

Rationale

All learners should experience quality learning, teaching and assessment which motivates and engages them and is appropriately matched to their needs. Staff are skilled at questioning, modelling, and using digital technology within lessons and feedback is timely and relevant.

At St Peter’s, we use the four-part model for learning, teaching, and assessment.



Overview

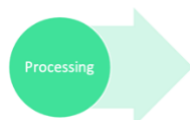
Activating prior knowledge.	Retrieval practice, mini white boards, concept cartoons, spot the mistake tasks
Lesson Hooks	Teacher in role, visuals, drama, videos, songs/actions
Sharing Learning Intention	On board, on table tops, on task board
Co-creating success criteria	Before/during the lesson



Input

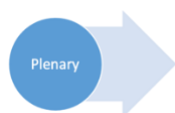
Effective Questioning	Planned questions, hinge questions, challenge misconceptions
Differentiation	PACE grids, live modelling, appropriate resources, teacher table, appropriate challenge,
Modelling	WAGOLLS, pupil and teacher live modelling and narrating, modelling walls
Use of digital technology to enrich the learning experience	SAMR Model – higher order digital skills planned for in learning experiences
Universal Supports	Resources available for all learners, Staff refer to the CIRCLE document
Personalised Supports	Staff refer to the CIRCLE document and strategies are evident.

Clear Explanations	Learners understand the task and how to be successful, use of visuals to support learners
Engaged Pupils	The pace of learning is good, accountability is built into lessons, there is a mix of individual, paired and group tasks



Processing

Modelling	Show me boards, planned hinge questions
Mid-Lesson Stop	What a Good One Looks Like (WAGOLL)
Sharing Learning	Peer feedback, magpie around the room, talk partners, check in for understanding



Plenary

Assessment	Refer back to Success Criteria, exit tickets, MS Forms, peer, self and teacher assessment
Feedback	Written or verbal feedback, learner journals
Identify Next Steps	Learners know their next steps

Learning is captured in Learning Journals to share with home.

Summative Assessments are used to inform planning and support learners’ next steps:

- **Single Word Spelling Test – P3 – P7**
- **AR Star Assessment three times per year – P4 – P7**
- **Sumdog Assessments – P2 – P7**
- **SNSAs P1 – May, P4 January, P7 September**
- **Writing Assessments and Moderation**
- **Literacy Rich end of block assessments P1-P3 (reading and writing – sounds, phonetic words and tricky words)**
- **SEAL end of chapter assessments P1-P3**
- **P1 baseline assessment**