providing a long explanation. Too much teacher talk can easily lead to cognitive overload for children, whereas an explicit model will show them exactly what to do.
2. **Tap into prior knowledge:** Ask students to share their own experiences and ideas about the content and have them relate and connect it to their own lives/experience. Sometimes you may have to hint/suggest, leading them to the connections a bit, but once they get there, they will grasp the content as their own.
3. **Give time (and structure) to talk:** All learners need time to process new ideas and information. They also need time to verbally make sense of and articulate their learning with their peers. We can provide structure to children to help them to be successful with this, for example sentence starters for answering a question. As we all know, structured discussions really work best with children regardless of their age or level.
4. **Pre-teach vocabulary:** Sometimes referred to as front-loading vocabulary, need to carefully consider words/phrases that children need to know that might hold back their understanding. Pre-teaching vocabulary doesn't mean pulling a dozen words - carefully select.
5. **Use visual aids:** Graphic organisers, pictures, visual word banks and charts can all serve as scaffolding tools to support children to achieve high quality outcomes.

Adaptations

Adapting learning is crucial to meet the diverse needs of pupils by creating learning opportunities which account for individual barriers to learning, whilst ensuring that pupils can access the National Curriculum learning outcomes alongside their peers. Research shows that personalised instruction and adaptive learning approaches foster independence, provided there is a strategic plan for gradually removing scaffolds. The examples below (1-9) are laid out in order of decreasing scaffolding and increasing independence.

<p>1a. <u>Visual Steps to Success:</u></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Steps to Success:</p> <p>1. </p> <p>2. </p> <p>3. </p> <p>4. </p> </div>	<p>1b. <u>Visual and Written Steps to Success:</u></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="text-align: center; width: 50px; height: 40px;"> <table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">2</td><td style="text-align: center;">6</td></tr> <tr><td style="text-align: center;">2</td><td style="text-align: center;">0</td></tr> <tr><td style="text-align: center;">2</td><td style="text-align: center;">6</td></tr> </table> </td> <td style="padding-left: 10px;"> <p>1. Partition your number.</p> </td> </tr> <tr> <td style="text-align: center; width: 50px; height: 40px;"> <p>x ■</p> </td> <td style="padding-left: 10px;"> <p>2. Multiply the ones.</p> </td> </tr> <tr> <td style="text-align: center; width: 50px; height: 40px;"> <p>x </p> </td> <td style="padding-left: 10px;"> <p>3. Multiply the tens.</p> </td> </tr> <tr> <td style="text-align: center; width: 50px; height: 40px;"> <p>+ =</p> </td> <td style="padding-left: 10px;"> <p>4. Add your parts back together.</p> </td> </tr> </table>	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">2</td><td style="text-align: center;">6</td></tr> <tr><td style="text-align: center;">2</td><td style="text-align: center;">0</td></tr> <tr><td style="text-align: center;">2</td><td style="text-align: center;">6</td></tr> </table>	2	6	2	0	2	6	<p>1. Partition your number.</p>	<p>x ■</p>	<p>2. Multiply the ones.</p>	<p>x </p>	<p>3. Multiply the tens.</p>	<p>+ =</p>	<p>4. Add your parts back together.</p>
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<p>+ =</p>	<p>4. Add your parts back together.</p>														

Providing children with steps to success as icons supports children who are still developing their decoding skills. In this way all children are able to understand the procedural elements visually and sequentially, making complex processes more accessible and easier to follow. As their decoding skills develop and their comprehension strengthens, the instinct is to present content without visuals. However the visuals ensure that the procedural information necessary for mastering a skill are accessible to all learners, reinforce meaning and context and prompt recall of previously learnt knowledge and skills.

<p>2. <u>Picture prompts:</u></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>The is .</p> <p>The is .</p> <p>The is .</p> </div>	<p>3. <u>Colourful Semantics:</u></p> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;"> <p>1. </p> <p>2. </p> <p>3. </p> </div> <div style="display: grid; grid-template-columns: repeat(4, 1fr); gap: 5px;"> </div> </div> <div style="margin-top: 10px;"> <p> </p> <p> </p> </div>
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Simple repetitive sentence starters support pupils to develop confidence as they begin to generate their own ideas. This helps learners apply the focus skill outlined in the learning intention. Providing a prescriptive gap fill sentence structure manages cognitive load and prioritises a focus on phonics skills so learners can apply and embed segmenting and blending skills independently.

A systematic Colourful Semantics approach helps learners to build sentences of increasing complexity through the incorporation of 'wh' (who, what doing, what, when and where) elements. It supports pupils to understand features of a sentence, the roles of words within a sentence, and grammar structures. The structure is repetitive and can be applied in a range of contexts. [How to Slides](#) start on slide 6.

4. Sentence Stacks (closed):

 First	 E	 invited	 F	 ice creams.
 Then			 climb trees.	
 Next			 ride bikes.	
 Finally			 swimming.	

5. Sentence Stacks (open):

 Describe	 a	 suitable	 and	 unsuitable	 material			
 =	 a	 choice	 for	 a	 door	 because	 =	 ...
 =	 a	 choice	 for	 a	 door	 because	 =	 ...
 =	 a	 choice	 for	 a	 door	 because	 =	 ...

Sentence Stacks reduce the impact of missing sound knowledge, models sentence structure and facilitates opportunities for learners to be inspired and independent. Words with sounds they know are represented by an contextually meaningful icon and words that have sounds in it which are too complex are provided so that sound knowledge is not a barrier to transcription. Stacked words may be: synonyms for language development, develop language comprehension or examples/non examples as a teacher assessment tool. [‘How to Slides’](#) to help you construct stacks on Communication InPrint start on slide 23.

6. Close Gap Fill passage:

 White	 warmth	 snow	 candle	 long	 brick	 empty	 stood up
When entering the _____ tavern there was an instant _____ compared to the _____ outside. Inside the tavern were many _____ people. Across the room were several _____ tables. Each table was lit by _____ that created a shadow dance along the _____ walls. I quickly made my way to an _____ seat near the back. We sat around Fritz like _____. The sounds of _____ and _____ were all that could be heard until Fritz _____ and silenced the room. He was about to begin.							

7. Graphic Organisers/Checklist:

 Task	Vocabulary	<input checked="" type="checkbox"/>
1 Climate means ...	patterns similar weather temperature	<input type="checkbox"/>
2 Jamaica's climate	weather temperature clothing hours of daylight	<input type="checkbox"/>
3 England's climate	weather temperature clothing hours of daylight	<input type="checkbox"/>
4 Compare (similarities and differences)		<input type="checkbox"/>

Providing a prescriptive gap fill sentence structure manages cognitive load, removes a range of barriers to writing so that the focus is on the knowledge being assessed. Different interpretations of this scaffold include: learners being able to use one of the given words more than once, incorrect words/non examples for assessment and synonyms with shared icons to develop vocabulary acquisition and language comprehension.

Graphic organisers structure learners' approach to a task. They help students [Executive Functioning skills](#) by structuring their thoughts and ideas logically, aiding in better organisation and completion of their work. They break down information into manageable parts, supporting ones understanding of the task, independence and working memory. The resource scaffolds the learner's comprehension and ability to make connections between concepts.

8. Sentence/Paragraph prompts:

1. Carl Linnaeus was...

Swedish naturalist classifying plants animals

2. The Linnaean system was...

living things classified structure characteristics

3. Classification keys are useful because...

correctly identify organisms traits

9. Task board/Overview Scaffolds:

↓ 1 First	introduction
↓ 2 Second	setting description
Finally	reread and edit

These less prescriptive prompts provide examples of the key information needed to be included in a sentence or paragraph. The prompts may structure a pupil's thinking and writing outcomes. Similarly it can be used as a spelling scaffold to model Tier 3 vocabulary or as a strategy for drawing connections between themes. As with previous techniques, the scaffold can include examples and no examples for assessment.

This overview scaffold can be embedded into whole class teaching to help structure pupil thinking and outcomes. It can support [Executive Function skills](#) such as task initiation, organisation, planning, focus and time management and reduces risk of cognitive overload. The scaffold ensures coherence through a piece of writing and reinforces the importance of working systematically just as the Steps to Success do.

Executive Function Skills





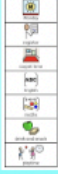
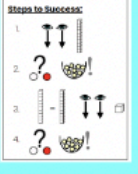






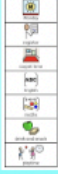
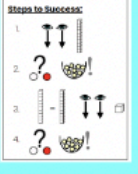






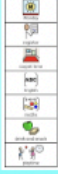
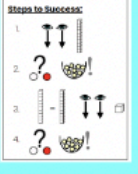



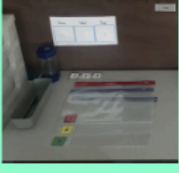




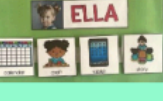


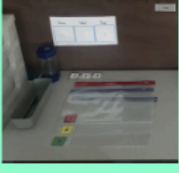




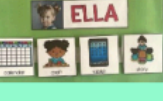


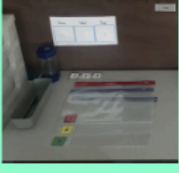




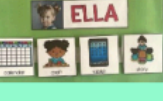

Executive Functions are a set of cognitive processes that can help us self-regulate so we can effectively plan, prioritise and sustain effort towards our goals. It helps us go from wanting to do something to actually doing it or wanting to do something and resisting it. Colloquially, secure Executive Functions are typically developing 'Behaviours for Learning'.

Executive Function skills include: planning, organisation, task initiation, working memory, cognitive flexibility, inhibitory control, problem-solving, self-regulation, attention, time management and perseverance.

It can take to the age of 25 for these skills to develop in the prefrontal cortex. The EEF highlights that research shows 'Children aren't born with these skills—they are born with the potential to develop them.' It is not an automatic process, it requires practice.

Not all children develop these skills at the same rate and some need explicit teaching and adjustments made to support deficiencies, particularly since real-life academic tasks usually do not draw on a single Executive Function but require an integration and interplay of Executive Functions.

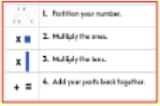


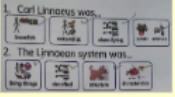


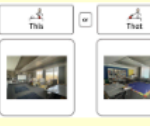
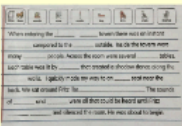
It is important to audit and target the Executive Function skills of the children in your class as children who are working towards the expected standard can reach the expected levels with Executive Function support. Executive Function skills are taught through modelling, environmental support and explicit instruction until independence is developed. [Here](#) you can identify supports based on the presentation of the need to develop Executive Function skills.

Executive Function and Signs of Challenge	Strategies to support this area of need																			
<p style="text-align: center;">1. Planning</p> <p>Possible signs of challenges with planning and prioritisation include:</p> <ul style="list-style-type: none"> • Having difficulty starting or completing tasks / staying on task • Difficulty completing tasks with a number of steps • Muddles up step 1, 2, 3 etc • Forgetting essential equipment • Disorganised stream of consciousness in writing • Scattered approach to starting tasks (missing tools or no strategy) • Make impulsive decisions without considering consequence 	<table border="1" style="width: 100%; text-align: center;"> <tr> <td data-bbox="596 327 794 524">  </td> <td data-bbox="801 327 999 524">  </td> <td data-bbox="1005 327 1203 524">  </td> <td data-bbox="1209 327 1407 524">  </td> </tr> <tr> <td data-bbox="596 524 794 721">use a task board</td> <td data-bbox="801 524 999 721">tick lists or graphic organisers</td> <td data-bbox="1005 524 1203 721">visual reminders about non-negotiables</td> <td data-bbox="1209 524 1407 721">timers & warnings for tasks ending</td> </tr> <tr> <td data-bbox="596 730 794 927">  </td> <td data-bbox="801 730 999 927">  </td> <td data-bbox="1005 730 1203 927">  </td> <td data-bbox="1209 730 1407 927">  </td> </tr> <tr> <td data-bbox="596 927 794 1124">visual timetables</td> <td data-bbox="801 927 999 1124">steps to success</td> <td data-bbox="1005 927 1203 1124">worked examples</td> <td data-bbox="1209 927 1407 1124">now and next structures</td> </tr> </table>								use a task board	tick lists or graphic organisers	visual reminders about non-negotiables	timers & warnings for tasks ending					visual timetables	steps to success	worked examples	now and next structures
																				
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visual timetables	steps to success	worked examples	now and next structures																	
<p style="text-align: center;">2. Organisation</p> <p>Possible signs of challenges with organisation include:</p> <ul style="list-style-type: none"> • Misplacing or losing resources and tools • Opening their book to work on a random page • Disorganised stream of consciousness in writing • Having a disorganised table top • Difficulty transitioning from space or session to another • Messy book bags 	<table border="1" style="width: 100%; text-align: center;"> <tr> <td data-bbox="596 1223 794 1420">  </td> <td data-bbox="801 1223 999 1420">  </td> <td data-bbox="1005 1223 1203 1420">  </td> <td data-bbox="1209 1223 1407 1420">  </td> </tr> <tr> <td data-bbox="596 1420 794 1617">step by step instructions to gather/reset spaces</td> <td data-bbox="801 1420 999 1617">workstations</td> <td data-bbox="1005 1420 1203 1617">use graphic organisers/visual reminders</td> <td data-bbox="1209 1420 1407 1617">colour coded supports</td> </tr> <tr> <td data-bbox="596 1626 794 1823">  </td> <td data-bbox="801 1626 999 1823">  </td> <td data-bbox="1005 1626 1203 1823">  </td> <td data-bbox="1209 1626 1407 1823">  </td> </tr> <tr> <td data-bbox="596 1823 794 2020">task boards/tick lists</td> <td data-bbox="801 1823 999 2020">WAGOLL/modelling visual</td> <td data-bbox="1005 1823 1203 2020">scheduled brain breaks</td> <td data-bbox="1209 1823 1407 2020">now and next structures</td> </tr> </table>								step by step instructions to gather/reset spaces	workstations	use graphic organisers/visual reminders	colour coded supports					task boards/tick lists	WAGOLL/modelling visual	scheduled brain breaks	now and next structures
																				
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task boards/tick lists	WAGOLL/modelling visual	scheduled brain breaks	now and next structures																	

Task Initiation

Possible signs of challenges with task initiation include:





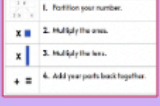



- Finding other things to do when it's time to work, such as sharpening pencil multiple times or getting a drink
- Immediately saying "I don't know what to do," without trying
- They wait for an adult to start their learning or for peers to begin
- When a task is completed can be slow to start the next
- Needs cues even to complete known routines

			
steps to success	motivating activities	oral rehearsal	chunked starting off prompts eg. sentence starters
			
plan shared for checking back in	competition / reward	restricted choices	avoid a blank page / start them off

Time Management

Possible signs of challenges with time management include:

- Spending too long on one problem or section of a task
- Poor/scattered prioritisation of tasks
- Consistently and actively working but not finishing tasks in a manageable time frame
- A student who appears to always be in a rush at the last minute to finish work
- Distressed if the session ends
- Misses deadlines

			
explicit time estimates for each task	sequence tasks in priority order	task board to tick off	chunked learning
			
steps to success	plan shared for checking back in	timers & warnings for tasks ending	keep a consistent lesson structure

Working Memory

Possible signs of challenges with working memory include:

- Forgets information/instructions
- Difficulties with keeping information in mind
- Forgets daily classroom routines
- Behaves impulsively forgetting norms and expected behaviours
- Takes a long time to retrieve information from previous learning
- Doesn't make connections with previous learning instinctively

I do, We do, You do	multisensory learning	repetition	explicit visual target reminders
visual prompts	colour coding	concept cartoons	steps to success

Metacognition

Possible signs of challenges with metacognition include:


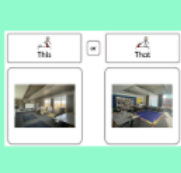




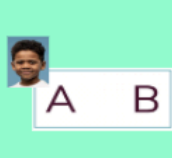

- Often asks for help without trying independently
- Is unaware of others reactions to their behaviour
- Avoids tasks and games that require problem solving

explicit time estimates for each task	sequence tasks in priority order	chunked learning	steps to success
plan shared for checking back in	timers & warnings for tasks ending	keep a consistent lesson structure	3 before me help strategies (listening lizard)

Self Control

Possible signs of challenges with self control/response inhibition include:






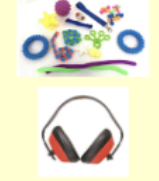
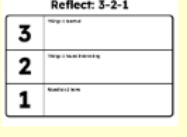
- Shouts out answers
- Prioritises expressing their needs over others needs
- Negotiates
- Talks back
- Can make unkind comments about others
- Wants to be first
- Finds it difficult to wait their turn
- Opts out of tasks which are not motivating

			
Share and Park	restricted closed choices (this or that)	scheduled brain breaks	attention given to positive choices
			
target report card	social stories	physical A/B counter movement	children submit written requests

Attention

Possible signs of challenges with attention include:






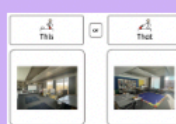


- Not tracking the speaker (eye contact not essential)
- Tracks everything hyper-vigilantly or states of hyperfocus
- Distracted by physical items
- Appears to follow peers after processing time
- Last to transition or action instructions
- Doesn't complete work on time
- Stops before the task is finished
- Switches quickly between activities

			
use their name to gain attention	timers & warnings for tasks ending	concept cartoons	active participation
			
plan shared for checking back in	keep a consistent lesson structure	sensory fidget & ear defenders	bingo - 3 facts 2 tasks 1 question

Flexibility

Possible signs of challenges with flexibility and shifting include:

- Becomes upset when plans change
- Finds transitions difficult and will delay or negotiate
- Asks lots of questions to understand the reason for a change
- Finds changes beyond their control hard to manage so will regulate with self made choices
- Finds open ended questions difficult
- Can only think of one way to solve a problem

			
visual timetable	now and next structures	warnings about changes	regular check ins
			
processing time	closed restricted choices	scheduled motivating breaks	teach self talk/size of the problem resources

Perseverance

Possible signs of challenges with perseverance include:

- Overreacts to small problems with big behaviours/quick to become angry
- Quick mood changes
- Finds it difficult to recover when disappointed
- Hears please wait as no and becomes frustrated
- Doesn't stick with challenging tasks
- Will not return to a task when interrupted
- finds it difficult to sustain attention when tasks are not intrinsically motivating

			
target tracker	tokens/rewards	scheduled motivating breaks	Zones of Regulation
			
rewards for effort not outcomes	celebration book	Share and Park	teach self talk/size of the problem resources

Questioning and Taking Feedback

High quality questioning and effective feedback mechanisms are essential components of high quality teaching and learning. Research indicates that quality dialogue allows children to develop their vocabulary and reasoning skills, address misconceptions and make accelerated progress.

If a question is worth asking, it's worth **every child** responding. Questions should be pre-planned to elicit evidence of learning and understanding and to guide the lesson. Each time we ask a question, we use the TTYP signal so that all children get a chance to respond. We then use a range of questioning strategies to collect feedback from pupils, informed by Tom Sherrington's *Rosenshine's Principles in Action*.

To collect longer responses from children use the following:

Cold call: No hands up! Teachers ask questions and then select pupils to respond based on their knowledge of the class, avoiding the pitfalls of hands-up or calling out. This is an inclusive process that conspicuously involves all students, front, back, in the corners, shy, confident - everyone. It's not a one-off strategy; ideally it needs to be the default mode for all questions - absolutely routine.



No opt out: If a pupil or several pupils get an answer completely or partially wrong or they say they don't know, move to other pupils or provide the correct answer. But then go back to all those pupils who made errors or couldn't answer, giving them a chance to now say the right answer. This gives them an opportunity for practice; but if done routinely, it also means that students soon learn there is no value in offering 'I don't know' as a defence in the hope of being left alone!

Probing questioning: Make it the default that, in any given exchange, you are asking each pupil three/four/five questions before moving on, probing for understanding, checking for misconceptions, adding extra challenge, providing scaffolding to engineer success. Rosenshine provides some good examples of this, for example:

- That's interesting, what makes you say that?
- That's true, but why do you think that is?
- Can you explain how you worked that out?
- Are you sure? Is there another explanation?

Think, Pair, Share: Give the class a specific time-cued task - for example, to decide on four main points in order of importance, in three minutes. Get them all talking in pairs and then, on time, bring them back together with a signal. Then engage in probing, cold-call questioning, asking them to report back what their four points were. You can also get them to explain things to each other or to take turns to quiz each other based on prompt sheets or a text.

Say it again, better: When pupils offer short, half-formed or partially incorrect answers, say, 'Thanks, that's great. Now let's say it again better. Try again but make sure you add in X and link it to idea Y.' Allow them an immediate opportunity to give an improved response.

For shorter responses use:

Whole-class response: This can be implemented using whiteboards or iPads. Either allow for quick responses to multiple-choice questions as well as practice sentences, calculations, diagrams - a full range. You set the question, give some response time and then, on cue - '3, 2, 1, show me!' - students all show their answers at once. A simple 'A, B, C, D' or '1, 2, 3, 4' show of fingers also works very well for multiple choice. It's vital to engage with the responses and then to adjust your teaching accordingly, consolidating, re-explaining or moving on as appropriate.

Word Wave: This can be used to collect short answers from children, e.g. "What adjective can we use to describe the forest?". Ask the question, children TTYP, then wave your hand slowly over the class. When your hand passes over their head they call out their word until all responses are collected.

Vocabulary

Vocabulary acquisition and word comprehension is fundamental for academic attainment as it aids comprehension, facilitates critical thinking and enhances the ability to make connections and build on prior knowledge.

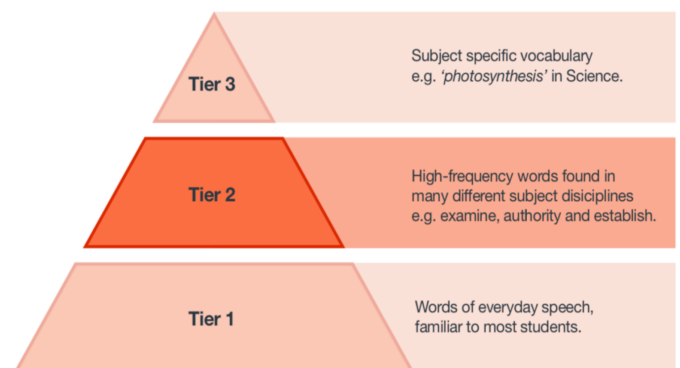
Research highlights that there are **four stages** to knowing a word and on average an individual needs '**12 instructional encounters**' with a word to have a secure understanding of it. This figure increased to '**36 encounters**' for children with a language disorder such as Developmental Language Disorder (DLD). Stage 1 is hearing the words for the first time and not knowing its meaning, Stage 2 is hearing it a few times but not knowing its meaning, Stage 3 is recognising the word in context and offering a plausible definition and Stage 4 is knowing the definition and the nuances of context. Words need to be at a 3.5-4 on this scale for them to be confidently used in spoken or written language.

We adopt a "Word Aware" approach, which is a structured, systematic methodology designed to enhance students' levels of knowing and using a word. This approach revolves around four key stages: selecting, teaching, activating, and reviewing vocabulary. Each stage is critical in ensuring that learners not only acquire new words but also understand and apply them effectively in various contexts. This approach is implemented in every lesson alongside a weekly discrete language and communication lesson. CPD slides to support this approach can be found [here](#).

Outline of the "Word Aware" Approach:

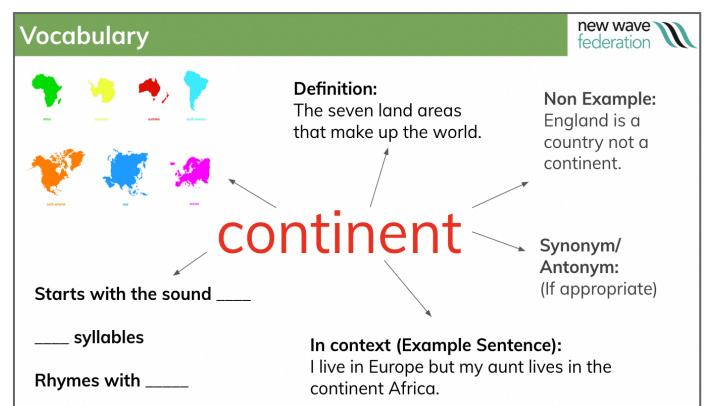
1. Selecting Vocabulary

- **Criteria for Selection:** Tier 2 and Tier 3 words are chosen based on relevance to the curriculum, frequency of use, and potential to enhance comprehension. These words are mapped out on the Knowledge Organisers which are referred to every lesson and families have access to these at home.
- **Contextual Relevance:** The selected vocabulary meet aged related expectations, pivotal for engaging with the statutory and non statutory elements of the National Curriculum for that year group. Their definitions may build on previously learnt words.



2. Teaching Vocabulary

- **Explicit Instruction:** At the start of every lesson, adults explicitly teach Tier 2 and Tier 3 vocabulary using an adapted version of the Frayer Model ([slide](#)) to map words phonetically and semantically. In some cases this also takes place in a pre or post teaching session to enhance and consolidate understanding. All words should be linked to a consistently used visual representation, and, where possible, a sign, natural gesture or action. These should be used in both classroom and small group learning, and should be included when the word is being used in other contexts
 - i. **Phonological Mapping:** Identifying the initial sound of a word, number of syllables, root words and prefix/suffixes and rhyming words
 - ii. **Semantic Mapping:** Defining the word in 'everyday connected language' not just dictionary definitions, using the word in a meaningful context specific sentence, a visual representation of the word, actions to relate to definition, synonyms, antonyms and non-examples.



3. Activating Vocabulary


- The [EEF](#) recommends a number of strategies to embed a deep understanding of key vocabulary following explicit instructions
 - i. **Exposure:** Adults create a language rich environment where they model using key vocabulary multiple times throughout the lesson. The various explicit examples build contextual understanding, with links made to shared experiences. In turn this models to pupils appropriate application of the terms.
 - ii. **Visual prompts:** Adults refer to the learning intention stickers which have one/a selection of key terms on it and adults draw attention to the vocabulary on displays to support pupils in understanding and using the vocabulary independently.
 - iii. **Modelling:** Adults use 'Think Alouds' to model selecting the key vocabulary for the sentence they are constructing live in the classroom. Adults reference synonyms or colloquial variations to deepen understanding of the words.
 - iv. **Partner Talk:** Immediate interactions with words facilitates the long term recall of vocabulary. Sentence stems and conversation prompts are provided to support students to use new words during their partner talk.
 - v. **Repetition:** Adults create opportunities for pupils to rehearse and connect vocabulary throughout their spoken and written learning experiences.


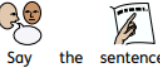
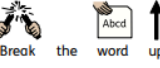
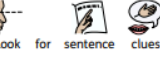
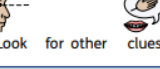

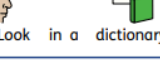
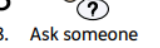
4. Reviewing Vocabulary

- **Embed Word Detective strategies:** When reading out loud in class, use think alouds to model word detective strategies. Target individuals will have the scaffold alongside them to support them with developing their word comprehension independently.
- **Speedy Recall:** Before exploring a new word, pupils review the definitions of previously learnt vocabulary. Frequent recall strengthens one's long term memory and activates schema on which to build to introduce new terms in order to build a robust and versatile lexicon.
- **Spaced Repetition:** Adults plan for regular review sessions to reinforce and recall vocabulary over time.
- **Assessment and Feedback:** Formative assessments monitors pupil understandings and progress towards regular, meaningful and independent application
- **Practise at Home:** Each week, pupils are assigned vocabulary home learning activities. These words link with their Knowledge Organisers and the vocabulary taught that week. The activities facilitate deeper understanding of words by children completing a Frayer model, finding synonyms, using the word in a range of contexts at home, or discussing definitions with family members.

Word Detective

When you find a word you don't know, follow these steps:



<p>1 </p> <p>1. Say it aloud</p>	Look at the word and say it aloud
<p>2 </p> <p>2. Say the sentence</p>	Say the whole sentence aloud
<p>3 </p> <p>3. Break the word up</p>	Look for words or parts of words inside the word - do you know any of them? Think about the root, prefix and suffix
<p>4 </p> <p>4. Look for sentence clues</p>	Read the sentence the word is in, and the sentences around it. Are there any clues about what the word means?
<p>5 </p> <p>5. Look for other clues</p>	Are there any clues from the title of the book or chapter, or from any pictures or diagrams?
<p>6 </p> <p>6. Make a good guess</p>	Use the clues to guess the word meaning. Does the sentence make sense with this meaning?
<p>7 </p> <p>7. Look in a dictionary</p>	If you're still not sure, or want to check, look the word up in a dictionary
<p>8 </p> <p>8. Ask someone</p>	If you're still not sure, ask someone what the word means

Monitoring

In our federation, we are relentless with our aim to raise standards in attainment and to accelerate pupil progress. We believe that our children deserve an excellent education and should always receive the best teaching. To support this process, regular monitoring is carried out to ensure a high quality provision is provided to children and to support our teachers to be reflective in their practice.

In order to improve teacher's practice effectively, the process should be transparent and rigorous. To ensure this the following process should take place:

- Teachers are informed of the criteria by which they are being monitored.
- Dates are communicated as to when teachers will be monitored.
- Time is given before the monitoring for the teacher to ask questions, share any concerns, or discuss their lesson.
- Time is given for verbal feedback where good practice is praised and next steps and actions are agreed.
- A summary of lesson feedback will include a clear evaluation of where teaching has been effective and where it has been ineffective. Next steps are then recorded on **teacher profiles**, stored securely on Google Drive.
- A date and focus for the next monitoring is given so teachers understand the time frame they are working within.
- The monitoring outcomes are reviewed in performance management meetings.
- ECTs are observed regularly by a senior member of staff as part of their induction process.
- ITEs are observed in line with the requirements of their course.



Alongside the senior leadership team, subject leaders may supplement school monitoring to accommodate any new systems or initiatives they have introduced.

In the federation we monitor using a range of evidence. This evidence includes:

<i>Lesson observations</i>	<i>Book looks</i>
<i>Moderation</i>	<i>Planning sampling and reviews</i>
<i>Data analysis</i>	<i>Learning walks</i>
<i>Discussion with pupils</i>	<i>Learning environments</i>
<i>Discussion with families</i>	<i>Pupil shadowing</i>

Monitoring planning

To ensure that lesson planning is high quality and caters to the needs of all pupils in the class, leaders will regularly review a sample of teachers' lesson planning. To support this process, it is vital that planning is saved in the agreed planning folder on Google Drive at least two days prior to the lesson being taught. This also gives partner teachers time to review their colleague's planning and adapt it to cater to the needs in their own class.

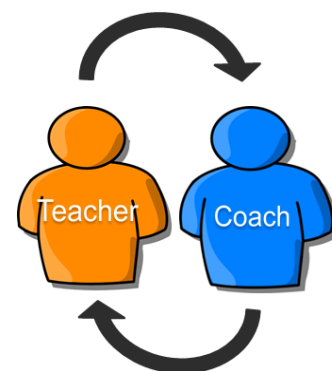
Practice Sessions and Coaching

Practice Sessions

Bitesize practice sessions take place each week to develop staff subject knowledge and/or refine the teaching steps in a particular subject area. They primarily focus on the core subjects of maths, RWI, reading and writing.

Practice sessions follow the same structure which allows teachers an opportunity to practise steps until they have mastered them.

1. **Share purpose:** The subject leader shares the focus activity for the session and explains its importance.
2. **Demonstrate:** Subject leader (or short video clips) demonstrate specific teaching steps to teachers.
3. **Practice:** Teachers practise the teaching steps in pairs, with one in role as the teacher and other in role as the children. Teachers prompt and coach each other and swap roles when ready.
4. **Repeat until automatic:** The subject leader supports teachers to keep practising until they have mastered the steps.
5. **Lock it in:** Staff reflect on the session and write down the teaching steps and particular aspects of the activity they need to remember.

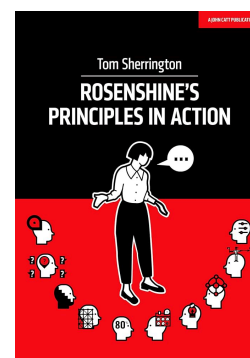
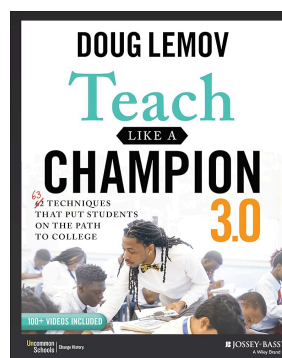


Instructional Coaching

At New Wave school leaders support teachers to develop their teaching pedagogy through instructional coaching. Instructional coaching involves:

1. Setting clearly-defined goals and areas of skill to develop based on programme content;
2. Planning how to practise and develop the skills aligned with these goals (often through practice sessions);
3. Providing teachers with high-quality feedback on their progress against their goals

As a federation, we use three core teaching texts as reference points for our instructional coaching. These texts, which can be found in each of our schools, break down complex teaching techniques into clearly defined steps that teachers can follow.



Instructional coaching may include leaders modelling a concept or strategy in the classroom, alongside the teacher. The teacher is then given an opportunity to demonstrate the teaching steps until they have been mastered. Teachers will regularly receive feedback on their progress with particular concepts and how they can further improve.

Assessment

Summative assessments are measures of the children's learning at specific points in the school year. They are an essential tool for informing parents and teachers of a child's attainment and progress, and for identifying gaps in learning that may be present. Data collected through summative assessment inform whole-school target setting and predictions of a cohort's future attainment.

More regular **formative assessment** is used to monitor pupil learning to provide ongoing feedback to teachers. Information gained from formative assessment, such as our quizzes and midpoint assessments, help us to identify pupils' strengths and weaknesses, so that we can adapt teaching to target areas that need additional practice.

New Wave assessments include:

- Baseline Assessments on entry to Nursery and Reception (EExBA)
- Termly and End of Year Assessments (Maths Mastery, PIRA and Smartgrade)
- Half Termly Reading Phonics and Fluency Assessments (RWI)
- No More Marking Comparative Judgement (Writing)
- Topic/Unit Assessments which include the use of Google Form Quizzes (Wider Curriculum)
- End of Unit Knowledge Essays (Geography, History, RE)
- Termly Published Pieces in All Through Writing Books (Writing)
- Weekly Knowledge Organiser Quizzes (Wider Curriculum)

Assessment Overview			
At New Wave Federation we have high expectations for what all pupils can achieve. Our ambitious curriculum is underpinned by assessment and feedback strategies that support our pupils' progress, check understanding, deepen learning, and identify and address misconceptions. A combination of summative, formative and responsive assessment allows teachers to adapt their teaching and close attainment gaps for all children.			
Subject	Summative Assessment	Formative Assessment	Responsive Assessment
Maths	<ul style="list-style-type: none"> - Smartgrade assessments measure maths attainment at the end of each term - Half-termly assessments are provided by Maths Mastery to check attainment each half term. 	<ul style="list-style-type: none"> - Pre-unit diagnostic assessments to identify gaps in knowledge and the learning to pre-teach - End of unit assessments identify gaps which inform the Time to Review lessons and interventions - TT Rockstars provides a weekly update on children's times tables knowledge. 	<p>Daily responsive assessment enables staff to check understanding and progress of pupils within lessons and adapt their teaching accordingly. Our strategies include:</p> <ul style="list-style-type: none"> • High quality questioning is a key part of all lessons. These are planned to check understanding at key points. • Think, Pair, Share After every question, pupils are given take-up time and then share responses with their partner • No hands up Our schools have a no hands up policy so that all children are ready to respond. • Probing questioning follow pupils' responses to check for understanding or add challenge • Say it again, better Pupils giving partially/incorrect answers are given support to improve their response. • Recast Collect pupils' responses and repeat them back in a concise way. • Show me! Pupils show their answer to a question on fingers/mini-whiteboards. • Over-the shoulder feedback Teachers use red pens to provide prompts and scaffolds in pupils' books. Children respond in green pen. • Airplay feedback Teachers airplay pupil's work to peer- assess. What do we like (green highlight)? How could it be improved (pink highlight)? • Marking Teachers use marking codes and RPQs to support pupils to edit and uplevel their work.
Reading	<ul style="list-style-type: none"> - PIRA assessments measure reading attainment at the end of each term. - Reading age scores from PIRA data is used to regroup SFA children for the next term. 	<ul style="list-style-type: none"> - Phonics assessments are completed every half term to measure progress and regroup. - Fluency scores are logged in each readings lessons to check pupils fluency. - Extract scores are recorded each week to check pupil's comprehension of texts. 	
Writing	<ul style="list-style-type: none"> - No More Marking writing tasks are completed once a year. These provide moderated data on children's writing attainment. 	<ul style="list-style-type: none"> - Writing Through tasks are completed at the end of each writing unit. These 	
Humanities	<ul style="list-style-type: none"> - Topic essays are completed by KS2 children to showcase their knowledge and identify areas to review.. - End of topic assessments are completed by KS1 children to identify gaps to reteach. 	<ul style="list-style-type: none"> - Review slides check pupil's recall of previously taught facts - Weekly low-stakes quizzes provide pupils with a chance to check their knowledge and correct errors. - Midpoint assessments check pupils' recall of taught facts halfway through the unit. Errors must be corrected by pupils in green pen. 	
Science	<ul style="list-style-type: none"> - Topic essays are completed by KS2 children to showcase their knowledge and identify areas to review. - End of topic assessments are completed by KS1 children to identify gaps to reteach. 	<ul style="list-style-type: none"> - Review slides check pupil's recall of previously taught facts. - Midpoint assessments check pupils' recall of taught facts. Errors must be corrected by pupils in green pen. 	
RE, PSHE, Art & Spanish	<ul style="list-style-type: none"> - End of topic assessments are completed by all children to check the knowledge they have retained and to identify gaps to reteach. 	<ul style="list-style-type: none"> - Review slides check pupil's recall of previously taught facts. 	


Marking and Feedback

At New Wave Federation we understand the power of feedback and the impact that quality responses during lessons have on children's learning. Pupils' ability to review and respond to their work is a significant part of how we improve their educational outcomes. Marking and feedback are most successful when they are used to provide opportunities for pupils to demonstrate their own, independent voice and to find ways to express their knowledge and understanding across varied content domains.

Staff know that marking and feedback can also provide the learner with new information, alternative strategies and can be used to clarify ideas and provide encouragement. Equally, staff know that feedback can be detrimental when it lacks purpose, is administered to groups of pupils or is timed poorly.


Acknowledge	Work is acknowledged. Pupils know that their answers are right or wrong. Secretarial marking corrects fundamentals such as spellings, letter or number formation or presentation expectations.
Recall	In addition or in place of upskilling, teachers ask questions in their feedback which assess understanding by asking children to use their skills or knowledge to prove their recollection. Pupils are asked to use their new skills.
Upskill	Marking provides modelled or explained feedback which improves the child's understanding and ability to progress. This is addressing misconceptions or challenging them by extending them beyond the objective.
Retrieve	Pupils are asked to retrieve facts or information from previous learning making links and connections. In addition, questions posed ask the children to justify and explain their answers, drawing conclusions.

Acknowledge




✓	Correct answer
△	Correct this sound
Sp	Check the spelling of this word (sound it out)
P	Check your punctuation here
○	Check the capital letters in this sentence
^	Insert a missing sound or word here
→	Remember finger spaces

Recall



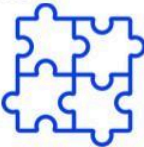
*Using what you have learnt, label the following features on the map...
Match the vocabulary to the correct definition.
Arrange the events in chronological order.
Now that you know this, use the skills to answer this word problem...
How does ... work?
After ... happened, what took place as a result?*

Upskill



*Start a sentence with a verb to show your character's emotions.
MT: Trembling, he fled from the beast. YT: Tyler writes: $\frac{1}{2} + \frac{1}{2} = \frac{3}{2}$ What mistake has he made? What steps should Tyler have taken?
You have said burning is an irreversible change, explain your thinking with an example.
What facts would you select to prove that not all Vikings were warriors?*

Retrieve



*How did today's fraction work build upon your mathematics learning from last week?
How is the arrival of the Vikings similar to the conquest of the Britain by the Romans?
"Without maps there is no geography." Discuss your reaction to this statement with at least three pieces of evidence
How does the repeated use of rhythm in the poems of Michael Morpurgo engage the reader?*



Marking Codes for Pupils

At New Wave we have created marking codes for teachers to use in each phase. These codes, and the way in which to appropriately respond, are explicitly taught to children to ensure children can develop independence in their responses.

Reception Marking Code



All marking should be done **alongside the child** and focus on the individual child's next steps. Positive, specific praise is given orally, and then the following codes are used to support children to improve their work with the adult next to them to check.

✓	Correct answer
○	Correct this sound/capital letter/full stop.
Sp	Check the spelling of this word (sound it out)
^	Insert a missing sound or word here
┆┆	Remember finger spaces

Key Stage One Marking Code



✓	Correct answer
Δ	Correct this sound
Sp	Check the spelling of this word (sound it out)
P	Check your punctuation here
○	Check the capital letters in this sentence
^	Insert a missing sound or word here
┆┆	Remember finger spaces

Key Stage Two Marking Code



✓	Correct answer or well written point
Sp	Check the spelling in this sentence
P	Check your punctuation in this sentence
○	Check the capital letters in this sentence
//	Use a paragraph here
T	Check the tenses in this piece of work
^	You need to add a word here
?	Check your working here
R	Explain your reasoning
----	Change to a more appropriate word

Pupil Outcomes and Presentation

At New Wave Federation we have the highest expectations for pupil outcomes and presentation across all subjects. We want our pupils to be extremely proud of the work they produce, and to feel the sense of achievement and success that comes from producing a piece of work of the highest standard.

We spend considerable time in EYFS, KS1 and lower KS2 practising handwriting as we know that handwriting is a complex skill but one which, like reading and spelling, affects a child's ability to communicate across the curriculum and their potential to express themselves coherently and effectively. For all of our children, we aim for handwriting to become an automatic, effortless process, which frees pupils' working memory to focus on the content of their work.

We also spend time modelling to children how to lay out their work to ensure it meets our high expectations. The layout guidance for children is displayed inside the cover of all exercise books so that it can be easily referred to.

In our schools we regularly celebrate children's high quality outcomes with families, and display children's books in our school environment to promote a sense of pride and achievement amongst all our children.

Annotations:

- All writing starts next to the margin.
- A pencil is always used to write in our mathematics books.
- The date is written in short form and is underlined with a ruler.
- The learning intention sticker is placed in the top left hand area of the page.
- Any writing is written as cursive script.
- Any mistakes are neatly scored out with a single line.
- Numbers are written as one digit per box.

Handwritten Content:

13.01.22

The learning intention sticker is placed in the top left hand area of the page.

1. 75p
I could use 50p + 20p + 5p
or 20p + 20p + 20p + 10p + 5p. ✓

2. 50p
I could use a 50p coin or
20p + 20p + 20p. ✓

3. 85p
I could use 50p + 20p +
10p + 5p or 20p + 20p +
20p + 20p + 5p. ✓

How can I make 62p with
the smallest number of coins?

50p + 10p + 2p = 62p

1 2 3 4

Annotations:

- All writing starts next to the margin.
- One line is left under the LI sticker before writing.
- The date is written in the long format and is underlined with a ruler.
- The learning intention sticker is placed in the top left hand area of the page.
- When a pen license has been awarded for excellent cursive script, one is used to write in this book. A pencil is used until then.
- Any mistakes are neatly scored out with a single line.
- Writing is always in a cursive script.

Handwritten Content:

Thursday 19th May 2022

The learning intention sticker is placed in the top left hand area of the page.

Wednesday 5th April 1965

Dear Diary,

I have never had such a hard day in my whole life! I woke up and noticed today was the day I dreaded. Cautiously, I wrapped the picture of my beloved family and packed it with my other belongings. Then I made my way to the kitchen. The face of my darling angel wife was heartbreaking. My daughter came and sat on the chair waiting for food. But then she noticed my suitcase and stared at it like a mad ball.

Write a sentence describing how you showed your emotions.

A stream of tears descended down my cheeks like a broken necklace of pearls.