St Thomas of Canterbury
Catholic Primary School

Being the best that we can be

Staff Handbook 2024-25

Part 4 Learning and Teaching

Making **S=P+A+C+E** for learning

XAVIER
CATHOLIC
EDUCATION
TRUST

What we are all about…

OUR MISSION STATEMENT

God's love is at the heart of our Catholic School family.
We show this in our respect, kindness and love for others and by treating other people as we wish to be treated ourselves.
We will encourage everyone to be the best that we can be.

OUR SCHOOL AIMS

To guide our children to grow in the love of God and build relationships that will enable them to make a positive contribution to the school and society.

*

To develop an exciting, challenging and creative curriculum that produces confident and successful learners who are the best that they can be.

*

To develop high quality learning that enables every child to flourish, to discover their talents and be lifelong learners.

*

To establish a teaching and learning environment that encourages everyone to enjoy, to achieve, to be inclusive, to be healthy, and to stay safe.

*

To nurture a strong partnership between home and school.

*

To have respect and understanding for our school, our community and our world, helping our children to become responsible citizens and good role models.

OUR SHARED VISION

Every child at St Thomas of Canterbury is special and will achieve their full potential academically, socially, spiritually and emotionally through the provision of a loving community and rich and varied learning opportunities and the highest quality teaching and learning.

Every staff member at St Thomas of Canterbury will feel valued and enabled to provide the opportunities that we want for our children and to do so as part of a loving community which has the highest expectations of and for all.
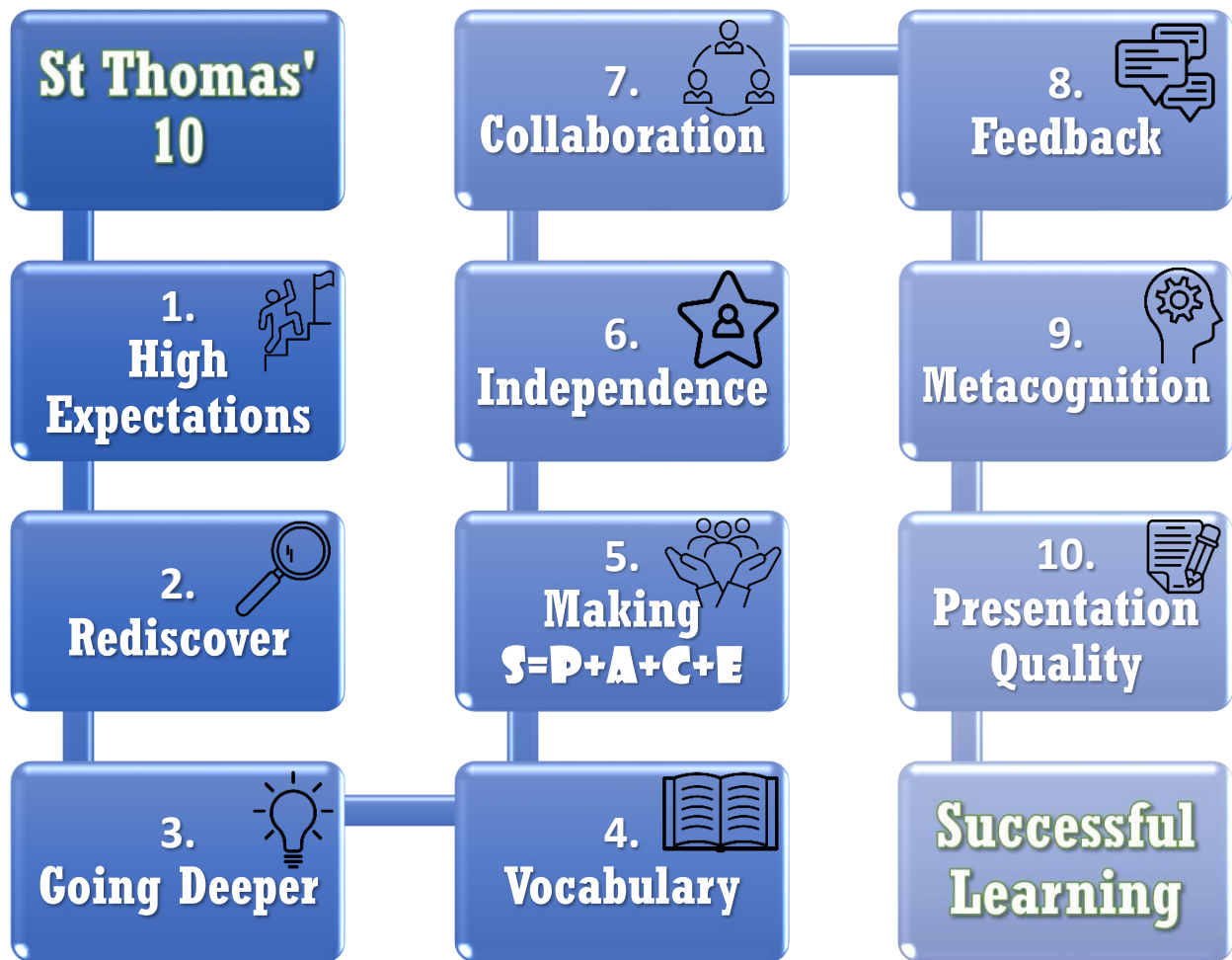
Every Governor at St Thomas of Canterbury will feel valued and enabled to act as a critical friend to the School and to be accountable for the School's strategy. They will play a visible role supporting all children, their parents and staff at School and in the wider community, to provide the best environment possible for learning and spiritual growth.

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The St Thomas' 10 are our non-negotiables.

The St Thomas' Ten is expected in every lesson and classroom without exception. They are centred around the child and ensuring that each and every one of our children has the highest quality of opportunity for learning at St Thomas', in a safe, encouraging, loving but challenging environment.

The children only have one chance at their primary education: we must make sure we make it the best it can be.

A key feature of effective teaching is the process of enabling the children to develop their knowledge and understanding of concepts and the ability to apply their learning across subjects and challenges. (Teaching Walkthrus – Tom Sherrington)

Tell me and I **forget**. Teach me and I **remember**. Involve me and I **learn**.

~ Benjamin Franklin
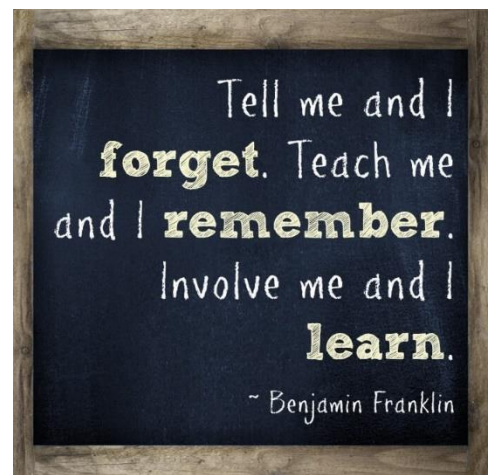
1. High Expectations

'The interesting thing about questions is that they have enormous power. Not only in terms of opening up a curriculum, but in terms of being highly motivating. The answers matter because I have invested in the questions. This is what happens when high expectations for learning mean that we want to get to the meat of the matter and it is going to take some tough work to get there. But the questions asked provide the context for high challenge, low threat.' Mary Myatt

a. We share the highest expectations for our children, in their learning as **St Thomas' Learners**, their behaviour, respect and manners and in their relationships with children and adults which links to our behaviour policy and S=P+A+C+E for respect, listening ladder and what makes a St. Thomas learner
b. We need to set the example and we need to ensure there is consistency in our classroom and across the school, especially in classes where there are job shares
c. Children should be expected to answer in full sentences to promote excellent speaking and writing skills as well as developing their use of vocabulary

Engagement

a. Lessons should include a specific and focused Learning Challenge or Learning Question (not task based) to engage the children and focus their learning, this may be discovered by the children and does not necessarily need to be shared at the beginning of the lesson (see further guidance in section 3 – planning guidance linked to Bloom's Taxonomy)
b. Ensuring that there are effective hooks or 'fascinators' – resources including artefacts, art, film, music, questions, outdoor learning, a mystery, hands on activities that draw the children in, arouse their interest and curiosity
c. Ensuring all learning is in a context – the answer to the "what is the point?" question which will lead to children being engaged by what they are learning
d. As effective teachers, we ask more questions in greater depth, checking for understanding, involving all children and exploring thinking processes and misconceptions as well as correct answers
e. Good learning begins with great questioning not answers
f. Questioning strategies may include:
    i. Cold calling
    ii. The use of lolly sticks
    iii. Think, pair, share
    iv. Probing questioning
    v. Ping pong answers
    vi. Are you sure? How do you know? What do you notice? Can you convince me? Is there another way? Is it always, sometimes or never true?

Challenge

a. We teach to the top challenge in every lesson
b. We know where each child's Challenge Zone is and ensure that that is where they are working
c. We provide the support and scaffolding as necessary to help <u>every</u> child rise to the challenge (Ordinary Available Provision (OAP), Quality First, Adaptive Teaching and beyond)
d. Explicit instruction will lead to clear expectations of every challenge
e. We should strive to value excellence – the use of a growth mindset will motivate children to achieve their best

f. Steps to success support and challenge the children's learning and may be written with the children to further develop their engagement and ownership of their learning, these may also be displayed as 'remember to' or 'choose from'

g. Steps to success will also include elements of 'Rediscover' and 'Going Deeper'

h. The children challenge themselves as **St Thomas' Learners** also reflecting on the **S=P+A+C+E** skills

Progress

a. All children make progress through a lesson/series of lessons. The test is do they know something at the end or can they do something that they didn't know or couldn't do at the beginning. This highlights the need for careful and effective assessment for learning

b. Progress is reported on Arbor termly and discussed at Pupil Progress meetings and reporting requirements are all met

2. **Rediscover**
'A major issue in learning is the inevitable, predictable and natural process of forgetting. Unless we review what we've learned, our memory of that information diminishes.' Tom Sherrington
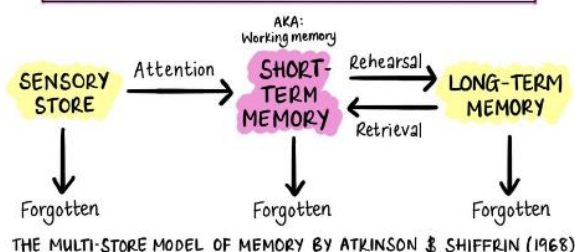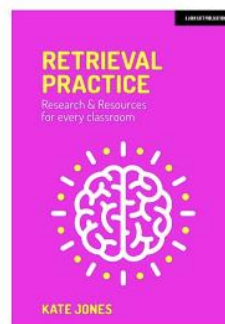
a. All children are given opportunities to 'Rediscover' their prior learning at regular intervals to ensure a good understanding of a concept so that progression can happen; this may be recorded using the Rediscover stamp in books, PowerPoints and resources

b. Use of the Success Criteria and Rediscover Girds will also inform retrieval practice in English, RE, Science, History and Geography using knowledge from a prior lesson, a previous unit of work and from a prior year

c. Rediscover opportunities should be a result of response teaching and purposeful feedback

d. Retrieval practice development should also inform opportunities to rediscover learning

e. Retrieval practice reactivates learning as well as highlighting gaps in learning

f. Rediscover opportunities are a low stakes tool of assessment
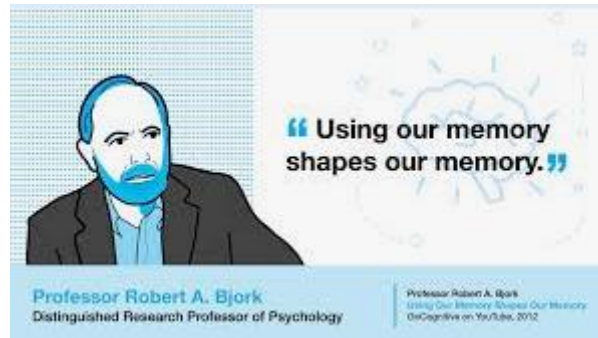
3. Going Deeper

'Challenge gives pupils the opportunity to stretch themselves and encourages them to believe that hard work and perseverance will lead to progress.' Jo Payne and Mel Scott

a. All children are given opportunities to 'Go Deeper' with their learning no matter their ability; all children should be challenged

b. Going deeper opportunities are presented to the children in all subjects to extend their thinking further; this may be recorded using the Going Deeper stamp in books, PowerPoints and resources

   Examples may include:
   i. The use of SOLO Taxonomy – a tool that builds the children's learning and thinking by looking for links and reflecting on their level of understanding and what they need to do to progress, examples include thinking heads, factor pairs, hexagons which can all be found in the shared area
   ii. Questions to extend the children's thinking (including thinking keys)
   iii. Use of vocabulary – think about the explicit teaching of Tier 2 vocabulary
   iv. Challenges/activities/tasks
   v. Input opportunities to extend thinking
   vi. Discussion
   vii. Modelling examples and expectations
   viii. Mini plenaries to challenge and extend
   ix. Mid-unit assessments
   x. Problem solving for all, especially in Maths
   xi. Responding to developmental marking

c. Learning reflections, especially within the foundation subjects, should also offer opportunities to go deeper providing children with structure and scaffolds as appropriate

4. Vocabulary

'A rich vocabulary is what brings subjects to life and increases our understanding and needs to be a deliberate part of the curriculum.' Claire Lotriet

a. The explicit teaching of vocabulary is key to the children's development in each subject
b. Key vocabulary should be shared and taught each lesson for all children
c. Some children may benefit from pre-teaching of vocabulary prior to their learning in class
d. The use of the vocabulary bookmarks will support progression, rediscover and going deeper opportunities
e. We should never assume prior knowledge or vocabulary from our children, especially our EAL and SEND children

VOCABULARY IN ACTION
Classroom strategies for vocabulary and language

Education Endowment Foundation

Robust strategies for teaching vocabulary and modelling language use in the classroom (adapted from Beck & McKeown). Use these techniques as part of teacher modelling, explanation, and pupil practice to support your vocabulary teaching.

Bespoke Definitions

Introduce words through explanations in everyday connected language, rather than dictionary definitions.

Purposeful Variation

Provide several contexts in which the word can be used purposefully or for alternative meanings.

Immediate Interaction

Build opportunities for pupils to interact with word meanings right away e.g. pair two target words, to support interaction with words in novel contexts: 'can splendour ever be unpleasant to look at?

Deep Processing

Develop activities that require students to process the meanings of words in deep and thoughtful ways e.g. getting pupils to think hard about meanings, by identifying and explaining appropriate word usage.

Active Interest

Provide examples, situations and questions that are interesting and create discussion.

Repetition, Repetition, Repetition

Provide many encounters with target words, including through various contexts and retrieval activities.

Adapted from Beck, I. L., McKeown, M. G. and Kucan, L. (2013) Bringing Words to Life: Robust Vocabulary Instruction, New York: Guildford.

Beck, I. et al. (2018) Deepening knowledge through vocabulary learning, Impact Journal: Developing Effective Learners , (Issue 3, Summer 2018).

Visit the EEF site to read our Literacy Guidance Reports
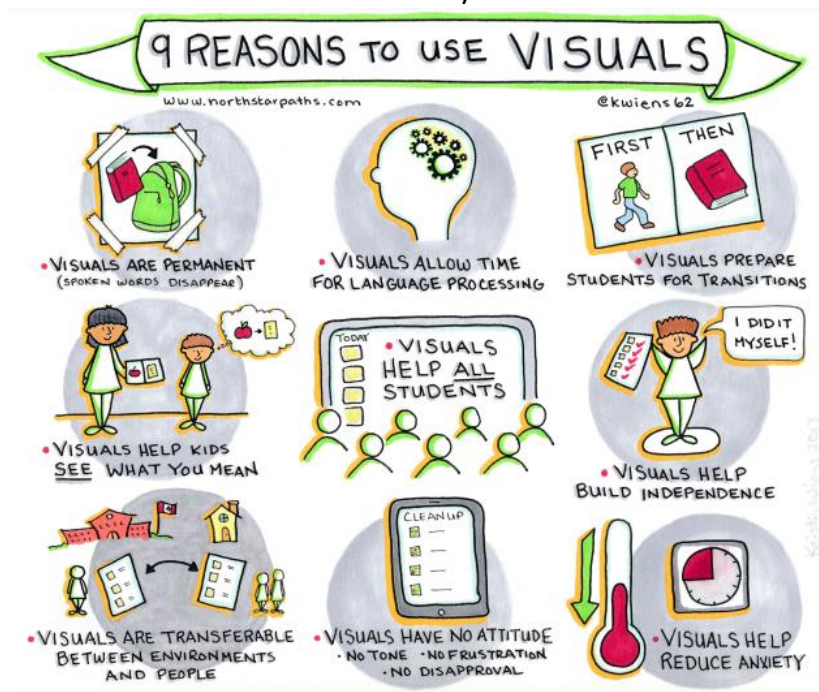
eef.li/guidance

5. Making S=P+A+C+E

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

EVERY PLANT HAS THEIR OWN REQUIREMENTS IN ORDER TO GROW...

AND SO DO PEOPLE.

a. Every child at St. Thomas' is loved, heard, respected, equal, special, able, important, value and independent

b. Every child at St. Thomas' is everyone's child
   i. Every teacher is a teacher of SEND
   ii. Every child is given an opportunity
   iii. Every adult in the classroom is there for every child in the classroom
   iv. Every lesson is planned for every child
   v. Every child has the chance to be independent
   vi. Every child has a voice to be heard
   vii. Every child has access to every learning environment
   viii. Every child has the resources they need
   ix. Every member of staff has the resources and support they need
   x. Every child is included

c. We make S=P+A+C+E for EVERYONE in all lessons to ensure that all children feel they are valued, seen and represented including in the resources prepared

d. Response teaching is effective and identifies the needs of every child

e. Our brains are wired to rapidly make sense of and remember visual input. Visualizations in the form of diagrams, charts, drawings, pictures, and a variety of other ways can help students understand complex information. A well-designed visual image can yield a much more powerful and memorable learning experience than a mere verbal or textual description

9 REASONS TO USE VISUALS

www.northstarpaths.com   @kwiens62

• VISUALS ARE PERMANENT (SPOKEN WORDS DISAPPEAR)

• VISUALS ALLOW TIME FOR LANGUAGE PROCESSING

FIRST THEN
• VISUALS PREPARE STUDENTS FOR TRANSITIONS

• VISUALS HELP KIDS SEE WHAT YOU MEAN

• VISUALS HELP ALL STUDENTS

I DID IT MYSELF!
• VISUALS HELP BUILD INDEPENDENCE

• VISUALS ARE TRANSFERABLE BETWEEN ENVIRONMENTS AND PEOPLE

CLEAN UP
• VISUALS HAVE NO ATTITUDE • NO TONE • NO FRUSTRATION • NO DISAPPROVAL

• VISUALS HELP REDUCE ANXIETY

f. Adaptive Teaching is used to plan for greater support or greater stretch for all pupil groups in every lesson

i. Promotes a wider awareness, understanding and employment of ALL the practices we can employ to ensure ALL children make the progress they deserve

ii. Builds engagement whilst ensuring access to the learning for all

iii. Promotes self-esteem and self-confidence and avoids regular failure

iv. A key aspect is knowing your pupils and their barriers to learning – work with all children across the week; every child is entitled to time with their teacher

v. Provides opportunities for scaffolding: a temporary support that is removed when it is no longer required, providing enough support so that pupils can successfully complete tasks that they could not yet do independently (EEF)

vi. At St Thomas' we have adopted the EEF five a day principle to guide how we plan and deliver all learning opportunities. This will support every child and be highly impactful for our pupils indemnified with additional needs and/or disabilities. By carefully considering how we make this part of our daily practice and by making intentional tweaks we can have a significant impact on children's learning. As cited by Doug Lemov (Teach like a Champion), 'little changes can make a big difference'.

We use the EEF guidance to support the cognitive load for pupils in our lessons, keeping content focused and relevant and giving opportunities to make learning 'sticky' by being purposeful, well planned and with regular opportunities to make links to previous learning.

1 Explicit instruction
Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.

2 Cognitive and metacognitive strategies
Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.

3 Scaffolding
When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.

4 Flexible grouping
Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.

5 Using technology
Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.

6. Independence

'Motivation is the most important factor in determining whether you succeed in the long run – not the desire to achieve, but also the love of learning, the love of challenge and the ability to thrive on obstacles'. Carol Dweck

a. Enabling children to be independent learners and thinkers promotes their resilience
b. We encourage independence in learning by giving appropriate strategies for children to progress without adult help when they can – this may be through the use of scaffolding which may be carefully and thoughtfully withdrawn in stages
c. Children will use **green** pen for every capital letter needed and **red** pen for every full stop or punctuation mark needed
d. Children will use **purple** pen for any editing and improvements
e. We demonstrate our love of learning and encourage that connection in every child
f. We provide quality support for those children that require additional help through quality First and intervention strategies
g. We demonstrate and the children demonstrate the qualities of a **St Thomas' Learner**
h. We strive to promote independence for each and every learner. With this in mind, it is important to have high expectations and plan teaching sequences where pupils can all achieve independence in their learning.
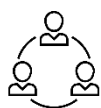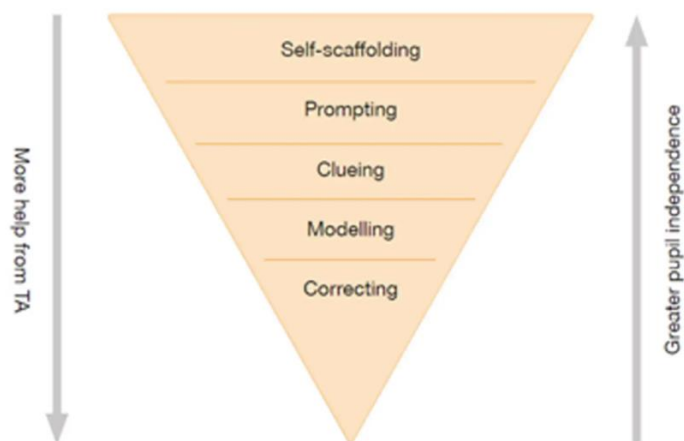
7. Collaboration

'Pupil talk is central to active learning. Establishing talk partners is often the first step teachers take in experimenting with formative assessment, as it is relatively straightforward to embark on and the impact can be seen immediately.' Shirley Clarke

a. We make best use of Learning Partners, providing quality time for talk about ideas, concepts and questions
b. The children follow the Learning Partner Promise as **St Thomas' Learners** – every class has **Learning Partner Promises** written for their year group by The School Council which should be actively used and children should be reminded of this frequently
c. All children are included in the same way – use mixed learning partners and move places each week, fortnight or half term as appropriate for your own class
d. Dialogic teaching utilises the power of classroom talk to challenge and stretch children's thinking as well as aid their cognitive, social and language development
   i. Collective dialogue: Teacher and children participate in constant discussion to promote enquiry through challenge and questioning; allow opportunity for paired and group discussions

ii. Reciprocal dialogue: Children listen carefully to each other and react by sharing and challenging ideas and providing different viewpoints to probe and challenge whilst encouraging answers in full sentences

iii. Supportive dialogue: Making 𝐒=𝐏+𝐀+𝐂+𝐄 for Respect to ensure that all children feel confident to contribute their ideas

iv. Cumulative dialogue: Promotes ongoing discussions to continually build upon the learning and allowing for a deeper exploration of learning

v. Purposeful dialogue: Should be well planned and carefully implemented in order to enthuse and enhance the dialogue between children

e. EEF Collaborative Learning Approaches research shows that this has high impact for very low cost; this impact can be up to 5 months. Research shows that:

i. structured approaches with well-designed tasks lead to the greatest learning gains

ii. working in small groups of 3 – 5 pupils with responsibility for a joint outcome appears to be the most successful structure

iii. children need support and practice to work together; it does not happen automatically

iv. tasks and activities need to be designed carefully so that working together is effective and efficient, otherwise some pupils may struggle to participate or try to work on their own

v. important to ensure that all pupils talk and articulate their thinking in collaborative tasks to ensure they benefit fully

vi. all pupils, particularly pupils with low prior attainment, are supported to fully participate

vii. teachers promote good practice in collaboration – for example modelling high quality discussions so that collaborative activities are productive

viii. teachers carefully monitor collaborative activities and support pupils that are struggling or not contributing

f. [EEF Further Reading](#)

8. Feedback

'The key question is, does feedback help someone understand what they don't know, what they do know, and where they go? That's when and why feedback is so powerful.' The simplest prescription for improving education must be 'dollops' of feedback. John Hattie

Feedback

a. Supports the children's learning in the moment during a lesson either whilst walking around to support children or through conferencing

b. Every child knows what they have done well, what needs to improve and how they can do that and know that they have; feedback should improve the learning not the piece of work

c. High quality feedback focuses on the task, subject and self-regulation strategies: it provides specific information on how to improve

d. It is also important to give feedback when work is correct rather than just using it to identify errors

e. May be shared as a whole class identifying key successes praising excellent, high-quality examples and addressing common misconceptions and next steps

f. May involve the using the Whole Class Feedback sheet (see section 4) to provide more structured feedback

g. Children **must** respond to feedback and be acted upon

h. Principles of quality feedback:
  i. Timely – between delivery and response, children need time to reflect and respond effectively so they don't make the same mistakes again
  ii. Receptive – children embrace feedback, build resilience
  iii. Granular – concrete targets that can be actioned, linked to steps to success
  iv. Self-regulation – clarity of instruction
  v. Fluid – continuous flow of discussion

i. Involving the children in understanding, and even co-constructing, success criteria will motivate and support them further during the feedback process

j. Small step success criteria enables children to understand specific feedback

k. EEF Further Reading

Marking

a. We follow the feedback and marking guidelines so that our marking is purposeful and meaningful and most importantly moves the children's learning on and uses subject specific next steps

b. Marking is specific and explicit and supports the children with their next steps

c. Marking is for our **children**

Assessment for Learning

a. This involves children in their own learning and achievements and should be used to build a positive ethos and atmosphere in the classroom where children know that it is ok to make mistakes from which they can learn and foster a motivation to improve their learning

b. It should be planned for in each lesson so response teaching can happen

c. Recognising the Power of Yet and encouraging children to develop their Growth Mindset so that they know they can achieve

d. Encouraging answers from all in order for effective response teaching to take place – elicit answers from a range of random children (using lolly sticks) to understand what learning has actually taken place

e. The following strategies can be incorporated into your teaching in order to respond and adapt your teaching to move learning forward:
  i. High quality questioning to assess learning of all – using Blooms and thinking keys and strategies such as cold calling, show me boards and say it again better
  ii. Use of learning checkpoints/progress pit-stops/mini-plenaries/reflections throughout the lesson to share and celebrate achievements as well as addressing misconceptions
  iii. Modelling of tasks/skills
  iv. Time for learning partner discussions

> v. Use of the visualiser for modelling precise methods and strategies as well as editing writing
> vi. Ask for instant feedback e.g. is this right? Yes or No answers and more detailed feedback – why is this right or wrong? Can you add one correction?
> vii. Use of mini whiteboards to see all learning taking place instantly
> viii. Sharing examples of past work to evaluate and comment on to produce high quality work
> ix. Use of emojis/thumbs up/down/traffic lights – green: I understand, amber: I'm on my way to understanding and red: I don't understand <u>yet</u>
> x. Children to self-select where to place their work at the end of lesson, e.g. red, yellow or green tray

f. Developing high quality self and peer evaluation of the learning as **𝕾𝖙 𝕿𝖍𝖔𝖒𝖆𝖘' 𝕷𝖊𝖆𝖗𝖓𝖊𝖗𝖘** against clear success criteria or steps to success, which the children may be involved in writing, then these may be ticked off or evaluated against using emojis during/after a lesson

g. Children will need support with their reflections which can be modelled or given guidance including sentence openers or something like this one

9. Metacognition
'Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.' Education Endowment Foundation

a. This is thinking about thinking: a child's ability to critically analyse the way that they think in order to reflect on their learning which will leads to children being able to choose the most appropriate and helpful strategy to complete a task

b. Encourages children to take responsibility for their learning

c. All of our children must be given time to reflect on their learning as **St Thomas' Learners**

d. All written reflections will be in **purple** pen

e. Teachers model how to develop metacognitive thinking making it explicit: What do I know about problems like these? What ways of solving them have I used before? How is this similar to a previous task? What can I do better next time?

f. Children understand how they learn in order to make progress

g. Time is given to activate prior knowledge (rediscover), engage in independent practice before a structured learning reflection such as checking against the steps to success, marking, proof-reading and editing

h. Use of learning partners and teacher modelling should be used to support the building of knowledge and opportunities to reflect using purposeful dialogue

i. Time is given for response to marking

j. Learning Reflections are included in every lesson with a focus on what knowledge or skills the children have learnt rather than what they have done using the steps to success to support or a Going Deeper question. Sentence starters may be given to children in order to scaffold an appropriate reflection

k. The 'Seven-step model' from the EEF Metacognition and Self-regulated Learning Guidance report offers us a useful framework to support teachers in developing their pupils' independence (see below)

l. [Further Reading](#)

This seven-step model is a scaffolding framework to deliberately shift responsibility for learning from the teacher to the pupil.

The orange part of the bar represents the pupil and the turquoise part represents the teacher input.

All seven steps could take place in a single lesson or it may be more appropriate for them to occur over a series of lessons.

The arrow leading from stage 7 to 1 signifies structured reflection informing planning when pupils come to do a similar task in future.

Stage	Pupil/Teacher	Examples
1. Activating prior knowledge		I ask pupils a series of questions about what they have learned previously that is relevant to today's learning
2. Explicit strategy instruction		I talk to pupils about how they will complete the task and take them through each step as well as discussing possible strategies and how to manage their emotions
3. Modelling of learned strategy		I verbalise my thought processes to pupils about the task, my choice of strategy and how I am managing my emotions
4. Memorisation of strategy		I check to see what pupils have understood and that they can remember the key aspects that have been taught
5. Guided practice		Multiple opportunities are provided for pupils to practice and support is gradually removed as pupils take on more responsibility
6. Independent practice		Pupils then complete the task by themselves without support
7. Structured reflection		Pupils consider any changes they think they should make next time, whether the strategies they chose were effective and how their emotions affected their behaviour

Structured reflection informs planning of future tasks.

10. Presentation Quality

a. We have the highest expectations for presentation in everything we and the children do
b. Children's books show pride and the classroom reflects our pride in what we do
c. The St Thomas Presentation Promise is met by all
d. The presentations guidelines for English and Maths are followed. The English expectations should be followed for written work in all other subject areas with the exception of skipping a line.
e. The quality of the children's writing is high across all curriculum areas and not just in English
f. There is time given for quality talk for writing and for the writing itself
g. Our handwriting is an exemplar for the children to follow. All staff should implement the new handwriting scheme to promote and support the children's best handwriting
h. Any sheets should be trimmed and stuck in flat
i. Any doodling on book labels should be acknowledged and labels replaced immediately
j. Feedback may include comments on the children's presentation

Xavier Mission and Education Framework

GREAT LEARNING WITHIN **XAVIER** CATHOLIC EDUCATION TRUST

BELIEVE IN EVERY CHILD

EXCELLENCE FOR ALL

LEARNING ENVIRONMENTS PROMOTE CREATIVITY

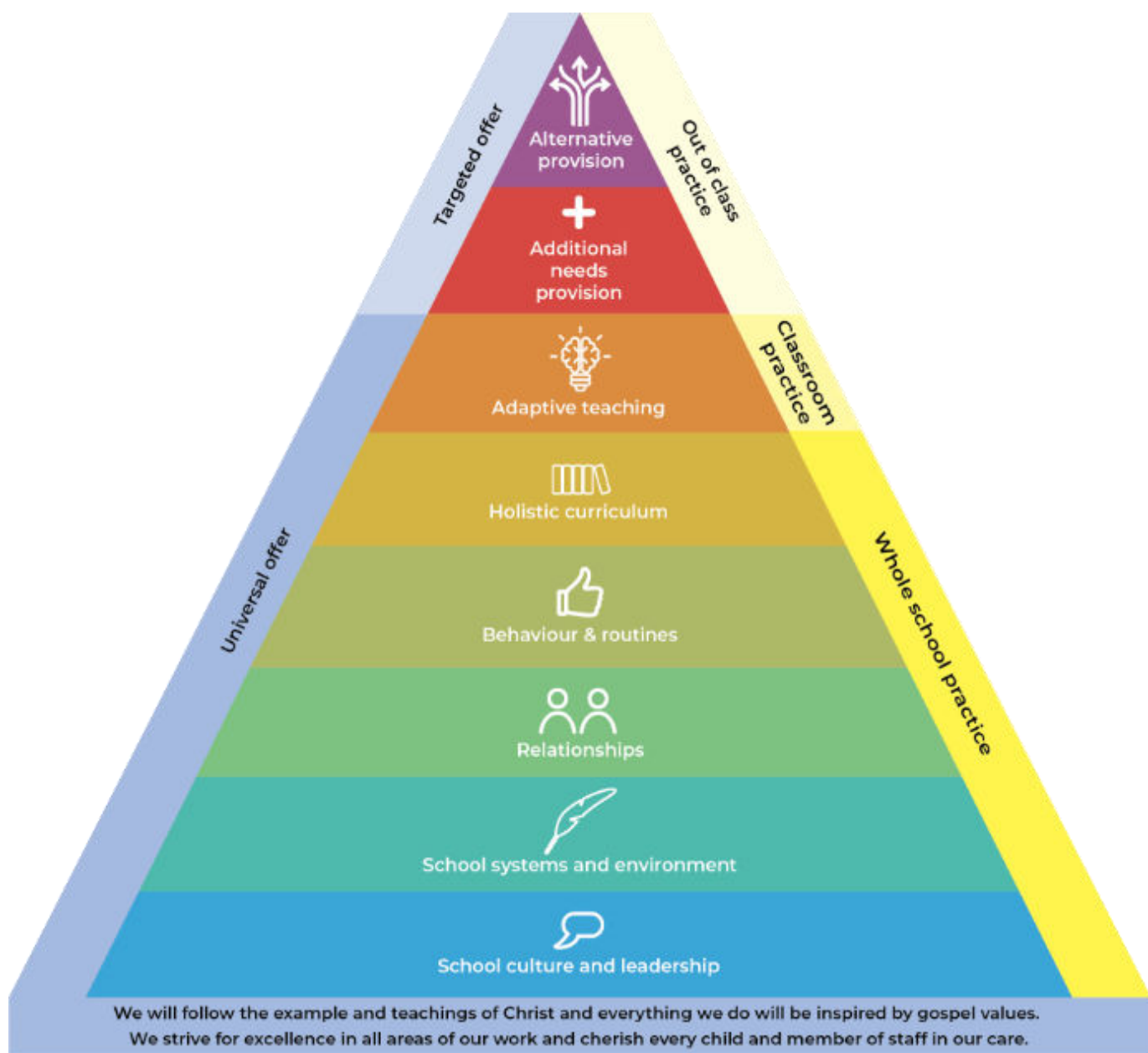**I**NSPIRE EACH CHILD TO IMPROVE

EVERY CHILD AN INDIVIDUAL

FOSTER CURIOSITY, CHAMPION CONFIDENCE

Our mission is to provide an outstanding Catholic education for all the children in our schools.

We will follow the example & teachings of Christ & everything we do will be inspired by gospel values. We will strive for excellence in all areas of our work & cherish every child in our care.

Alternative provision

Additional needs provision

Adaptive teaching

Holistic curriculum

Behaviour & routines

Relationships

School systems and environment

School culture and leadership

Targeted offer

Out of class practice

Classroom practice

Universal offer

Whole school practice

We will follow the example and teachings of Christ and everything we do will be inspired by gospel values. We strive for excellence in all areas of our work and cherish every child and member of staff in our care.

2. St Thomas Learners: Making S=P+A+C+E for Learning

We have a very real focus on how to learn and the attitudes that can help make us all more successful lifelong learners. This is reflected in the concept of the St Thomas Learner who makes S=P+A+C+E for their learning. We believe that **S**uccess in learning comes from a combination of **P**erseverance, a really positive growth mind-set or *can do* **A**ttitude, **C**onfidence and **E**ffort.

The aims of our school are all about learning and by that we mean academic learning and also learning in a social, cultural, emotional and spiritual context. Our focus is on preparing our children for the lives they will lead in the world. We want our children to go on a journey with their learning.

At St. Thomas of Canterbury we define learning as...
- Being engaged and working hard to find out new things
- A change from not knowing to knowing, from not understanding to understanding and doing something you couldn't do before
- Building, improving on and acquiring new knowledge, facts and skills and applying this to a range of contexts
- Using and understanding our mistakes to improve and do something with greater skill
- Recognising the resources and support we need to develop and deepen our understanding of something
- Being able to explain a concept to someone else
- Never losing the ability to wonder, question and be curious; knowing where to search for the answer

Delivering those aims
We look to deliver our aims through:
1. The provision of a safe, engaging but challenging learning environment;
2. The provision of rich learning opportunities through a wide, varied, engaging, inclusive and fun curriculum which encourages deeper learning and a mastery approach;
3. A focus on how we learn and the attitudes for effective learning which can produce successful and confident learners.

At St Thomas' we do this through making S=P+A+C+E for learning across all areas of learning, where we can achieve **S**uccess through a combination of **P**erseverance together with a really positive **A**ttitude, **C**onfidence and, of course, **E**ffort.

We define success as:
- Without boundaries
- Feeling happy, positive and proud of our learning and achievements
- Demonstrating S=P+A+C+E skills and the Golden Threads
- Doing our best to reach our own personal target
- Achieving something to our own individual potential
- Independently identifying and reaching the next step(s) in our learning
- Using opportunities presented to us to achieve our best
- Finding an answer when we are stuck
- Knowing more now than we did before
- Being confident in our own ability

Success happens everywhere!

Learning at St Thomas of Canterbury is rooted in the establishment of a rich learning culture. This is based on enhanced Assessment for learning (AfL) practice.

> **"Autonomy is the ability to**
> **take charge of one's own learning."**
> *Henri Holec*

In a learning school, children understand and notice their learning, experience success and know how to create progress as a Learner. All of our staff and children are encouraged to be St Thomas' Learners and make **S=P+A+C+E** for their learning:

The promotion of these concepts **is a vital part** of the classroom practice of every teacher at St Thomas'. Learning needs to be planned around the concepts and they are celebrated each week in our Celebration worships.

Perseverance

A St Thomas' Learner…
NEVER GIVES UP
TRIES AND TRIES AGAIN
Isn't afraid to get things wrong
Is resilient
Always gets involved and has a go

A positive, can-do Attitude

A St Thomas' Learner…
BELIEVES IN THEMSELVES
Has a GROWTH mindset
Wants to take part
Is always optimistic
Encourages others
LOVES LEARNING

Confidence

A St Thomas' Learner…
Is happy
Knows they CAN
Believes in the power of yet
LEARNS FROM THEIR MISTAKES
Is happy to share
Knows they are valued and loved

Effort

A St Thomas' Learner…
Is always ready to learn
listens
Isn't distracted
Makes good use of time
WORKS IN THEIR CHALLENGE ZONE

St Thomas Learners: Making S=P+A+C+E for Me – Listening Ladders

"If speaking is silver, listening is gold"
Turkish Proverb
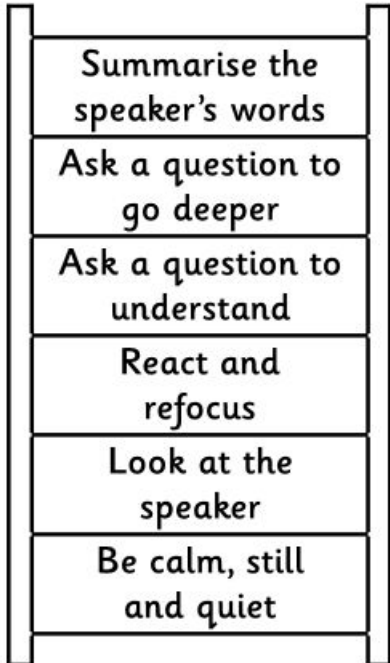
It is important that there are clear routines and expectations across all aspects of school life including a clear and consistent behaviour approach which will endeavour to promote pupils' motivation and positive attitudes to learning. Fostering a positive and respectful school culture is key to this; one way to address this is through the use of our listening ladders.

Listening is the most important part of speaking and it is the most frequently used communication skill: listening is learning.

All staff should implement and embed the consistent language of listening across the whole school and there should be reinforcement across the school in all aspects of school day; class, interventions, worships etc.

EYFS and KS1:   KS2:
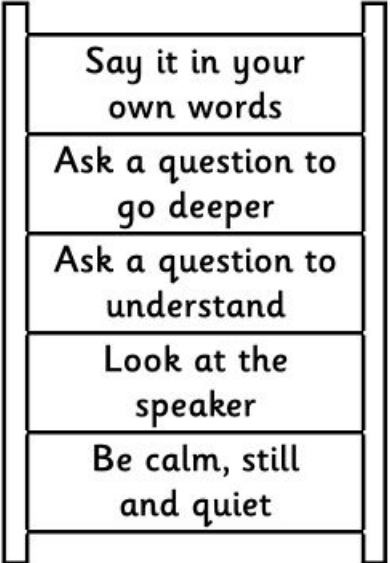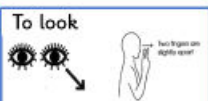
St Thomas Learners: Making S=P+A+C+E for Me – Respect Focus

Purpose:
- To help improve general behaviour for learning across the school by encouraging and rewarding respect
- To ensure a consistent approach by all staff for all children
- To include parents in working towards better behaviour choices
- Ultimately to improve pupil outcomes across the school

In order for our children to be the best they can be we need to remind the children explicitly and patiently what we are looking for when it comes to respect. We must be role models ourselves modelling respect and being respectful to them.

We can promote respect by:
- House points
- Adults to give a golden token when seeing respect and the child records this as a House Point
- Certificate for making S=P+A+C+E for Respect in celebration worship
    - Nominated by ALL staff
    - Nominated by peers

What is disrespectful?
The type of behaviours that show a lack of respect and may warrant a 'chance to change tally' *after reminders and teaching* include*:*
- Calling out in class
- Failing to follow an adult's request
- Aggressive shouting or unruly behaviour
- Name calling/excluding others/unkindness at play
- Any prejudiced behaviours – *may also need to be dealt with using bullying, racist or safeguarding procedures*
- Running in corridors
- Barging through doorways
- Intentional eye rolling/rude facial expressions or rude body language
- Intentional or indifferent damage to property

In all cases we need to take account of behaviours a child can't help – e.g. not being able to make prolonged eye contact, smiling when in high anxiety – if you are not sure speak to one of the Inclusion team <u>first.</u>

Children <u>must</u> be given the chance to change – three chances before needing to attend a workshop
- The aim of this initiative is to teach, encourage and reward respect being shown by the children – not to punish. So, the emphasis needs to be on teaching (and showing/modelling) what respect looks like.
- When there is an instance of a lack of respect then the child needs to be given the chance to change first – the hope is that they will make better choices because of the reminders we give them.
- Use language such as:
    - Remember to look respectful we need to...

- o I know you don't mean to appear disrespectful but the way you… came across in a disrespectful way… let me show you…. let me remind you…
- o We want to help you to be the best you can and demonstrating and showing respect is so important…
- o … I need to remind you to show respect… next time please…
- o This needs to be your first warning… I need to see you… (speaking kindly/ walking sensibly/ not distracting other)… next time
- o I need to give you a final warning which means that tomorrow to help you, you will attend the Respect Workshop… this is to help you
- o We all want to help you to be the best you can be…
- A child should only need to attend a workshop if their choices do not improve and they have had plenty of opportunities to change alongside clear teaching and advice.
- **At the point of a third respect workshop please can teachers have a phone call or conversation with parents - to reflect on what the child is finding difficult and discuss ways to help them.**
- It is important to remember that **each new day is a reset.**

If the child does not respond in a positive way to the chances given…

- A tally is kept on the class record sheet which should be left out for SLT to see during drop ins. If a child reaches 3 tallies <u>in a day</u> their name must be logged on the Google Document (accessed via your Google Drive). The child's parent will be sent an email informing of their child's need to attend a workshop that evening, please ensure the Google Document has been completed by 4pm for this to happen. Please indicate the reason code/s from the choices below:

A	Disrespect to adult in classroom
B	Disrespect to adult at playtime
C	Disrespect to adult at lunchtime
D	Disrespect in the lunch hall
E	Disrespect to peers in classroom
F	Disrespect to peers at playtime
G	Disrespect to peers at lunchtime
H	Disrespect in worship

Children with SEN

A behaviour protocol which is in place for a child with SEN or other needs must take precedence over this system. We will consider the pupils' strengths and difficulties. There will be a few children where staff will have to make a judgement about the speed of moving from reminder to a "chance to change tally". Some children will need processing time and so three warnings in quick succession will not allow for that. Staff should continue to use all the language that models expected behaviours and other pupils will see these pupils getting those models. The Inclusion Team will provide advice about the needs of specific children if staff are unsure.

Review

- The process will continue to be reviewed each half term.
- Its success depends on consistency and fairness.
- Attendance will be closely monitored and if necessary further steps taken to support individual children and/or staff.

3. Planning Guidance

Bloom's Taxonomy

Bloom's Taxonomy is a hierarchical ordering of cognitive skills that can help teachers identify key learning; prompt deeper thinking and help our children know what they need to learn in order to be successful each lesson. It is a way of thinking what exactly it is that we want our children to learn which then feeds into our Learning Challenges and Learning Questions.

Bloom's Taxonomy is a classification of the different objectives and skills by Benjamin Bloom in 1956, an educational psychologist at the University of Chicago.
Bloom's is hierarchical, so each level is built on a foundation of the previous levels. However, it is important that the children are exposed to a range of these skills through their learning.

- Before you can **understand** a concept, you must **remember** it.
- To **apply** a concept, you must first **understand** it.
- In order to **evaluate** a process, you must have **analysed** it.
- To **create** an accurate conclusion, you must have completed a thorough **evaluation**.
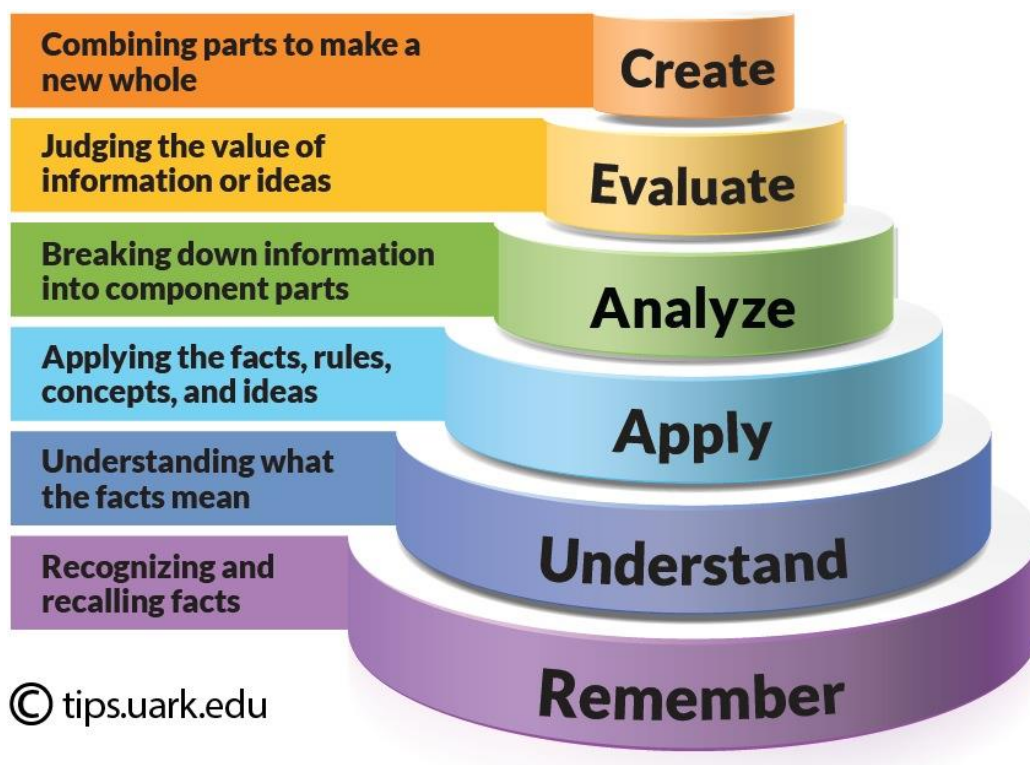
The terminology has been updated (2001) to include the following six levels of learning. These 6 levels can be used to structure the intentions of learning:

1. **Remembering:** Retrieving, recognising, and recalling relevant knowledge from long-term memory. This level is dependent upon learners' ability to memorise and recall key facts and concepts. Retrieval practice activities will support with this.

2. **Understanding:** Constructing meaning from oral, written, and images through interpreting, exemplifying, classifying, summarising, inferring, comparing, and explaining. In the next level, learners should demonstrate a deeper understanding of how facts relate. At this level, learners explain ideas and concepts in detail, such as what facts mean and how they can relate. To test understanding, learners could paraphrase information or compare and contrast ideas.

3. **Applying:** Carrying out or using a procedure for executing, or implementing. Learners should use their new understanding of information and apply their comprehension to varied situations, using problem solving or interpretation.

4. **Analysing:** Breaking material into parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organising, and attributing. At this stage, critical thinking should be developed. Learners should compare ideas. To measure, ask learners to explain how various subjects or ideas relate.

5. **Evaluating:** Making judgments based on criteria and standards through checking and critiquing. During this level, learners begin to form their own opinions and justify their decisions using interpretation. Learners can exhibit completion of this level by critiquing an idea and illustrating their understanding using facts, analysis, understanding, application, and analysis.

6. **Creating:** Putting elements together to form a coherent or functional whole; reorganising elements into a new pattern or structure through generating, planning, or producing. During this level, learners may put various elements together to form a new pattern or structure, or a new idea.

Writing effective learning challenges/questions:

- Concise and succinct
- Meaningful – they help learners know what to expect during the lesson
- Measurable –the learner knows what they have to do to be considered successful

Try to use one measurable verb in each learning challenge/question. Each challenge/question should have one verb. If it has two verbs (say, *define* and *apply*), what happens if a learner can define, but not apply? Are they demonstrating mastery?

Lessons are much more coherent when the learning challenges/questions are very clear; when there is clarity about the purpose of the tasks and they are meaningful and purposeful for the children.

Bloom's Taxonomy: REMEMBER

Verb	Questions	Skills	Activities
Define Describe Find Identify Label List Locate Match Name Recall Recognise Record Relate Retrieve Show State Tell When Where Who	Can you name the person who …? Can you remember …? Can you select? Describe what happened when …? Find the meaning of …? How is …? How many …? What do you know about …? What does this mean …? What happened after …? What is it called? What types of … are there? When did… happen? Where does … come from? Where does it say? Which is true and which is false …? Who is …? Who said that …? Who was it that …? Who were the main …? Why did …?	Knowledge of: ○ dates ○ events ○ facts ○ main events ○ main themes ○ overall concept ○ people ○ places ○ processes	Arrange scrambled story scenes in sequence Create a chart / picture / diagram of the information Identify most important attributes of main characters List the attributes of … Make a factual booklet Make a graph/chart/table Make a list of the main events Make a timeline of events Match character names and profiles Tell a partner about… Write a definition of Write a recount

Bloom's Taxonomy: UNDERSTAND

Verb	Questions	Skills	Activities
Classify Compare Contrast Describe Discuss Estimate Explain Explore Identify Interpret Outline Predict Review Reword Show Summarise	Can you compare …? Can you distinguish between …? Can you explain …? Can you provide a short outline …? Can you summarise …? Can you write in your own words …? Can you write in your own words …? How is … feeling …? What are the key features? What do you think …? What do you think will happen next …? What do you understand by …? What is the difference between …? What motive is there for …? What was the main idea …? Who do you think …? Who was the main character …? Why did …?	Ability to translate knowledge into a new context Ability to understand different perspectives on… Order and group events into a new context Understanding of key points	Cut out or draw pictures to show the main events Explain what you think the main idea of the piece was Find items that you can use to show the shape Make a cartoon strip showing the sequence of events Predict what could happen next in the story Retell the story in your own words Re-write events from a different point of view Rewrite in a different format Storyboard the main events Write a summary Write a summary of the main events Write the main principle of…

Bloom's Taxonomy: APPLY

Verb	Questions	Skills	Activities
Apply Change Classify Construct Demonstrate Experiment Illustrate Implement Make Model Relate Represent Show Solve Use	Can you use your knowledge to make …? Could this have happened in …? Could this have happened in …? Do you know another instance where …? Have you experienced anything like this in your own life …? How could … be improved? How could you develop … further? How could you organise …? How could you tell others about …? How could you use this …? How could you use this who make …? Knowing …, how would you deal with …? What facts would you use to show …? What questions would you ask …? What questions would you ask …? What would happen if …? What would you change if …?	Communicate concepts/ideas in a new context Communicate how knowledge can be used to solve problems Demonstrate how something would work Thinking of real-life applications for learnt knowledge and skills	Construct a model to demonstrate how it will work Draw a diagram Make a poster Make a puzzle using the main ideas Produce a game Produce examples from real life based on the central problem in the story Rewrite the scene according to how you would react Transfer the main character to a different setting Write a booklet Write instructions on how to apply your knowledge

Bloom's Taxonomy: ANALYSE

Verb	Questions	Skills	Activities
Analyse Arrange Classify Compare Connect Contrast Devise Distinguish Examine Explain Identify Infer Investigate Order Organise	Can you differentiate between … and …? Can you distinguish between …? Can you explain what must have happened when …? Can you identify the main idea / character / events …? How are … and … connected? Is there a patter in …? What inferences can you make about …? What is the purpose of …? What is the relationship between …? What is the underlying theme …? What is the underlying theme of …? What might have the other outcomes have been? What other possible outcomes could work here …? What was the problem with? Why did … occur? Why do you think …?	Identify Justify Organise Recognise patterns and relationships Review Spot patterns	Categorise and list Compare and contrast two important characters Create a Venn diagram Design a questionnaire Differentiate fact from opinion in the text Distinguish between events in the story that are credible and fantastical Identify where the shape can be found in a setting Make a mind map Plan an investigation Review … in terms of… Select the parts of the story that were the most exciting, happiest, saddest, believable, fantastic etc Write a biography

Bloom's Taxonomy: EVALUATE

Verb	Questions	Skills	Activities
Argue Assess Choose Conclude Debate Decide Determine Discuss Evaluate Judge Prioritise Rank Recommend Verify	Determine the most important points of the text and rank them in order …? Do you agree with the outcome of …? Do you believe …? How effective is/are …? How effective was …? How would you prioritise …? How would you rate …? Is … a good or a bad thing? Is it better to … or …? Why? Is there a better solution to …? Is this statement true or false? Is this view justified? What conclusion could you make about? What would you have done …? Would you recommend …?	Compare and prioritise Discuss different viewpoints Justify a conclusion Make choices and suggestions Present a conclusion Summarise and present	Assess the value of the story Carry out a debate Compare and contrast this story with another you have read Judge the main character and their actions from a moral or ethical point of view List 5 strengths and 5 weaknesses of the main character or plot Make a diagram to show Put the items/ events/ characters in priority order Write a letter to present your views on Write a review of the text expressing your personal opinion on it

Bloom's Taxonomy: CREATE

Verb	Questions	Skills	Activities
Combine Compose Construct Create Design Develop Devise Imagine Improve Invent Plan Produce Propose Rewrite	Can you add to …? Can you construct a model that …? Can you design a … which …? Can you find a new use for …? Can you invent a method of …? Can you propose a plan to …? Can you propose a solution to …? Could you make any changes to …? How many ways can you …? What would happen if …?	Relate knowledge to new methods Solve problems using new knowledge Use new ideas to build upon and improve new ones	Changing the setting and the characters, retell the story in your own words Compose an internal monologue for the main character during a pivotal moment Create a new character and explain how they would fit into the story Create a new product Imagine you are one of the characters and write a diary entry Invent something using your new knowledge Make a model Make a proposal

BLOOM'S TAXONOMY

REMEMBER			UNDERSTAND		
Define	Match	Show	Classify	Explain	Predict
Describe	Name	State	Compare	Explore	Review
Find	Recall	Tell	Contrast	Identify	Reword
Identify	Recognise	When	Describe	Interpret	Show
Label	Record	Where	Discuss	Outline	Summarise
List	Relate	Who	Estimate		
Locate	Retrieve				

APPLY			ANALYSE		
Apply	Illustrate	Represent	Analyse	Contrast	Identify
Change	Implement	Show	Arrange	Devise	Infer
Classify	Make	Solve	Classify	Distinguish	Investigate
Construct	Model	Use	Compare	Examine	Order
Demonstrate	Relate		Connect	Explain	Organise
Experiment					

EVAULATE			CREATE		
Argue	Decide	Prioritise	Combine	Develop	Plan
Assess	Determine	Rank	Compose	Devise	Produce
Choose	Discuss	Recommend	Construct	Imagine	Propose
Conclude	Evaluate	Verify	Create	Improve	Rewrite
Debate	Judge		Design	Invent	

Planning

There is no expectation for formal written plans, however if you wanted to plan new lessons please consider using this 5 minute plan to support you. A soft copy can be found in The Staff Handbook folder in the Shared Area.

Learning Challenge/Question	S=P+A+C+E for learning/skills	Rediscover Engagement	Key vocabulary

Rediscover Engagement:
Retrieval practice
Your hook for the lesson
Starter to engage
Question to focus on
Stimuli – artefacts, video, manipulatives etc.

Resources

Learning Opportunities

Brief outline of your lesson including activities/tasks for the children to complete

Key Questions

For the children to answer throughout the lesson – link to key vocabulary

Going Deeper

Opportunities to extend children's thinking and learning

Quality First

Opportunities and resources to support children's thinking and learning

Opportunities for metacognition

Opportunities for marking and feedback

Plenary ideas throughout the lesson
Lesson reflection ideas

AfL ideas
Developmental mark lesson
Update throughout the lesson

4. Assessment and Feedback Guidelines

Assessment 2024-25

Assessment of the children is continuous in our school, through our thorough marking and verbal feedback as well as the AfL strategies implemented in every lesson; our day in, day out assessments should support all of our children. Knowing what our children have achieved and haven't achieved yet is key to our planning and to identify gaps in learning, so that order every child can reach their full potential.

NFER tests

In line with other Xavier Trust schools, year groups will administer NFER tests in reading and maths at the end of each term. These tests should take place a couple of weeks before the data deadline in order to maximise teaching time prior to the test, whilst ensuring enough time to administer and mark the papers.
- Year 1 will only administer the summer term NFER tests in Reading and Maths.
- Year 6 will only administer NFER tests in the autumn term (mock SATs and SATs will be used as assessment markers in the spring and summer terms)
- EYFS will not administer NFER tests.

Test results should not be the sole point of reference for a child's assessment; they must be used alongside teacher judgement. Any significant discrepancy between teacher judgement and the test results should be raised with Esther Sharpe or Kate Carter.

Where a child is on the 'cusp' of a higher standard teachers should be aspirational for that child. They should aim for and ensure structure is in place so that the child can breach the 'cusp' and move securely into the higher standard by the end of the academic year.

Writing judgements are supported through internal and external moderations.

Arbor

This Assessment data platform is an essential and vital assessment tool **(a non-negotiable)** in helping teachers, SLT and the Trust to view progress and attainment. Data imputed onto Arbor is used to measure individual levels of progress and attainment, as well as to identify progress and attainment trends across different demographics/ pupil groups, throughout the school. The central team at Xavier Trust have full access to our data via Arbor, and can view this at any time.

Data Entry

It is important to adhere to the deadlines below to ensure that termly data can be scrutinised by the Trust and (in the case of national testing) reported to the LA/DfE in a timely manner. Data entry will also form part of the agenda at Pupil Progress Meetings, discussions will involve Arbor data entered and targets set at the beginning of the year.

Over the course of the year, it is also essential to keep reviewing the lowest 20% document for your class. Please update as required, especially (but not exclusively) following a data drop. The lists of the lowest 20% of pupils can be in Staff Share/Pupil Progress Documents/ Lowest 20% monitoring.

Please ensure you are fully aware of your class data and come to the pupil progress meeting ready to discuss the data held on Arbor and the story around these outcomes. You will also need to be ready to

talk about the lowest 20% of children in all subjects, and the provisions made to ensure they are making progress.

There are three data drops a year and Arbor reports will be used as part of the discussion rather than the need for a separate data sheet. The following pupil groups will be monitored:

- Disadvantaged
- SEN
- SEN monitoring
- EAL
- Summer born
- Higher attainers

MFL data will be entered by Henriette (Years 1 - 4) and Louisa (Years 5 and 6).

Music data will be entered by Esther Sharpe, following consultation with staff who have taught music over the course of the term.

PE data will be entered by Laura Lewis , following consultation with the PE coaches.

- Dates for data submission for EYFS (summer term), PSC, and Year 6 Teacher assessments (summer term) will be released by the DFE in Autumn 2024. We do, however, ask that **all** data is collected and reported by 20.06.24 to give SLT a chance to review, and then report it to LA/DfE via Propective Lite/ Government Gateway.

- MTC data is recorded as part of the online testing process and does not need to be submitted.

Standardised tests 2024/25

YEAR GROUP	ACTIVITY	DATE
EYFS	**Reception baseline assessment**	Schools must complete the reception baseline assessment for each child in the first 6 weeks after they enter reception. The RBA deadline is Tuesday 5th November 2024.
Year 1	**Phonics screening check week**	Week commencing Monday 9th June 2025.
Year 2	**Key Stage 1 assessments**	June 2025 (in line with year group NfER testing)
Year 4	**Multiplication tables check**	Schools must administer the multiplication tables check within the 2-week period from Monday 2nd June 2025.
Year 6	**Key Stage 2 SATs**	The Key Stage 2 tests are timetabled from Monday 12th May to Thursday 15th May 2025.

Dates and Deadlines 2024/25

DATA DEADLINE	WHO	DATA TO BE ENTERED	PUPIL PROGRESS MEETINGS (Weeks commencing)
07.10.2024	EYFS	EYFS Baseline Data	**09.10.2024** • *EYFS only*
13.12.2024	All	***Autumn End of Term*** All Subjects (including RE) EYFS – all areas of learning	**16.12.2024** • *All year groups*
N/A	All	***N/A***	**24.02.2025** *(Y6 later after Y6 Mock SATs)* *Pupil progress meetings for all year groups involved in reporting data to DfE this academic year (Summer Term).* • *EYFS areas of learning* • *Year 1 PSC* • *Year 4 MTC* • *Year 6: review of predictions for end of Key Stage teacher assessments/ standardised assessments*
31.03.2025	All	***Spring End of Term*** All Subjects (including RE) EYFS – all areas of learning	**21.04.2025** • *EYFS, Years 1 - 5 only* • *(Year 6 if needed)*
23.06.2025*	All	***Summer End of Term*** All Subjects (including RE) EYFS – all areas of learning Teacher Assessments (Year 6) PSC results (Year 1) MTC results (Year 4)	**30.06.25** • *EYFS, Years 1-5* • *Discussion of targets for the upcoming year*

- **26.06.25: EYFS, PSC and Year 6 Writing and Science teacher assessments to be submitted to the Local Authority**

- ***This date is internal, however, we need all data to be inputted by this date to ensure time for internal reviews and timely submissions.*

Feedback and Marking Guidelines (Thomas 10 non-negotiable)

- In all subjects, symbol marking as appropriate.
- In every lesson, learning reflections should be tied to the steps to success and offer a going deeper challenge. This is vital because this will inform your own assessment; the learning reflection should enable a child to show what they have learnt that lesson and give them an opportunity to make links and go deeper.

	Extra Guidance
English (Writing)	Conference with each child twice a half term (stamp in books) Mark using the purple slip by ticking the CT column and assessing against the steps to success for each extended piece of writing. Children should number the evidence in their work against the success criteria to further embed their understanding and to provide evidence for the teacher. Teacher can highlight next step in green, for growth, as a developmental mark. Live marking Editing and improving as you go *Published copies once a half term from Year 2 (Spring Term). Children to choose a piece of work that has been conferenced/developmentally marked. One session a half term.*
English (Reading)	Every Thursday: - A next step to inform the majority - Lowest 20% and Greater Depth children to have a targeted next step
Maths	Conference with each child twice a half term/once a unit (stamp in books) Feedback when needed to move the children's learning forward – refer to curriculum guidance for examples
RE	Steps to Success Grid and Learning Reflection marked each lesson with a tick. Children should number the evidence in their work against the success criteria to further embed their understanding and to provide evidence for the teacher.
Science	Steps to Success Grid to be ticked every lesson. Children should number the evidence in their work against the success criteria to further embed their understanding and to provide evidence for the teacher. Learning Reflections to be acknowledged twice a half term
Art	Feedback or marking during the design stage
DT	Feedback or marking during the design stage
Computing	Learning Reflections to be acknowledged once a half term
Geography	Steps to Success Grid to be ticked every lesson. Children should number the evidence in their work against the success criteria to further embed their understanding and to provide evidence for the teacher. Independent challenge (extended writing opportunity) to be developmentally marked linked to the unit of work and knowledge organisers once a term Further feedback opportunities through entry and exit quizzes and Solo Taxonomy
History	Steps to Success Grid to be ticked every lesson. Children should number the evidence in their work against the success criteria to further embed their understanding and to provide evidence for the teacher. Independent challenge (extended writing opportunity) to be developmentally marked linked to the unit of work and knowledge organisers once a term Further feedback opportunities through entry and exit quizzes and Solo Taxonomy
French	Once a unit of work
Learning for Life (PSHE)	Learning Reflections to be acknowledged once a half term

KS1 and Year 3 staff marking to be completed in blue pen
*Year 4 -6 staff marking to be completed in **black** pen*

Non-negotiable Feedback Principles at St. Thomas:

1. You are not expected to use *all* of the marking symbols each time you mark, but you **must** use <u>these</u> symbols exclusively so that there is a consistency of understanding across the school.

2. Symbol marking, *by all staff*, as appropriate to the learning when:
   a. Working with a small group of children
   b. Children have self/peer evaluated or reflected upon a piece of work
   c. Children have demonstrated misconceptions within the lesson
   d. You have a focus group of children e.g. Summer born, SEND etc.
   e. The piece of work requires further feedback

3. When doing a developmental mark, writing (SPaG) **must** be marked as part of our St Thomas Ten but developmental marking should always be **subject** based

4. When marking in books, you **must** set the example by following the agreed handwriting script

5. Children **must** respond to your marking – they will need to be given the time – but all marking and responses need to be followed up. This could be at the beginning of the following lesson or during our soft start at 8:30am

6. Light touch marking **must take place each week** so that the children know their work is valued and any misconceptions are identified and addressed. A more detailed response may be necessary on occasions

7. Feedback in lessons **must** support the children's learning and move them forward. Verbal feedback during and immediately after a lesson is meaningful and purposeful. Conferencing is the tool to enable this to happen.
   a. English: children to have a conference session 1:1 with their class teacher once a fortnight; this needs to happen during the writing process, suggest all extended writing pieces are written over two days to allow conferencing time. Staff will still need to mark the final piece by ticking against the steps to success on the purple slip.
   b. Maths: children to have a conference session in selected groups once a fortnight; focusing on what is needed to achieved their next steps and move on

STARS assessment:

1. **S**t **T**homas **A**ssessment **R**etrieval **S**ystem
2. STARS is the opportunity for teachers to assess the children's learning when they have been working independently on an assessed piece of work
3. This stamper should be used to show that the child is completing a more formal assessment, an independent assessed piece of an end of topic review
4. The children should be aware that this indicates they need to apply their knowledge from their learning of a particular unit

✔	Correct
✔✔	Good phrase/you've answered well!
•	A mistake
∿	This needs to be checked for sense or meaning
C	This has been corrected
↔	Finger space needs to be added
Sp	Spelling needs correcting
CL	Capital Letters need adding
FS	Full stops need adding
P	Punctuation is missing
Gr	Grammar needs checking
//	Paragraph needs to be added
∧	A word is missing or more detail is needed!

A	This work was assisted by an adult
PF	Peer Feedback: this work was discussed with a Learning Partner
VF	Verbal Feedback: this work was discussed with an adult
〃✔	Shows how well you have met the steps to Success: 1, 2 or 3 ticks
*	Add a star on your star chart!
🟩......	Green for growth – this needs to be improved
🟪......	Tickled Pink - this is great!
⚙	Going deeper
Power of Yet…	Power of yet… Ways of introducing
👣 Well done! Your next step is:	Next steps… what you need to do
★ ★ 🪄	2 stars and a wish now to improve…

A **St Thomas' Learner** is always looking to improve and is happy to learn from their mistakes...

You <u>must</u> respond to your teacher's marking and make any suggested edits or improvements – use a purple pen or pencil

AB   My initials show that I have read and understood your comments <u>and</u> I HAVE made any changes you suggested

Remember:

1. If you make a mistake, it's fine (but make sure you learn from it for next time!). Don't try to rub out your mistakes, just put a <u>single</u> line through it and carry on. ~~mistake~~
2. If you underline anything, you MUST use a *ruler*.

Whole Class Feedback Record Sheet

This can be found in Staff Shared Drive – 00 Curriculum To Dos – Feedback folder

Conferencing	Subject:	Date:	
Child	Target		VF

Rediscover opportunities:

Going deeper/next steps:

Basic skills to be reinforced

Misconceptions

Interventions/support needed:

5. Presentation Guidelines

Presentation standards are one of the St Thomas' Ten.

As Classroom practitioners it is up to all of us to set the example for the children. Our handwriting in marking and on boards needs to be in the School's cursive style and we should always underline using a ruler and so on.

The use of the Sassoon Infant font **should be used in all lessons and worships** for all resources.

What follows is the Presentation Promise that should be shared and discussed with the children and the laminated poster must be on display in classrooms. The children must be challenged to ensure that they are always doing their best whatever the subject.

It is absolutely fine to provide printed versions of Learning Challenges/questions etc or Success criteria where to do so will mean that the child can actually achieve the learning in the class rather than spend their entire time copying out a heading.

There are specific expectations for the presentation of English and Maths – see below.

The English expectations should be followed for written work in all other subject areas with the exception of skipping a line.

The St Thomas' Presentation Promise

As **St Thomas' Learners** we aim to be the **best** that we can be and so I promise:

To take real pride in everything I do

To always use my best handwriting

To respect my books and keep them free of doodles and scribbles

To put the date and Learning Title on every piece of work at the top left of my page

To always underline using a ruler

To use a sharp pencil or a good handwriting pen for my writing (always a sharp pencil for my maths)

To use a sharp pencil for every drawing or diagram

To make sure I use every page in my book

To put a single, neat line through my mistakes

To write carefully on the lines in my books

To make sure I glue things into my book as neatly and carefully as I can – straight and the right way up!

KS1 English Book Presentation Expectations

I will write the long date in the left hand top corner and underline it with a ruler.

I will miss a line and write the title in the middle of the page.
I will underline it with a ruler.

I will glue any learning in neatly at the top of the page using the lines to help me.

I will present my learning neatly by using joined handwriting and writing on the lines.

I will cross out any mistakes by putting one line through them (using a ruler).

Thursday 7th July 2024

Our trip to Brighton

To write a recount
I can write facts about the day
I can write these in the correct order
I can write in the past tense
I can use adverbs of time e.g. then, next
I can organise my writing
I can use adjectives to add interest

First we arrived in Brighton and went to the Sea Life center. We got to touch a big ~~beautyfu~~ beautiful orange starfish. Then we went under a tunnel and i saw a big turtle called Lulu and we saw a stingray. The stingray smiled at us when it was on top of us in the tunnel.

On the beach

On the beach there were lots of seagulls above us because they ~~wanted~~ wanted to eat our lunch. Then we ate our lunch, it was yummy. We ate our lunch on a ~~p~~ Brighton beach and it was a pebbly beach.

On the pear

On the end of the pear there was a fun fair. There were fir skers and it made the water splash.

KS2 English Book Presentation Expectations

I will write the long date on the left hand side starting at the margin and underline it using a ruler and pen.

I will write the learning challenge (or question) on the left hand side and underline it using a ruler and pen.

I will present my learning neatly using cursive handwriting and writing on the lines.

I will write on one line and then skip a line.

I will cross out any mistakes by putting one line through them using a ruler.

I will look at where the marking code has been used and make the necessary improvements.

I will carefully read my feedback and respond to my next step in purple pen.

20th May 2024

L.O To use persuasive devices.

Dear Prime Minister,

I am eager to write to you from my cell on Robbin Island with hope for a better future. I implore you in this letter to bring an end an end to the disgraceful Apartheid laws which have ravaged the lives of millions millions of South Africans. These laws (created by an all white government) need to now be abolished.

gr - parenthesis needed

Good improvements made. What other punctuation marks could you have used for parenthesis? I could have used dashes and commas.

KS1 Maths Book Presentation Expectations

I will write all of my maths in pencil and use my best handwriting and number formation.

I will write the short date in the left hand top corner and underline it with a ruler.

I will write the learning objective or title on the same line as the date and underline it using a ruler.

I will write all my digits in the squares.

I will use a ruler to draw a margin on the page, 2 squares wide.

I will mark correct answers with a tick and incorrect answers with a dot.

I will carefully read my feedback and respond to my next step.

I will use a "c" to show a correction has been made.

9.07.2023   Adding in 3's

1. 3	6	9	12	15	18 ✓
2. 4	7	10	13	16	19 ✓
13	16	19	22	25	✓
102	105	108	101 11c	1	
226	229	232	235	2	

Can you now create a sequence of 3-digit numbers for your partner?

6. 387   30 9   393   396 ✓
390c

2 Square margin

I really understood adding in 3's for any number

KS2 Maths Book Presentation Expectations

I will write the short date in the left hand top corner and underline it with a ruler.

I will write the learning objective or title on the line below the date and underline it using a ruler.

I will write all of my maths in pencil and use my best handwriting and number formation.

I will write all my digits in the squares – fractions will be written over two squares and, in a mixed number, the integer will cross two squares to be clear.

I will use a ruler to draw a margin on the page, 2 squares wide and to divide my page if relevant.

I will mark correct answers with a tick and incorrect answers with a dot.

I will leave a line between questions to help keep my work as clear as possible.

I will use a "c" to show a correction has been made.

I will carefully read any feedback and respond to my next step.

19 / 06 / 2023

LO: To recognise when two [...]

Fluency

$\frac{2}{2}, \frac{4}{4}, \frac{8}{8}$ ✓

2. $\frac{2}{3} \frac{4}{6} \frac{8}{12}$ ✓

3. $\frac{3}{4} \frac{6}{8} \frac{12}{16}$ ✓

4. $\frac{1}{2} \frac{4}{8} \frac{8}{16}$ ✓

☺ I am very confident with finding equivalent fractions.

5. $\frac{3}{5} \frac{6}{10} \frac{12}{20}$ ✓

6. $\frac{60}{100} = \frac{6}{10}$ ✓

7. $\frac{1}{2} = \frac{5}{10}$ ✓

8. $\frac{1}{2} = \frac{50}{100}$ ✓

9. $\frac{10}{100} = \frac{1}{10}$ ✓

10. $\frac{9}{10} = \frac{90}{100}$ ✓

11. $\frac{1}{4} = \frac{25}{100}$ ✓

12. $\frac{3}{4} = \frac{75}{100}$ ✓

13. $\frac{4}{10} = \frac{40}{100}$ ✓

1. $\frac{1}{4} = \frac{2}{8}$ ✓

2. $\frac{1}{2} = \frac{2}{4}$ ✓

3. $\frac{4}{8} = \frac{2}{4}$ ✓

4. $\frac{3}{4} = \frac{6}{8}$ ✓

5. $\frac{1}{2} = \frac{4}{8}$ ✓

6. $\frac{1}{3} = \frac{2}{6}$ ✓

7. $\frac{3}{6} = \frac{6}{12}$ ✓

8. $\frac{1}{6} = \frac{2}{12}$ ✓

9. $\frac{2}{3} = \frac{6}{12}$ .8 c

10. $\frac{4}{6} = \frac{2}{3}$ ✓

11. $\frac{5}{6} = \frac{10}{12}$ ✓

6. The St Thomas' Classroom
Guidance for Classroom Learning Environment and Display

Every classroom in our School should be unique, reflecting the personality of the teaching team and class.

Whilst this guidance provides our shared expectations which are non-negotiable for every learning environment in the School, individual teachers and classes must feel free and encouraged to go beyond this to create the learning environment that best meets the needs of the class.

Our shared expectations for a St Thomas' Classroom:

- **Every classroom must provide a safe environment where every child and adult is treated equally with respect and love, feel listened to and encouraged – where our Mission Statement is lived out to the full.**
- **This year, everyone should embed their journey to developing a Communication and Sensory Friendly Classroom. This is an approach that aims to create calm and positive learning spaces for all pupils. A wide range of research studies have looked at human response to colour and the impact on communication, behaviour, emotional behaviour and engagement. Making the environment more accessible, or more 'friendly', for all learners contributes to their overall achievement.**

- **Main principles:**

  o **Clutter free - clear desks and worktops:** *avoid clutter and keep working areas free and decluttered. Think about what your desk looks like too! Think, do you really need it? Is it useful to anyone?* ***This remains our MAIN FOCUS this year.***

  o **Ensure children use 90% of the room:** *the space should belong to the children not the adults. Resources/books should be accessible, usable and clearly labelled. If it's on a high shelf or tucked away and the children don't ever access it, do you really need it in your classroom?*

  o **Have unrestricted views of the outside:** *natural light when working if possible is optimum for the children so remove displays from windows and try to keep the lights off if it's sunny. Keep windows open to create air flow and avoid a hot and stuffy classroom.*

  o **Use of brown backing paper or hessian backing with black border for display boards:** *this consistent approach throughout the school will support all of our children when they are moving classes.* ***Remember the colour comes from the children's work.***

  o **Limit displays to display boards:** *a focus on working walls where the vocabulary is built up in lessons with the children and then displayed, thinking what is purposeful. Current display resources could be used as resources in lessons in the future, e.g. picture prompts for lessons, key questions in a bag to discuss, conjunctions to use in a basic skills lesson etc. Think, when you are delivering your input, what else is in the children's eyeline - what do you want them to focus on.*

  o **Limit what is on the walls:** *Only the relevant S=P+A+C+E poster to be displayed each week, Safeguarding and What to do in an emergency posters on the walls. Nothing hanging from the ceilings.*

  o **Have handwritten displays:** *model best handwriting for the children. Keep it simple. White pens have been provided for you and new ones are kept in the school office.*

- o **Have visuals:** *timetables, now and next. Label cupboards with words and pictures.*

- o **Have plants and greenery:** *Bringing the outside in and maximising a 'green' view. Think about ideas from our forest school training.*

- Remember you only need the following posters up, considering their placement e.g. avoid around the board:
    - o Safeguarding poster
    - o The **GOLDEN THREADS**
    - o Listening Ladder
    - o What makes a St. Thomas Learner and Information on what is **S=P+A+C+E** for learning
    - o Catholic Social Teaching Poster

- Every classroom/year group area should also have the following:
    - o A RE prayer table with a display linked topic related work and key vocabulary and showing children's input and encouraging their interaction
    - o **S=P+A+C+E for ME** Time to Talk box
    - o KS1 - Learning Ladder – starting point being ready to learn and **upward steps only** – a positive learning reinforcement at all times
    - o KS2 - Recognition Board to promote positive behaviour for learning
    - o A **S=P+A+C+E** for **EVERYONE** board to celebrate the children's learning
    - o A visual timetable
    - o The children's birthdays (EYFS and KS1, optional in KS2)
    - o Encouragement to read for pleasure (centred around a book corner/library area)
    - o Maths, English and Science display showing key vocabulary and exemplar work/teaching points following the principles of a working wall

7. Outdoor Learning

As much as possible we should utilise our outdoor learning spaces.

EYFS and Year 1 use their outdoor learning spaces throughout the day.

All year groups have access to the outdoor areas of the School and are encouraged to make as much use of these spaces as possible for learning.

- The field
- The MUGA
- The Trim Trail
- The activity resources in the KS1 playground area
- The Gazebo (seating for whole class)
- The class gardens
- The Prayer garden (seating for whole class)
- The pond area and wild garden with weather station and space to sit on the grass for a whole class
- The quiet games area (seating for whole class)
- The sensory garden
- The stage areas (seating for the whole class) outside Year 6 and the covered stage area (seating for the whole class) by the corner of the MUGA
- The music area by the corner of the MUGA

We are continually looking to develop the grounds for learning, all ideas and suggestions are welcome but the more we use it the better!

8. Curriculum Guidance

We aim to deliver the very best education that will enable each and every one of our children to become successful and life-long learners. Our curriculum is delivered within the context of our Catholic community. We foster a cross-curricular and holistic approach to learning that is exciting, relevant and challenging. 'Curriculum' is defined as all the learning experiences that the children have, both planned and unplanned to promote learning and personal, spiritual and moral development.

Our Curriculum INTENT

At St. Thomas of Canterbury School, everything we do is underpinned by our values.
Our curriculum promotes a love of learning and enables our children to be prepared for their future with confidence and resilience.
Our curriculum offer is broad and balanced for ALL year groups

Our Vision:	Every child at St Thomas of Canterbury is everyone's child and is special and will achieve their full potential academically, socially, spiritually and emotionally through the provision of a loving community and rich and varied learning opportunities and the highest quality teaching and learning.
Our Mission:	God's love is at the heart of our Catholic School Family. We show this in our respect, kindness and love for others and by treating other people as we wish to be treated ourselves. We will encourage everyone in our school family to do the best they can.
Our Aims:	To guide our children to grow in the love of God and build relationships that will enable them to make a positive contribution to the school and society. To develop an exciting, challenging and creative curriculum that produces confident and successful learners who are the best that they can be. To develop high quality learning that enables every child to flourish, to discover their talents and be lifelong learners. To establish a teaching and learning environment that encourages everyone to enjoy, to achieve, to be inclusive, to be healthy, and to stay safe. To nurture a strong partnership between home and school. To have respect and understanding for our school, our community and our world, helping our children to become responsible citizens and good role models.
Our Golden Rule:	We treat others as we would like to be treated. Put into practice through the application of our Golden Threads – Making S=P+A+C+E for Life

Our Golden Threads:	Love	Forgiveness	Honesty	Thankfulness	Wonder	Kindness	Friendship	Hope	Respect	Tolerance

S=P+A+C+E for Learning Focus on our learning habits	S=P+A+C+E for Me Focus on our mental health and well-being	S=P+A+C+E for Everyone Focus on respect, inclusivity and diversity

How we IMPLEMENT our Curriculum

Elements	Values and ethos		Community		Classroom learning	Learning beyond the classroom	Enrichment opportunities	Co-curricular offer		Routines	
St Thomas 10: Our non-negotiables	High Expectations	Rediscover	Going Deeper	Vocabulary		Making S=P+A+C+E	Independence	Collaboration	Feedback	Metacognition	Presentation Quality

Statutory expectations and beyond	EYFS	Communication and Language		Physical Development		Personal, Social and Emotional Development		Literacy		Mathematics	Understanding the World		Expressive Arts and Design	
	KS1 and KS2	RE	English	Maths	Science	Art	Computing	Design Technology	French	Geography	History	Learning for Life	Music	PE

S=P+A+C+E for Learning Focus on our learning habits	S=P+A+C+E for Me Focus on our mental health and well-being	S=P+A+C+E for Everyone Focus on respect, inclusivity and diversity

How we evaluate the IMPACT of our Curriculum

Tools to evaluate and improve	Values and ethos	Research and evidence based CPD programme focussed on being better	Data collection and analysis	External critical friends to challenge and advise	Listening to stakeholders: Pupil Voice, Parents, Staff, Governors, MAT, wider community
Accountability Measures	The child, the whole child and nothing but the child	High attainment and progress for all	Positive behaviour, attitudes and attendance	Positive presence in the local and Parish communities	Children well prepared for the next steps of life

Our school family regularly evaluates the impact of our unique and engaging curriculum and their viewpoint is key to providing the best for our children and their future:

Child EYFS	Our learning is great because I love everything we do!
Child KS1	Learning at St. Thomas' is fun and important. We get to learn things we didn't know before. Learning is great because we learn more and more each day.
Child KS2	The learning at St. Thomas' is extremely interesting and challenging. We always make S=P+A+C+E for our learning and are encouraged to do our best in every subject.
HT	Our approach to learning engages the whole child, our focus on building a love for learning that sustains the child into and through adulthood. We all look to make S=P+A+C+E in all we do.
Staff	The curriculum affords us the opportunity to cross reference different subjects which bring it to life and make the learning more meaningful with greater purpose. Each subject leader is supportive and ready to offer advice if need – teamwork is a strength at St. Thomas'.
Parent	The learning at St. Thomas' is approached in a variety of ways to keep the children engaged. The S=P+A+C+E days are a particular highlight and a great way to consolidate and celebrate learning. The introduction of forest school to the curriculum is a fantastic way for the children to engage with their learning in a different environment.
Governor:	Governors are really proud of the way children and staff have responded to the challenges of the pandemic and engage so enthusiastically with such a wide range of subjects – truly making S=P+A+C+E for the whole curriculum. We totally endorse the unashamedly broad curriculum at St Thomas'.

9. Learning and Teaching CPD and Xavier INSET Notes

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