Stockbridge Village Primary School

Learning without Limits
A Vision for Improving our School

Core Practices - Book 1

INTRODUCTION

Learning without Limits is a comprehensive reform and school development approach used at Stockbridge Village Primary school (SVP). The Core Practices describe Learning without Limits (LWL) in practice: what teachers, children, school leaders, families, and other partners do when Learning without Limits is fully implemented in our school. The five core practices work in concert and support one another to promote high achievement through active learning, character growth, and teamwork. They are:
- Curriculum
- Pedagogy (Teaching, Learning and Instruction)
- Assessment
- Culture and Character
- Leadership

The Learning without Limits Values

The SVP Learning without Limits approach was born out of a synthesis of some of the strongest evidenced-based research available internationally. We have drawn together and developed our own ideas from the Learning without Limits Cambridge University research team, the meta-analysis of Professor John Hattie, Visible Learning and the collaboration with Expeditionary Learning schools, USA and the Harvard Graduate School of Education.

Our core practices provide the concrete and practical guidance that teachers and school leaders need to sustain integrity to values, pedagogy and classroom practice.

The Values Behind Our Core Practices as expressed in our Habits of Work and Learning (HOWLs)

Everybody : We believe in the Ethic of Everybody – a sense of belonging are integral to our humans needs

Respect : We appreciate diversity and respect difference

Trust : We Trust that children will want to learn when the conditions are right

Courage : We believe that courage is a prerequisite for all resilience and endeavour

Responsibility : We believe that children are not passive but are active participants in that it is they who do the learning. They should have agency in their own education.

Kind : We believe that above all, we should always be kind whenever we can and show

compassion.

When implemented robustly, the LWL core practices detailed in this book create an environment in our school that promotes deep engagement in learning and support children to achieve at high levels. Children gain skills critical to leading a flourishing life and having the disposition to help others' to do so.

This book is a resource for all teachers and school leaders working in our school to support us to implement the LWL core practices.

Dimensions of Achievement

In our school, we believe that to prepare children to lead a flourishing life, we must embrace a broader and deeper vision of what achievement means. Good statutory assessment outcomes are a strong starting place. Mastery of knowledge and skills, character, and high-quality work are however, all critical for success.

The Learning Without Limits Core Practices

Our core practices address five key dimensions of life in our school.

- Curriculum
- Pedagogy (Teaching and Learning and Instruction)
- Assessment
- Culture and Character
- Leadership

Our approach to curriculum makes standards come alive for children by connecting learning to real-world issues and needs. Academically robust learning projects, case studies, fieldwork, and service learning inspire children to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom.

Our classrooms are alive with discovery, inquiry, critical thinking, problem-solving, and collaboration. Teachers talk less. Children talk and think more. Lessons have explicit purpose, guided by learning intentions for which children take ownership and responsibility. In all subject areas, teachers vary and differentiate instruction without fixed ability grouping, yet maintain high expectations in order to bring out the best in all children and cultivate a culture of high achievement for everybody.

Our leaders, teachers, and children embrace the power of child-engaged assessment

practices to build children's ownership of learning, focus children on reaching national expectations, and drive achievement. This approach to assessment is key to ensuring that in our school, we are always striving to achieve educational equity. Children continually assess and improve the quality of their work through the use of exemplars, WAGOLLS, models, reflection, critique, rubrics, and work with experts. Staff members engage in ongoing data inquiry and analysis, examining everything from patterns in children's work to results from formal assessments, disaggregating data by groups of children to recognize and address differences in attainment.

Our school aims to build a culture of respect, responsibility, courage, and kindness, where children and adults are committed to quality work and citizenship. School structures and traditions such as Council Crew, exhibitions of children's work, and service learning ensure that every child is known and cared for, that children's leadership is nurtured, and that contributions to the school and world are celebrated. Children and staff are supported to do better work and be better people than they thought possible.

Leadership

Our school leaders build a cohesive school vision focused on children's achievement and continuous improvement, and they align all activities in the school to that vision. Leaders use data wisely, boldly shape school structures to best meet children's needs, celebrate joy in learning, and build a school-wide culture of trust and collaboration. Leadership in our schools goes beyond a single person or team - it is a role and expectation for all.

How to Use This Book

This Core Practices book serves several purposes. It provides a comprehensive overview of the LWL approach, a planning guide for our school leadership team and teachers, and a framework for designing professional development. It does not belong on a bookshelf. It belongs in the day-to-day life of our school, marked up with the thoughts, questions, and inspirations that will help guide your practice.

This book addresses five dimensions that shape children's achievement in Stockbridge Village Primary School: curriculum, pedagogy, assessment, culture and character, and leadership. Within each dimension, we have defined five to ten core practices that represent what the LWL approach to education ideally looks like in our school and in a classroom. Each core practice is given a dedicated page in this book. On that core practice page is a series of lettered sections and numbered descriptors.

These core practices are not just abstract ideals: they are descriptions of actual best practices. Although the sections of this book proceed sequentially from curriculum to leadership, every dimension is of equal importance, and they work in concert to create our

school, over time.

A Different Approach to Teaching and Learning

In Stockbridge Village Primary school...

Learning is active.

Children are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions.

Learning is challenging.

Children at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking.

Learning is meaningful.

Children apply their skills and knowledge to real-world issues and problems and make positive change in their communities. They see the relevance of their learning and are motivated by understanding that learning has purpose.

Learning is public.

Through formal structures of presentation, exhibition, critique, and data analysis, children and teachers build a shared vision of pathways to achievement.

Learning is collaborative.

School leaders, teachers, children share expectations for quality work, achievement, and behaviour. Trust, respect, responsibility, and joy in learning permeate the school culture.

CONTENTS

Curriculum - page 14

Core Practice 1 – Curriculum Project Mapping and Content – page 14

    A. National Curriculum Standards Alignment
    B. Skill and Concept Maps
    C. Project Maps

Core Practice 2 - Designing Learning Projects – page 16

    A. Scope and Components of Learning Projects
    D. Backwards design - Flow of Learning Projects
    A. Choosing and Focusing the Compelling Project

Core Practice 3 - Formulating Essential Questions – page 18

    A. The Role of Essential and Guiding Questions
    B. Characteristics of Essential and Guiding Questions

Core Practice 4 - Selecting Case Studies – page 19

A. The Role of Case Studies
B. Planning Case Studies

Core Practice 5 - Designing Projects and Products – page 20

    A. Projects
    B. Products and Performances

Core Practice 6 - Incorporating Fieldwork, Experts, and Service Learning – page 22

    A. Fieldwork
    B. Experts
    C. Service Learning

Core Practice 7 - Producing High-Quality Work – page 24

    A. Perseverance and Rigour
    B. Craftsmanship
    C. Authentic Purpose and Audience
    D. Examining Children's Work

Core Practice 8 - Teaching Global Skills and Knowledge – page 26

    A. Curricula that Supports Global Skills and Knowledge

    B. Building Character through Global Understanding

Pedagogy – page 27

Core Practice 9 - Planning Effective Lessons – page 28

    A. Lesson Design

    B. Lesson Formats

Core Practice 10 - Delivering Effective Lessons – page 31

    A. Creating Purpose

    B. Building Curiosity

    C. Maintaining Focus

    D. Using Protocols

    E. Supporting All Children

    F. Using Models

    G. Representing Thinking

    H. Reflecting

    I. Ongoing Assessment

    J. Structuring Revision and Critique   (editing and improving)

Core Practice 11 – Variation and Instruction – page 35

    A. Structures to Support Differentiated Instruction

    B. Integrating Differentiated Instruction

    C. Creating a Culture for Differentiated Instruction

    D. Supporting Children with Special Educational Needs and Disabilities

    E. Supporting children with English as an Additional Language (EAL)

Core Practice 12 - Teaching Reading across the Curriculum – page 38

    A. Reading Process

    B. Integrating Reading

    C. Creating a Culture of Reading

    D. Assessing Reading

Core Practice 13 - Teaching Writing across the Curriculum – page 41

    A. Writing Process

    B. Integrating Writing

    C. Creating a Culture of Writing

    D. Assessing Writing

Core Practice 14 - Teaching Mathematics – page 44

    a. Conceptual Understanding

    b. Foundational Maths Facts – Fluency

    c. Problem-Solving Skills

    d. Creating a Culture of Mathematical Thinking

    e. Assessing Maths

Core Practice 15 - Teaching Science – Page 48

    A. Science Content

    B. Science Teaching

    C. Creating a Culture of Science Inquiry – Working Scientifically

    D. Assessing Science

Core Practice 16 - Teaching History and Geography – page 51

Core Practice 17 - Teaching the Arts – page 52

Core Practice 18 - Teaching PSHE and SMSC – page 53

Assessment – page 54

Core Practice 19 - Using Child-Engaged Assessment to Create a Culture of Engagement and Achievement - page 57

A.   Growth Mind-set

B.   Children's Ownership of Learning and Assessment

C.   Supporting Purposeful Learning with Learning Intentions / Targets

Core Practice 20 - Using Assessment for Learning Strategies on a Daily Basis – page 69

    A. Communicating Learning Targets and Success Criteria

    B. Focusing on One Skill, Concept, or Strategy at a Time

1. Welcoming Visitors
2. Building Family Relationships
3. Communication with Families
4. Participation in the School
5. Building Community Partnerships

Core Practice 28 - Creating Beautiful Spaces for Learning – page 75

1.   Physical Environment
2.   Documenting Children's Learning

Core Practice 29 - Promoting Adventure – page 77

1. A. The Role of Adventure
2. B. Integrating Adventure
3. C Ensuring Safety

CURRICULUM

Stockbridge Village Primary school's approach to curriculum makes standards come alive for children by connecting learning to real-world issues and needs. Academically robust learning projects based on key knowledge, concepts (big ideas), case studies, fieldwork, and service learning inspire children to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom.

Core Practices in This Section

1. Curriculum Project Mapping and Content

2. Designing Learning Projects

3. Formulating Essential and Guiding Questions

4. Selecting Case Studies

5. Designing Projects and Products

6. Incorporating Fieldwork, Experts, and Service Learning

7. Producing High-Quality Work

8. Teaching Global Skills and Knowledge

Curriculum

Core Practice 1

Project mapping and Content

Our teachers and school leaders work together to ensure that a set of school-wide, national standards based curriculum maps act as the foundation for all planning and instruction. The curriculum project maps incorporate the vast majority of programmes of study from the National Curriculum. Progression in subject knowledge and skills needed over time, as well as key concepts (big ideas) are organised for coherence across the school. The maps describe a vertical sequence of learning projects, and they define the key content and skills that need to be addressed at each Age-related expectation (ARE). The project maps guard against unnecessary repetition of content across age-related expectations and ensure appropriate repetition for retrieval of knowledge, skills and concepts.

A. Standards Alignment

1. Teachers and leaders work together to ensure that learning projects, case studies, lessons, and curricular decisions are based on required age-related expectations.

2. Teachers and leaders prioritise expectations that will receive particular emphasis, creating opportunities for depth and appropriate repetition of key skills and concepts – these are our SVP Learning Checkpoints in English, Maths and Science.

3. Teachers and school leaders review measures of children's achievement as indicators of how well the curriculum is addressing standards, and regularly make adjustments to our school curriculum.

B. Skill and Concept Maps

1. Teachers and school leaders map the progression of skills across the year (horizontally) and from year to year (vertically).

2. The key concepts or big ideas that transect across subjects such as cause and effect, change, similarity / difference, are mapped across the whole school curriculum. The progression of skills and concept maps reflect an understanding that children are always growing in their skills and understanding of concepts. Rather than a map in which skills and concepts are checked off as "done," the maps reflect the notion that children must apply skills and concepts in contexts of increasingly more sophisticated depth as they get older.

C. Project Maps

1. Teachers and school leaders create, regularly analyse, and adjust school-wide project

maps for content to ensure that age-related expectations are addressed, children are engaged and challenged, and repetition is minimized. As much as possible, project maps are aligned with or combined with the progression of skills, so that the connection between knowledge, skills, and concepts is clear.

2. Teachers and school leaders ensure that all children have access to a high-level curriculum with appropriate complexity of text and tasks.

3. Teachers and school leaders ensure that the curriculum includes significant focus on vocabulary, including the technical vocabulary related to subjects, critical thinking, collaboration, and social skills for all children.

4. Teachers and school leaders ensure that the curriculum includes projects related to local and global knowledge, environmental stewardship, equity, and social justice, and that it promotes understanding of other perspectives and cultures.

5. Teachers and school leaders ensure that technology learning is built into the curriculum to equip all children with real- world competencies.

6. British Values and SMSC are taught immersively as part of projects.

7. Content is driven by expectations and sequenced through backwards design in order to maximise opportunities for interdisciplinary connections when appropriate.

Core Practice 2

Designing Learning projects

Project learning makes knowledge and expectations come alive for children. These in-depth studies offer as much real-world connections as possible and aim to inspire children toward higher levels of academic achievement. Learning projects involve children in some original research, critical thinking, and problem solving, and they build character along with academic skills. Projects take multiple, powerful elements of the LWL principles and join them together – these include:

Essential and guiding questions, kick-off / wow experiences, immersion, frequent use of exemplars, fieldwork, experts, service to the community, and a presentation of learning, one of which each year will end with an authentic, real-world outcome that will endure beyond the life of the project featuring high-quality work.

A. Scope and Components of Learning Projects

1. Learning Projects are usually 12 weeks in duration and comprise a significant portion of daily instructional time for children, including teaching English across the curriculum, application of maths skills and science.

2. Teachers plan learning projects that include the following components: learning outcomes, essential and guiding questions, a kick -off experience, exemplars, mini-outcomes, fieldwork, experts, service to the community where possible, and a culminating event.

3. Learning projects are interdisciplinary, but not necessarily with an equal balance of subjects.

4. Learning projects integrate skills of reading, writing, listening, speaking, numeracy, and research, as well as critical thinking, problem solving, and collaboration. Explicit literacy instruction, using appropriately challenging text (non-fiction and fiction), takes place within projects at all ages.

5. Learning projects are constructed and adapted by teaching teams, then adapted by individual teachers, and are also refined and assessed for quality through post-project critique and development.

B. Backwards Design - Flow of Learning Projects

1. Teachers plan backwards, constructing project planning that begin with the end in mind. Whenever possible, children are brought into the process in class planning sessions during which they help choose and commit to mini-outcomes and deadlines. Teachers and children

ensure that the planned components are realistic and that children will have time to complete projects and associated products and performances with quality. The entire project is made visible to the children as a prominent Project Board with 'Loops of Learning' shared from beginning to end.

2. Learning projects begin with a kick-off or immersion experience for children that ignites curiosity and sparks interest in a topic. Kick-off events build background knowledge in the project content, but are focused more on raising questions than answering them.

3. After the kick-off, projects shift toward deepening study and research, allowing them to become experts in the topic. Children often build significant background knowledge before they begin deeper work with experts and fieldwork, maximising the value of those resources.

4. The learning project draws to a close with (at least once a year) an authentic, real world outcome. It is not authentic if the outcome only involves parents and display boards; if it does not make a difference to other people's lives; if it does not endure beyond the project time frame. All projects across an academic year culminate in an event that celebrates learning.

C. Choosing and Focusing the Project

1. Learning projects are centred on key learning checkpoints identified in curriculum maps.

2. Projects are constructed to engage children's curiosity and passion. They provide opportunities to connect historic, scientific, geographic and other disciplinary concepts to specific case studies that make learning concrete and relevant.

3. Projects have rich potential for experiential, hands-on exploration.

4. Projects take a broad content unit (e.g., the Victorians) and focus it with at least one case study that engages children and clarifies concepts (e.g., the development of transport in Victorian times).

5. The project offers opportunities for fieldwork, work with local experts, and the use of primary source material where possible.

6. Community issues and resources might focus the project to the present day and require children to collect data, interview citizens and experts, and create products that meet a real community need.

7. The project will invite children to consider multiple perspectives, debate and develop their eloquence.

8. Learning projects often involve issues related to British Values and SMSC, such as cultural diversity, equity, and social justice or environmental stewardship to engage children in compelling conversations about their ideas of right and wrong.

Core Practice 3

Formulating Essential and Guiding Questions

In our school, essential questions frame the inquiry of the class and guiding questions move the project along a path of deepening knowledge. They are sometimes open-ended, non-judgmental questions that motivate children to explore and discuss topics from multiple perspectives. Grappling with good questions leads children to enduring understanding of broader issues and fundamental concepts within and across subjects. Questions also link all elements of curriculum and help teachers and children see the connections between lessons, projects, and case studies. They help children understand the big picture of their learning.

A. The Role of Essential and Guiding Questions

1. Essential questions focus on the broad concepts of learning projects. They build curiosity, guide children's inquiry, and connect all elements of children's studies. They are often non-Google-able e.g. where does green go in Winter; when does a drop become a flood?

2. Essential questions might be refined further into guiding questions in order to help to connect the specific topics within projects (e.g., what role do insects play in nature?) to core concepts of the disciplines (e.g., ecosystems).

3. Learning projects typically include two to five essential questions, which are posted for recurring discussion.

4. Guiding questions help children recognize their deepening understanding over the course of a learning project as they develop more informed and sophisticated responses to these questions, individually and as a group.

B. Characteristics of Essential and Guiding Questions

1. Essential questions are open-ended and lead to multiple perspectives and "answers." They can be returned to throughout the study and throughout life to discuss and debate (e.g., What is a "healthy" life?).

2. Essential questions often reveal fundamental issues and concepts of a discipline and the essential questions that scholars such as scientists and historians must grapple with in their work (e.g., Whose story is told when history is written?).

3. Guiding questions are child-friendly. They are straightforward, yet thought-provoking and move the project forward.

Core Practice 4

Selecting Case Studies

Case studies animate the major concepts of a subject or broad topic through concrete-often local-studies of subtopics within the subject. The case study helps children focus their research and become experts on a specific topic before they generalize their learning to broader concepts and content. Sometimes, we use the term "case study" exactly as it is applied in the fields of law or medicine - to refer to an investigation of a unique person, place, institution, or event. Other times, we may use the term more loosely, to refer to a narrowed subtopic that allows children to focus their research on a particular example that animates and clarifies the broader topic.

A. The Role of Case Studies

1. Case studies make learning come alive for children by clarifying and animating broad topics and concepts through engaging, specific examples, often locally based.

2. Case studies require children to engage in some original research with primary source materials, just as professional historians, mathematicians, scientists, and writers would.

3. Case studies allow children to deeply explore a topic and become experts, building their commitment and pride in their work, before generalising learning to broader issues and concepts.

4. Case studies help children make connections between their academic learning and the real world and build bridges between the school and local community.

B. Planning Case Studies

1. Whenever possible, case studies are centered on local resources to ground children in concrete examples and to help connect the school to the community.

2. Case studies may focus on a unique person, place, or thing, or narrow a broad topic by focussing deeply on a particular subtopic or perspective.

3. All case studies are rich in English learning - reading, writing, speaking, listening, research- and vocabulary development. Whenever possible, they are also rich in scientific, arithmetic and mathematical concepts.

4. Case studies prioritise the use of primary source text and data to ground research in the real world, promote discovery, and challenge children as readers and mathematicians. These texts and data are used for explicit instruction in english and maths skills.

5. Teachers guide children to generalise from case studies, applying their understanding to the broader content and concepts required by age-related expectations.

Core Practice 5

Designing Projects and Products

In our school, children are engaged in knowledge and skills rich projects that result in high-quality products or performances for audiences beyond the classroom. Projects are a primary structure for in-school learning, teaching core knowledge with skills through classroom lessons, discussions and work sessions, as well as through children's research and fieldwork. Projects are used to teach english and maths skills, critical thinking, collaboration, and problem-solving. The products of children's projects are typically modelled on real-world documents and artefacts, with professional models guiding children's work. Products are often critiqued and at least once a year, contribute to a real-world audience (e.g. a whole-class scientific study of a local pond, resulting in an ecology report or history study of a WW2 veteran resulting in a published biography).

A. Projects

1. Projects are a core structure for learning important knowledge and skills during the school day and term at our school. They are not an enrichment opportunity provided after core subject learning has been completed as an add-on or supplement, just for the afternoons.

2. Projects culminate in high-quality children's work, products and performances.

3. Teachers plan backward from the final product or performance. Lessons, research, fieldwork, experts, and product creation, as well as regular checks for understanding, are scheduled to lead up to the completion of a high-quality culminating piece, planned with the audience in mind.

4. Teachers involve children as much as possible in directing aspects of the project, with clear, posted, organisational structures (e.g., learning loops, timelines, checklists, rubrics and learning checkpoints) that hold children accountable for their individual and group progress.

5. Assessment toward learning outcomes takes place during all aspects of the project, not just at the completion of the final product. The project includes formative and summative assessments such as conferences, retrieval quizzes, debates, protocols, tests, essays, and presentations.

6. English and literacy skills are intentionally woven into every stage of the project (e.g. reading and research to develop background knowledge, writing in a particular genre or format).

B. Products and Performances

1. Products and performances are regularly created for an audience beyond the classroom, giving children an authentic reason to care about quality.

2. Projects typically engage all children in working toward the same product format (e.g. scientific report, history trail, book, 3D models, historical play) to engage the power of the classroom community to focus together on the same key skills and genre and to support quality through common models of excellence and critique.

3. Within the class product format, there is some room for children to make creative choices (e.g. all children may create 3D models, but children make choices in the design of their model). There are also structures for differentiating support for children toward this common product. Through these means, teachers address equity in making sure that all children meet the same high standards.

4. Children's products provide material for the culminating event of the learning expedition, which features high-quality children's work.

5. Products and performances are modelled on real-world formats rather than artificial school 'real' formats (e.g. children write a book review for a local newspaper instead of a book report for the teacher).

6. Teachers and children create together product descriptors, rubrics, and criteria lists, often working from exemplary models, so that children are clear about the concrete features that represent high expectations of them.

1. Technology is used appropriately in various phases of product development (e.g., recording and analysing data, graphic design, presentation). Products are used as a compelling purpose for technology learning.

2. Quality work is supported through explicit skills lessons and critique of models so that children gain expertise in a medium:

Children's work may go through multiple drafts or rehearsals, with kind, specific, targeted feedback given to improve works in progress.

In group projects, the product is designed so that the work of each child can be evaluated individually, ensuring accountability for all children.

For products with multiple components, benchmarks are set for completion of each component to keep children on track. Some components are mandatory for all children, and others are used as options to differentiate instruction for a range of learners.

Core Practice 6

Incorporating Fieldwork, Experts, and Service Learning

In SVP school, children learn from fieldwork, experts, and service in addition to learning from text. They use the natural and social environments of their communities as sites for purposeful fieldwork and service connected to academic work, and they use professional experts and citizens with first-hand knowledge of events and issues to ensure accuracy, integrity, and quality in their work. *We aim to differentiate between traditional school trips, in which children are often spectators, and fieldwork, in which children are active investigators, applying the research tools, techniques of inquiry, and standards of presentation used by professionals in the field.* In addition to having children conduct research outside the school, teachers bring experts from the community into the classroom.

A. Fieldwork

1. Fieldwork has a clear purpose that enriches the work of the learning project or case study (e.g. data collection, interviews, structured observations) and **allows children to be researchers, not spectators.**

2. Procedures and skills for fieldwork are taught **before** the event.

3. Teachers select data collection tools to suit the purpose of the fieldwork. When data are collected, they are analysed and used back in the classroom.

6. Fieldwork is structured so that it is safe and productive. Teachers preview sites to shape the field experience effectively.

7. The school has written policies and well-documented safety procedures for conducting fieldwork, which are followed by teachers and children.

8. Children are prepared to be ambassadors for their school when on fieldwork. They are courteous, articulate, organised, and helpful.

B. Experts

• Teachers regularly engage with experts during field work and as classroom guests.

• Teachers reach out to a range of experts, who may be professionals from a particular discipline or community members with first-hand knowledge of the topic being studied. Experts may work with just teachers or with teachers and children.

- Children greet experts with courtesy, respect, and background knowledge. Experts should be surprised and delighted by the children's depth of knowledge and preparation, or their curiosity and questions.

- Often, teachers and children maintain ongoing relationships with experts. Whenever possible, children take a lead role in communication with experts before (to ensure alignment and focus), during (to keep the collaboration on track), and after (showing appreciation), to build children's responsibility and skills to perform real-world work.

C. Service Learning

a. Service learning is an integral part of academic work – it teaches children that the skills they are learning can be put to use to make a better community and world.

b. Service learning goes beyond just charitable work, where possible, to include projects that address important academic skills (e.g. beyond collecting clothing for the homeless, it may involve creating a guide to free city services that can be distributed at homeless shelters).

c. Service learning is not an afterthought or add-on. It is an extension of the ethic of everybody and of kindness and service that permeates our schools. Children and teachers regularly discuss the ways they can contribute to help make the world a better place.

Core Practice 7

Producing High-Quality Work

In our school, the curriculum compels children to produce high-quality work, and the whole school supports, celebrates, and reflects on children's work in order to create a culture of excellence. Children may take work that is intended for public audiences through multiple drafts and critique. They receive targeted feedback from teachers and peers based on established criteria (rubrics, check lists). Creating real work for real audiences motivates children to meet standards and engage in revision. In the process, they develop perseverance and they realize that they can do more than they thought they could. High-quality work is a reflection and result of the high expectations teachers have for all children. Thus, it is a means to excellence and equity. Children and teachers will review exemplar models to build a vision of quality.

A. Perseverance and Rigour

1. Projects are demanding for all children.

2. Teachers create a classroom climate where children are excited about the opportunity and challenge of work, feel accountable to the group for deadlines, and take pride in doing a better job than they thought they could.

3. In order to produce high-quality final products, children demonstrate perseverance and responsibility for learning as they work through multiple drafts.

4. Teachers support all children in producing high-quality work by providing kind, specific and helpful feedback and support, adapting projects and products when necessary, differentiating instruction, and providing supplementary materials and additional time.

B. Craftsmanship

1. Children demonstrate ownership and pride through attending to detail and making their final draft work accurate, thorough, and aesthetically strong. Not all work goes through drafts-practice work in class and consolidation, practice and experimental work may not be polished - but work shared in public reflects high standards for academic accuracy, depth, and care.

2. As much as possible, children use professional tools and materials and master the conventions of the medium. Children learn to handle professional tools and materials with maturity, care, and expertise.

3. Craftsmanship is supported by experts, brought into school or visited outside of school, who share their wisdom and techniques and the vocabulary of their field.

C. Authentic Purpose and Audience

1. Children's products often meet an authentic need and have an audience and purpose beyond families or the classroom teacher.

2. Some children's products are particularly motivating because in themselves they are acts of service.

D. Examining Children's Work

1. Teachers collect compelling children's work at all stages of proficiency for use with children. Children regularly examine children's work together to determine criteria for high-quality work (WAGOLLS – what a good one looks like)

2. Teachers and school leaders regularly examine children's work samples in year group or cross-phase teams or whole-school professional development to assess children's understanding and skills and to develop strategies for supporting increased children's achievement by reflecting on expectations and progression.

Core Practice 8

Teaching Global Goals and Knowledge

We recognise that we must prepare children for global citizenship in an increasingly complicated and interconnected world, as well as embedding British Values. Such preparation is cross-disciplinary and includes developing knowledge of diverse cultures, languages, political systems or religious beliefs, as well as knowledge of the physical geography, ecosystems, and natural forces of the planet. Fully integrating global goals and knowledge into the curriculum is tied closely to environmental issues and social justice as children are challenged to grapple with the most complex problems facing the world, often using philosophical questions and big ideas such as climate or conflict. They are asked to probe how the peoples of the world are connected and what young people can do to make a difference.

A. Curricula that Supports Global Goals and Knowledge

1. Teachers and school leaders review curriculum maps to ensure that the global goals and content (e.g. knowledge of diverse cultures) are reflected in skill and content maps.

2. Children have multiple opportunities through their work in learning projects and lessons to build global skills and knowledge.

PEDAGOGY

Our aim is to ensure our classrooms are alive with discovery, inquiry, critical thinking, problem-solving, and collaboration. Teachers talk less. Children talk and think more. Lessons have explicit purpose, guided by learning targets for which children take ownership and responsibility. In all subject areas, teachers differentiate instruction and maintain high expectations in order to bring out the best in all children and cultivate a culture of high achievement for everybody through mastery approaches.

Core Practices in This Section

a. Planning Effective Lessons

b. Delivering Effective Lessons

c. Differentiating Instruction

d. Teaching Reading across the Disciplines

e. Teaching Writing across the Disciplines

f. Teaching Mathematics

g. Teaching Science

h. Teaching History and geography

i. Teaching the Arts

j. Teaching PSHE and SMSC

Pedagogy

Core Practice 9

Planning Effective Lessons

Lessons are the building blocks of all curricular structures. Whether planning a single lesson or a series of lessons, teachers at our school aim to attend to flow. They carefully craft a beginning, middle, and end, regardless of lesson type. By attending to each lesson with care, teachers ensure engagement and achievement for every child.

Effective lesson planning begins with naming clear learning intentions, which articulate specific learning goals in child-friendly language. Teachers make decisions about which practices and protocols to use during lessons, based on close knowledge of individual children, in order to support all children to make progress. They employ strategies to ignite children's curiosity and track children's understanding, and they maximize opportunities for seeking feedback of their impact as teachers using protocols to check for understanding. Thoughtful lesson design leads our children to want to learn, to work collaboratively, and to be aware of their learning process.

A. Lesson Design

1. Teachers always use learning intentions and knowledge of their children to plan lessons.

2. Teachers vary the lesson formats they use. They make decisions about formats based on the learning intentions.

3. Teachers craft lessons that begin by building children's engagement, offer retrieval opportunities and set a clear purpose. Teachers address the following questions when planning:

d. How will this lesson or series of lessons help children make progress toward the learning outcome(s)?

e. What will cause children to be curious and want to learn?

f. How will I provide children with a vision of the learning intention(s) in a way that gives them ownership of their learning and understand expected standards?

4. Teachers scaffold instruction in lessons to ensure children's success. They address the following questions when planning:

a. What sequenced steps will the children and I take to ensure that all children meet the learning intention(s)?

b. How will children know what quality looks like, and how will I support them in producing quality work?

c. How will children work or practice together during learning?

5. Teachers conclude lessons by helping children synthesise their current understanding of the knowledge and skills focused on in the lesson and reflect on their progress toward the longer term learning outcome using plenary. Teachers use information gleaned from the children' synthesis and feedback to plan subsequent lessons. Teachers address the following questions when planning:

a. How will my children demonstrate and/or synthesise / feedback their understanding to me or each other? Which Protocols can I utilise?

b. How will I use this information to plan my next instructional steps?

6. Teachers embed **challenge and choice** strategies within lessons to ensure that all children are effectively supported and appropriately challenged.

7. Teachers structure lessons so that they talk less and children talk and think more.

B. Lesson Formats

1. Whole class, instructional workshops (release and catch): Teachers use the whole class instructional workshop format to introduce and explicitly teach concepts, skills, and for retrieval related to past and new learning intentions. The practice of release and catch / catch and release is used as a way to keep the group together and respond to teacher input.

Teachers often develop workshops in response to what they notice in children's work. Workshops include the following components:

a. **Introduction:** the introduction taps into children's curiosity, sets a positive tone, builds the need to know, and links to previous learning using retrieval practice. The learning intention is shared during the introduction.

b. **Mini-lesson**: the mini-lesson shows children how to meet the learning intention through direct instruction. The teacher prepares children for success during practice/ application by providing an explicit model of proficiency. The mini-lesson may include modelling, think-aloud, demonstration, shared reading / writing or mini-lecture.

c. **Guided practice**: guided practice allows the teacher to assess children's readiness for working independently by providing an opportunity for all children to try what was modelled with ample support. The teacher renames steps and addresses misconceptions.

a. **Practice/application**: during practice/application, children practice what was modelled independently of the teacher. Teachers facilitate children's thinking and understanding by asking probing questions and assess children' proficiency in relation to the learning intention.

b. **Sharing:** children share work and ideas that show progress toward the learning intention. They use Kind, Specific and Helpful feedback protocols.

c. **Debrief**: children create meaning by synthesising as a group during the debrief. Children think about the learning process and name how the lesson furthered their learning. Children and teachers assess progress toward the longer term learning outcome and identify next steps.

2. **Discovery-Based Lessons**: teachers start a discovery-based lesson, such as 5E's (defined below), with a provocative question, experience or problem. They invite children to make sense of it, then build skills, vocabulary, and conceptual understanding on a "need to know" basis. Learning intentions are shared, or co-constructed with children, after exploration, discovery, and discussion. The description of a 5E's lesson follows:

a. **Engage**: teachers engage children (e.g., with a demonstration, brainstorm, problem) to raise questions and elicit responses that uncover what children know or think about the lesson topic.

b. **Explore**: children then explore the lesson topic together, without direct instruction from the teacher. The teacher asks probing questions of children and listens as they make meaning.

c. **Explain**: teachers ask children to explain their thinking based on their explorations and provide children with clarifications, definitions, and direct instruction.

d. **Extend**: children extend their knowledge of the lesson topic by applying concepts and skills to new problems and tasks.

e. **Evaluate**: the teacher assesses children' knowledge or skills and asks them to assess their own learning using a range of protocols as well as in our teachers' Formative Evaluation books .

3. Protocol-Based Lessons

a. Teachers use multi-step protocols as part of a lesson or as the entire lesson. Protocols are formats for discussion that bring clear structures and guidelines to classroom discourse and checks for understanding. There are many examples, such as 'quick-checks', critique sessions, Socratic seminars, and building background knowledge protocols.

Core Practice 10

Delivering Effective Lessons

Effective lessons engage children in productive work throughout the class period. Lessons create purpose and build curiosity for children. Teachers have time to confer with children, classroom management is smooth and teachers are aware of each child's level of understanding and participation. Effective instructional practices promote equity and high expectations. They make content engaging, ensure that all children think about and grapple with challenging content, and allow the teacher to know all children and their thinking well. Effective lessons foster character by inspiring each child to develop craftsmanship, perseverance, collaborative skills, and responsibility for learning. They promote critical thinking by asking that children make connections, explain their thinking (use 'because') perceive patterns and supply evidence for inference and conclusions, and generalise to the big ideas (concepts) of the subject studied.

A. Creating Purpose

1. Teachers strategically share learning intentions with children at the best time (e.g. at the beginning of a lesson, or after a "hook," mystery experience, or discovery period).

2. Teachers connect new ideas and content with the prior knowledge of children.

3. Questions, graphics, video, artefacts, and hands-on experiences engage and draw children into the learning.

4. Teachers may introduce a complex or provocative question / problem for children to consider.

5. Teachers describe next steps in the learning to orient children in the project or series of lessons and to provide the big picture for their learning using the project walls.

B. Building Curiosity

1. Teachers pose questions that elicit multiple responses and perspectives from children.

2. Teachers collect, record, and post children's questions about the new learning.

3. Teachers use "mystery" artefacts, compelling images, or text related to the subject to spark children's interest.

C. Maintaining Focus

1. Teachers and children develop and practice routines that maximize children's agency and

responsibility for effective lessons.

2. Teachers use classroom norms and quality criteria to promote collaboration and responsibility for creating a productive learning environment.

3. Teachers create structures to ensure group participation and individual accountability (e.g. equity sticks, cold call, no opt-out, exit tickets, note catchers). Every child has a clear role and/or a responsibility for producing something that shows his or her thinking.

4. Children engage in instructional tasks as soon as they enter the classroom or at the beginning of a new lesson (e.g. "do now" posted on the board). Children always know what to do when they enter the room for a lesson.

5. Teachers use specific techniques or signals for quickly getting and maintaining children's attention (e.g. call and response, raised hands, 5-1 countdown, rhythmic clapping).

6. Teachers develop and teach routines in the classroom for managing materials, furniture, and space. Children become adept at organizing the classroom for varied types of lessons and purposes.

7. Teachers and children develop routines for dealing with lesson interruptions such as visitors, announcements, and transitions. Children are able to refocus quickly.

8. Teachers and children maximize use of teaching time by streamlining tasks that are non-instructional (e.g. distributing materials).

D. Using Protocols

1. Teachers use Pedagogy Protocols to seek feedback about their impact, provide equity of voice and to ensure that all children think critically and participate fully. Protocols are formats for assessing understanding in the moment and for discussion that bring clear structures and guidelines to classroom discourse. There are many examples in our Protocols Handbook.

2. Teachers use protocols to specifically to assess and build the background knowledge of all children.

3. Teachers use discussion protocols to facilitate classroom and Crew meetings and to model and encourage behaviour that allows for productive individual and group work.

E. Supporting All Children

1. Teachers pre-assess and/or ask children to self-assess against learning intentions and challenges in order to determine fluid, flexible groups and to provide all children with

respectful tasks that will move them toward proficiency.

3. Teachers scaffold instruction to support a variety of learners:

a. Teachers provide extra support to some children during lessons (e.g. mini-lesson to recap or guided practice, different/additional materials).

b. Teachers provide more complex, challenging tasks to children who are proficient using the choice and challenge technique.

F. Using Models

1. Teachers use practices such as demonstrations, think-alouds, and fishbowls to show what meeting the learning intention looks like.

2. Samples of products from the world of work provide professional models for children to examine as appropriate, especially at Key Stage 2.

3. Teachers use a range of examples of children's work, most importantly highest-quality work (exemplars), to generate criteria lists with children and to construct product descriptors and rubrics.

4. Teachers collect children's examples of varying quality to use as models for future lessons.
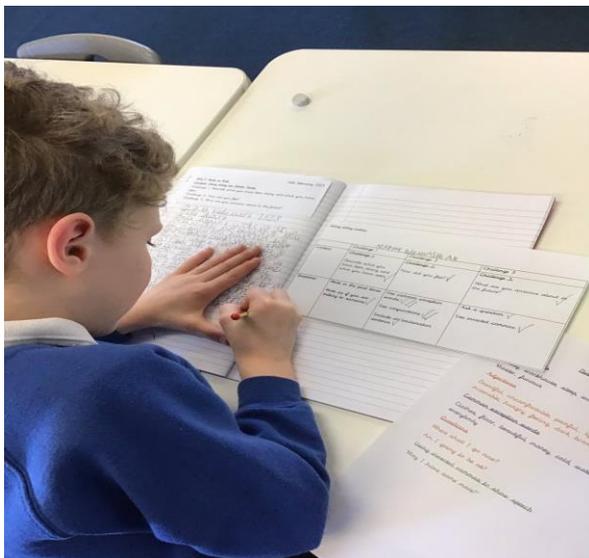
G. Representing Thinking

1. Children and teachers represent their thinking using formats such as graphic organizers, concept maps, data charts, and quick-writes.

2. Teachers use flipcharts and other forms of documentation to publicly synthesise children's understanding and to provide the class with a resource for their learning and a retrieval / revisiting tool.

H. Reflecting

1. Teachers intermittently ask children to reflect on how their thinking has changed over time, especially using the project board .

2. Teachers and children debrief lessons and experiences to synthesise learning.

3. Reflection and debrief help children and teachers set goals for future learning.

I. Ongoing Assessment

1. Teachers regularly check the understanding of each child during and at the end of lessons with quick and non-judgmental methods. Teachers may use short written responses (e.g. exit tickets) or nonverbal responses (e.g. fist to five, hand signals).

2. Teachers confer with children individually and in small groups to monitor each child's level of understanding and identify any class-wide patterns.

3. Teachers keep brief observational and annotated planning during teaching sessions and when conferring with children and transfer these to their Formative Evaluation books for feedback to the class.

J. Structuring Revision and Critique

1. Children produce some key work, especially for public purposes that they assess against models, criteria lists, or rubrics.

2. Teachers may also develop specific questions to guide focused revision for their redrafts.

3. Teachers use whole-class critique sessions of exemplary models as lessons to build vocabulary and concepts specific to that discipline or genre.

4. Revision protocols give child a forum for giving and receiving specific feedback from one another on particular aspects of their work. Teachers explicitly build children's skills to critique one another's work in a kind, specific, helpful manner. For peer critique protocols, teachers ensure that the focus of critique is narrow and clear, and children are equipped to offer useful insights, usually scaffolded by child-friendly rubrics.

5. Critique protocols help teachers and children examine strong and weak models of work in order to name what quality looks like and identify strategies for improving quality.

Core Practice 11

Variation and Differentiating Instruction

In Stockbridge Village Primary school, differentiation is a philosophical belief and an instructional approach that does not set limiting beliefs or lower expectations. Teachers utilise flexible groupings and design respectful tasks that allow for different approaches to the same learning goals and access to the National Curriculum. Each classroom builds a culture that honours diverse needs and holds all children accountable to the same long-term learning outcomes, putting equity at the centre of the school's commitment and vision. At a school-wide level, differentiation for children with SEND is supported by appropriate grouping structures that are informed by a team of school professionals. To us, it makes no sense to diminish differences or close a gap by always expecting one group of children to always go slower, or not have access to the same content. We expect our children to all be working in the 'same patch of grass and not in different fields'.

A. Structures to Support Differentiated Instruction

1. Ability grouping does not happen and is replaced with flexible heterogeneous grouping informed by ongoing assessment.

2. The school offers supplemental services (e.g., some 1to1 teaching, interventions, home learning) that provide additional support and intervention to children whose needs are not met in the regular classroom practices. These school-wide structures are developed based on the recommendations of a multidisciplinary team (e.g., SENCo, English / Maths specialists, Learning Mentors, classroom teachers) whose recommendations are informed by children's progress and assessment data at Pupil Progress Meetings.

3. Children with disabilities and English language learners are taught in regular education classrooms to the greatest extent possible.

B. Integrating Differentiated Instruction

1. Children work toward the same long-term learning targets, and teachers provide different pathways for meeting outcomes based on children's needs.

2. Teachers determine children's needs through use of assessment strategies (e.g., pre-assessments, self-assessments, providing multiple opportunities for success).

3. Teachers use practices that ensure all children are thinking and participating (e.g., providing texts for different reading levels, designing tasks based on different learning needs).

4. Teaching materials are selected so that all children read high-quality literature and a good

range of non-fiction text, assume multiple perspectives, and develop compassion and empathy.

5. Teachers ensure that all children have opportunities to work successfully with age related text and tasks. Differentiated texts are also used to support readers of different levels as part of Guided Reading.

6. Teachers ensure that all children acquire the background knowledge needed to succeed.

7. Teachers understand how cultural differences influence curriculum and instruction and build on children's interests and backgrounds.

C. Creating a Culture for Differentiated Instruction

1. Children know and learn with a diverse group of peers.

2. Teachers learn about the home, cultural, and community backgrounds of their children.

3. Teachers examine their own classroom equity practices using protocols such as being mindful of patterns of participation in classroom discussions and with their own teacher/child interactions.

4. School communications accommodate linguistic and cultural differences.

5. Teachers and school leaders offer all children access to cultural and social institutions (e.g., libraries, museums, universities).

6. Exhibitions and performances present the work of all children.

D. Supporting Children with Special Educational Needs and Disabilities

1. School leaders and teachers use research to determine best practices for children with SEND.

2. School leaders and the school SENCo make professional development related to meeting the needs of children with disabilities available to all staff.

3. School leaders thoroughly examine staffing, scheduling, and structures in order to choose models that best meet the needs of all children.

1. Learning Coaches and teams that work with children with disabilities are provided with planning time to support the children.

2. Modifications are developed based on specific children's needs, with the intention of achieving the most robust outcome possible for the children.

4. Decisions about intervention programmes for children with SEND are based on high-quality assessments.

5. We aim to develop and train effective teams in order to ensure that children needing supplemental support are identified and that interventions are appropriate.

6. To the greatest extent possible, children with SEND complete the same curriculum and meet the same learning targets as their classmates and are taught in the classroom with their peers. We work to avoid 'separation effect' and over-dependence on a single adult.

a. Our teachers, SENCo and learning coaches create tailored learning targets for children with disabilities that meet EHC Plans.

7. Teachers provide supplemental materials so that children with SEND can access content (e.g., visual cues, graphic organizers, appropriately levelled text).

1. Teachers help children learn self-sufficiency and advocacy skills.

2. Teachers help children understand their learning challenges so that they gain lifelong strategies for further growth and development.

9. All teachers support all children's understanding of the diversity of learners that exists in their school, just as they support understanding of other forms of diversity.

E. Supporting English Additional Language Learners (EAL)

1. School leaders use best practices for English language learners.

2. English language learners complete the same curriculum and meet the same learning targets as their classmates.

3. Teachers provide supplemental materials so that English language learners can access content (e.g., visual cues, materials written in the children's's home language, culturally relevant materials).

Core Practice 12

Teaching Reading across the subjects

Reading is a complex process about making meaning. The reading process includes knowledge, phonemic awareness, fluency, vocabulary development, and comprehension. In our school, comprehension strategies and critical thinking skills are taught from the EYFS to Year 6 to help children make sense of content and the world around them. Children learn to read while reading to learn. Children work with a balance of informational and literary text, and learn to read carefully to extract evidence from text. Complex text sources, whether primary or secondary source material, are used with all children as an enriching challenge. Like a steep mountain, complex text presents an opportunity for children to go beyond their perceived limits and accomplish more than they thought possible. Children - collectively and individually - tackle complex texts with care and patience as their reading skills are strengthened.

Reading is taught across all content areas because each subject area requires children to learn from different kinds of text (e.g., science articles, historical primary sources, math word problems). By integrating reading throughout the day, our school conveys to children the importance of reading, critical thinking using deduction, inference and meaning-making in school and in life.

A. Reading Process

1. Teachers understand how children develop background knowledge, phonemic awareness, decoding skills, fluency, vocabulary, and comprehension so they can teach those skills and concepts explicitly.

2. Teachers think about their own reading and understand how they use comprehension strategies to make sense of what they read. Teachers are aware of how they use comprehension strategies flexibly in different contexts (e.g., texts specific to a discipline, differing genres).

3. Teachers model the reading process -how they make sense of what they read -for children, using both informational and literary text.

4. Children articulate how they make sense of what they read in different contexts (e.g., understanding word problems in math, interpreting poetry).

5. Children demonstrate understanding of text through explanations that cite evidence from the text - orally and through writing.

6. Teachers use common language to teach comprehension strategies (e.g., making

connections, determining importance, synthesizing).

7. Teachers intentionally link reading with other literacy experiences (e.g., writing, speaking, listening) through rich projects.

8. ***Vocabulary building, with an emphasis on academic and technical (tier 3) vocabulary, is an explicit focus at all year groups.***

B. Integrating Reading

1. Teachers regularly integrate reading into all subject areas to teach knowledge and develop skills.

2. Teachers select a variety of texts to develop children's knowledge of a topic: multiple genres, levelled texts, data sets, primary sources, and texts representing differing perspectives on the topic.

3. Guided reading is regularly used both in and outside of learning projects to explicitly teach reading process skills (e.g., decoding, comprehension strategies, vocabulary strategies) while also teaching content.

4. Teachers use a variety of structures to teach reading (e.g., shared, guided, independent).

5. Children use tools (e.g., graphic organizers, reading journals) to document evidence for text-based arguments and record their thinking.

6. Children apply comprehension strategies as they research topics and analyse data.

7. A variety of protocols are used to structure discussions of texts (e.g., conversation cafe, popcorn read, conscience alley).

8. Teachers craft literacy-rich learning projects. They use the Talk for Writing sequence, short pieces of text to build background knowledge, read key texts aloud to children, run book clubs, and incorporate research linked to the project.

C. Creating a Culture of Reading

1. Children read every day, throughout the day, for a variety of purposes. They discuss and write about what they read.

2. Adults in the school and larger community are reading role models for children - they read with children and discuss their own reading habits and passions.

4. Children use the common language of comprehension strategies to discuss their reading.

5. Teachers know their children as readers and help them find texts that are accessible and engaging.

6. Classrooms are print-rich environments. They contain libraries with an assortment of resources, including texts related to learning projects, child-produced books, primary sources, and a range of media, genres, and levels.

8. Complex text is framed as an exciting challenge - an adventure that demands courage, perseverance, and smart strategies, and rewards us with a sense of achievement.

9. Vocabulary, both general academic and discipline - specific technical vocabulary, is celebrated across the school in lessons, crew, meetings, and curated displays.

D. Assessing Reading

1. Teachers assess children's understanding of text primarily through text-dependent questions. Whether oral or written, such questions require children to substantiate their opinions and interpretations with evidence from the text.

2. Recording forms and reader-response comments document children's understanding and thinking and provide evidence of growth over time.

3. Teachers confer with children regularly about their reading to deepen their thinking about their reading process and to help children set and track goals.

4. Teachers craft classroom or school-based interim assessments and summative assessments to assess children's level of proficiency at a point in time.

Core Practice 13

Teaching Writing across the Curriculum

In our school, writing is taught across the curriculum. Children learn to write effectively to inform, to build arguments substantiated with evidence, and to write with literary power in narrative and poetic genres. Teachers in our school develop and teach a common language for the writing process and the traits of good writing derived from the National Curriculum. They use consistent practices for teaching and assessing writing. Through writing, children learn more deeply about content and communicate what they know. They learn to craft quality writing in a variety of contexts. Children write to learn while learning to write.

Children have regular opportunities to write for authentic purposes and audiences beyond the classroom, which fosters motivation for producing quality writing. While the nature and amount of writing varies by discipline and age related expectations, writing is a central vehicle for learning and communicating in all classrooms.

A. Writing Process

1. Teachers explicitly teach the steps of the writing process: pre-writing, drafting, revising (for specific writing traits), editing (for conventions), and making the work public.

2. Children articulate and use the steps of the Talk for Writing process.

3. Teachers have a common understanding and language for teaching elements of quality writing.

4. Teachers ensure that children at all levels write to inform and to make arguments based on evidence, as well as write for literary purposes.

5. Teachers use their own writing to model the writing process and traits of quality writing. Teachers are aware of the writing formats commonly used in different disciplines (e.g., scientific journals) and can explain what quality writing looks like in those contexts.

6. Teachers intentionally link writing and other literacy-based experiences (e.g., reading, speaking, listening) through rich projects.

7. Anchor charts document children's understanding of the elements of quality writing.

8. Teachers use critique protocols - both focused individual critique and whole-class critique - to improve children's writing and understanding of the qualities of good writing.

9. Teachers collect and archive exemplars of high-quality writing in formats used commonly in their classrooms (e.g., narrative stories, journals, math solutions that explain process), to

use as models for class critique lessons.

B. Integrating Writing

1. In all year groups, writing is used to deepen understanding, promote reflection, and synthesise what children know.

2. Across the subjects, teachers explicitly teach writing through guided workshops and critiques.

3. Teachers scaffold major writing products so children produce quality writing. They conduct workshops during each phase of the writing process and focus workshops on specific traits.

4. Children write for authentic audiences within and beyond the school community whenever possible.

5. Teachers design literacy-rich learning projects. They use written responses to facilitate learning about the topic, and they develop products to include quality children's writing.

6. Modes and formats of writing products vary over time so children become proficient writers in multiple genres.

C. Creating a Culture of Writing

1. Children write every day for multiple purposes and share what they write.

2. Teachers and school leaders celebrate strong writing throughout the school, through hallway and classroom displays, Gallery public readings, acknowledgments, and awards.

3. Teachers raise children' awareness of an author's craft when reading across the disciplines. They teach children to read like writers, and to strive for quality.

4. Children use the common language of writing traits to discuss their writing.

5. Children articulate the value of writing in their lives and in the world.

D. Assessing Writing

1. Writing is assessed in a wide range of formats, including writing to inform and to make evidence-based arguments, personal narratives and reflections, and creative writing in different genres.

2. Children use a common language when critiquing models of writing, conducting peer critiques, and assessing their own writing.

3. Children focus revisions ideally on one quality or trait at a time. They are articulate about what revisions they make and why.

4. Teachers use success criteria lists and rubrics based on standards and child-generated criteria to assess writing during the process (assessment for learning) and to assess final pieces (assessment of learning).

5. Teachers and school leaders use results from interim, and national writing assessments to help assess children's proficiency at a point in time and to inform instruction.

6. **Personal Best portfolios** document growth in writing over time and children' reflections on that growth.

Core Practice 14

Teaching Mathematics

In our school, maths is taught with robustness and integrity in discrete maths classes. Along with discrete maths instruction, maths is integrated into projects whenever possible, in a lead or supporting role. Teachers support mathematical thinking in areas such as numeracy, statistics, patterns, and problem-solving. In the same way that we celebrate English through events, projects, community meetings, exhibitions, and hallway displays, mathematical thinking and learning is showcased and discussed throughout the building.

As a school, we focus on foundational facts for fluency - vocabulary, formulas, algorithms, and number facts - that are always grounded in conceptual understanding. Teachers ensure that children develop procedural fluency, calculating with accuracy and efficiency. There is an equally strong focus on problem-solving skills and critical thinking.

At SVP school, we support children to think like mathematicians and cultivate mathematical habits of curiosity, risk-taking, perseverance, grit, and craftsmanship. Children learn to reason abstractly and quantitatively, model mathematically to empirical situations, and to construct and critique mathematical arguments. In our school, we aim to also recognize the "gates of opportunity" represented by high-level math concepts and prepare all children to have the opportunity to engage in high-level maths learning as part of a mastery to maths approach.

A. Conceptual Understanding

1. Teachers emphasize big mathematical ideas and teach children to derive big ideas from experience and application e.g. conjecture.

2. Children have frequent opportunities to build understanding through inquiry-based investigations, occurring over one or more class periods.

3. Teachers use lesson strategies, such as Haylock and Cockburn's ALPS (abstract, language, picture, symbol) to ensure that children spend the majority of class time developing conceptual understanding.

4. Children and teachers use diagrams, manipulatives, and models to support the translation from concrete to abstract representations and vice versa.

5. Teachers animate standard curricula and resources by connecting them to engaging, real-world examples where possible. Mathematical modelling creates a bridge between math and other disciplines.

6. Children's work often focuses on authentic application to support abstract and

quantitative reasoning.

7. Teachers foster rich mathematical discourse in the classroom by asking open-ended questions, teaching the vocabulary of the discipline, and pursuing children's thinking.

8. Children learn to effectively express their mathematical thinking verbally and in writing.

9. Children learn to critique their own mathematical arguments and those of others.

B. Math Facts - Fluency

1. Teachers provide a sharp focus on the specific foundational facts (e.g., number facts, number sense, formulas, and vocabulary) required by age related expectations. Teachers make clear to children how fluency with facts and number sense empowers their mathematical thinking.

2. Teachers build excitement and motivation for children to acquire foundational facts by helping them develop a belief in their own capacity and by celebrating their growth. Grappling time is planned in to lesson sequences. Teachers use problem-solving and reasoning as a catalyst for learning and reinforcing foundational facts.

3. Teachers support computational fluency through regular use and discussion of strategies and graphic representations, and interleaving that supports retrieval understanding of patterns, relationships, and number-sense.

4. Children practice one new skill at a time until proficient with foundational facts. They set goals and monitor progress toward these goals.

5. Teachers regularly provide children with differentiated opportunities, both during and outside of maths lessons, to practice varied fluency facts at their own level.

6. Extended in-school opportunities - extra time in assemblies, study groups, and home learning - are provided for children who need extra support in learning foundational facts.

C. Problem-Solving Skills

5. Teachers promote flexibility in mathematical thinking by celebrating diverse thinking and multiple-solution strategies. Children learn standard algorithms, and also learn to critique and use alternative 'number sense' shortcuts when effective.

6. Teachers provide problem-solving frameworks and structures for children to approach both familiar and unfamiliar problems, and allow for frequent class discussion and analysis of problem-solving approaches.

7. Children learn to use appropriate technology tools strategically in problem-solving. Manipulatives are used not as a substitute for learning foundational facts, but to enhance conceptual understanding and problem-solving dexterity.

8. Teachers regularly ask children to create as well as solve mathematical problems.

9. Children construct viable arguments for solutions and justify their reasoning to others with numbers, words, pictures, graphs, and diagrams. Children insightfully question and critique the reasoning of others.

10. Teachers model using comprehension strategies in word problems to provide children with a deeper understanding of the problem to be solved and to reinforce the common language of comprehension.

11. Children are required and supported to analyse their errors and to understand and articulate their patterns of errors in order to improve understanding and performance. 'Marvellous Mistakes' are valued.

12. Children attend to precision and craftsmanship in mathematics through accuracy, neat work, and elegant solutions.

D. Creating a Culture of Numeracy and Mathematical Thinking

1. We aim to celebrate, display, and discuss the mathematical thinking and learning of children and adults.

2. Teachers design math-specific projects or mini-projects that allow children to apply their mathematical understanding to real-world contexts. Teachers integrate math into learning projects when its integration compels children to learn skills and concepts.

3. Teachers integrate maths outside of math lessons (e.g. projects, class meetings, registration) to reinforce and develop foundational facts and number sense, and to model mathematical application. Children are involved in math every day-in dedicated classes and outside of math class.

4. Classrooms and hallways provide evidence of children's mathematical thinking and learning through displays of children's work.

5. Whenever possible, children study the history of mathematics and the contributions of diverse cultures to that history.

6. Teachers regularly address maths in professional development and staff meetings-exploring staff perceptions and mind-set, discussing teaching strategies, supporting each other's ongoing learning about math, and analysing children's math data.

E. Assessing Maths

1. Teachers and children use multiple methods for assessing understanding, such as observations, variation, learning reflections, written and oral feedback and mathematical models built by children, as well as quizzes, low stakes retrieval tests, and performance assessments.

2. Teachers regularly and effectively use checking-for- understanding strategies / protocols during lessons. They ensure that all children genuinely understand concepts before moving on.

3. Teachers track mathematical discussion as one means of judging collective and individual understanding.

4. Teachers and children regularly analyse data from assessments, individually and collectively, to understand specific areas and general patterns of strengths and weaknesses.

5. Teachers analyse interim and standardised assessments to identify areas of need and inform instruction.

6. Children reflect on, keep track of, and share mathematical learning and thinking.

Core Practice 15

Teaching Science

In our school, teachers focus on supporting children to read, write, think, and work as scientists. They use projects, problem-based content, collaboration with professional scientists, and interactive practices to foster inquiry and enable authentic children's research. When possible, children's research contributes to the school community or broader community.

In our school, our teachers reinforce the connections among science, math, engineering, technology and computing (STEM-C) as they promote skills in questioning; developing and using models; planning and carrying out investigations; collecting, analysing, and interpreting data; constructing explanations; designing solutions; engaging in argument from evidence; and synthesising and communicating information. Children learn to be logical in making assumptions, accurate when collecting data, insightful when drawing conclusions, and unbiased when supporting statements with reliable scientific evidence. In addition, because appreciation and stewardship of the natural world is part of our school curriculum, environmental literacy is integrated into the science curriculum via our orchard and outside areas.

A. Science Content

1. Teachers support scientific literacy by focusing on big ideas (Cconcepts) that cut across all science disciplines (e.g., cause and effect, systems, structure, form and function, different, similar, identical).

2. Teachers use scientific topics as the basis of some learning projects at all year groups. Projects are often animated by controversial scientific issues or local connections and have strong potential for some original research and fieldwork.

3. Teachers structure opportunities for scientific inquiry that allow children to participate in investigations and problem-solving that approximate adult science, including framing questions, designing methods to answer questions or test hypotheses, determining appropriate timelines and costs, calibrating instruments, conducting trials, writing reports, and presenting and defending results.

4. Teachers provide children with a variety of source materials. They supplement books with rich resources and experiences, including fieldwork, and interaction with experts, to support conceptual understanding.

5. Teachers balance the study of narrow topics with broader topics and concepts (e.g., a case study of local ants is embedded in a larger project on classification systems).

6. Whenever possible, teachers provide opportunities for children to explore the history and evolution of scientific thinking and innovation as it applies to the topic being studied.

7. Teachers support children's appreciation and stewardship of the natural world through experiences, projects, and products that emerge from authentic service, not just discussion.

8. Teachers integrate history, government, and science to help children understand science as a social enterprise.

9. Teachers create opportunities for children to collect, represent, analyse, and report real data as a part of science inquiry at all levels.

B. Science Teaching

1. Children learn scientific knowledge in order to be logical in making assumptions, accurate when collecting data, insightful when drawing conclusions, and unbiased when supporting statements with reliable scientific evidence.

2. Teachers ask children to articulate their theories, arguments, claims, and understandings through practices that foster scientific discourse and writing.

3. Teachers use protocols and instructional strategies that require children to generalise, transfer, and apply concepts and procedures to other contexts and problems.

4. Teachers provide a variety of diagrams, tables, visual models, and timelines to help children understand a broad array of information.

5. Teachers ask children to represent and reflect on their thinking (e.g., develop science notes, create analogies, make graphs, create technical drawings, build models).

6. Children are asked to apply what they learn in diverse and authentic contexts, explain ideas, interpret texts, predict phenomena, and construct arguments based on evidence (instead of focusing exclusively on predetermined "right answers").

7. Children are asked to evaluate multiple perspectives on a topic, and to take and defend positions and to consider alternative viewpoints.

8. Children are taught to use the tools of real-world science with accuracy, care, and expertise at all levels.

10. Children are taught knowledge in science in order to use comprehension strategies to understand and analyse scientific text.

11. Children are taught to use a formal style and objective tone for technical and scientific writing.

12. Teachers help children build scientific knowledge by using multiple forms of documents, texts, maps, and media.

C. Creating a Culture of Science Inquiry – Working scientifically

1. Teachers, children, and school leaders celebrate, display, and discuss the natural and physical world throughout the school.

2. Schools develop indoor and outdoor areas, such as science workshops, gardens, and natural areas, to stimulate science and technology interest and inquiry.

3. Children's display work that provides evidence of scientific research and learning in public areas of the school.

4. Teachers welcome curiosity, reward creativity, and encourage thoughtful questioning.

D. Assessing Science

1. Children demonstrate knowledge and understanding of science concepts by explaining them accurately to others using graphic representations, models, demonstrations, writing, and peer teaching.

2. Teachers and children use multiple methods of assessing understanding, such as one-on-one discussions, observations, science talks, science notes, reflections, and child-constructed scientific models, as well as quizzes, retrieval tests, and performance assessments.

3. Learning targets for science address content knowledge, understanding of concepts, scientific thinking, craftsmanship, and integrity in applying scientific method.

4. Teachers check for misconceptions and create experiences that challenge those misconceptions.

5. Teachers evaluate children's discourse as one means of judging collective and individual understanding.

Core Practice 16

Teaching History and Geography

In our school, teachers prioritise children's understanding of enduring concepts so that they can apply that understanding to the modern world. Teachers view history and geography as a way to develop children's capacity to interpret their world critically and to engage productively in it. They help children understand the big picture and timeline of history and emphasize deep understanding as well as recalling facts and details. By focusing on big ideas such as the elements that make up a culture or a civilization, teachers support children to appreciate and understand diverse cultures and understand connections among ancient and modern times. To help animate history, teachers choose compelling contexts that include narratives that intertwine history, government, economics, geography, and culture, and illuminate enduring themes. Children often investigate and address social issues in their local community and become compassionate community members in the process. While learning history and geography, children act as social scientists - they analyse primary sources, consider multiple perspectives, conduct research, and draw their own conclusions. Explicit literacy instruction is a focus for children at all year groups. Children learn to read, write, and think as historians and geographers.

Core Practice 17

Teaching the Arts

In our school, arts in all forms are celebrated as a foundation of culture and a central aspect of learning and life. Artistic skills are understood as intelligences, and artistic achievement is valued as academic achievement. Children's exhibitions of learning feature the arts along with other subjects. Artistic performances are points of pride for the school. The visual and performing arts are taught using the same effective instructional practices that are used in other subjects, and all children have access to professional artists and professional exhibitions and performances.

The arts build school culture and character by emphasizing authentic performance, craftsmanship, risk-taking, creativity, and a quest for beauty and meaning. The heritage of critique in the arts forms the basis for a whole-school culture of critique in all subjects. Arts are often used as a window into disciplinary content in other academic subjects (e.g., Ancient Greek architecture as an entry point to Ancient Greek civilization or Georgian times, protest songs as a case study when learning about slavery or democracy). The arts are also used as a window into diverse cultures and regions of the world.

Core Practice 18

Teaching and Promoting Personal, Spiritual and Health Education and SMSC

Stockbridge Village Primary school promotes wellness in children and school staff members. Healthy eating, exercise, sleep, and healthy relationships - the key elements of physical and mental health - are included as part of a school's PSHE approach. The PE programmes place a strong emphasis on personal fitness and nutrition and character development, and reinforces our school culture of everybody, courage, respect, trust, and achievement. Physical activity and outdoor time are woven into the school day whenever possible and appropriate (e.g., walking to fieldwork sites, setting up classrooms and common spaces, using physical energiser breaks to enhance academic work times). Experiences in the natural world - working in and appreciating nature, often on field trips - are a priority for school.

Physical challenges push children to pursue excellence and assume responsibility for their own learning. Teachers help children understand the connections between physical challenge and academic challenge. Our school provides healthy meals to children and discourages unhealthy foods. Council Crew meetings emphasise the importance of well-being for everybody and crew leaders, as well as staff, are stewards of a climate of social and emotional safety for children. School staff model healthy lifestyles and a healthy school culture.

ASSESSMENT

Core Practice 19

Using Child-Engaged Assessment to Create a Culture of Engagement and Achievement

Child-engaged assessment is a hallmark of our school. Assessment plays a key role in building an overall culture of engagement and achievement. Children take responsibility for their own learning and see themselves as the key actors in their own successes. Additionally, children and adults operate from a growth mind-set - a steadfast belief that everyone is capable of high achievement and that learning comes as a result of effort. Habits of scholarship, such as perseverance, craftsmanship, and responsibility, name specific characteristics that support children's academic achievement. All learning, whether in the realm of academic progress or habits of scholarship, is supported by the purposeful use of learning intentions and goals.

A. Growth Mindset

1. The school community believes and communicates that all children are capable of high academic achievement. This belief permeates actions and decisions.

2. Teachers praise effort, grit, perseverance, and the use of strategies, rather than ability, intelligence, or talent.

3. Teachers provide descriptive feedback that empowers children to build on their strengths and correct errors.

4. School leaders develop a growth mindset in teachers through professional development and coaching.

B. Children's Ownership of Learning and Assessment

a. Children continually assess and improve the quality of their work through the use of models, reflection, critique, rubrics, and work with experts. Classrooms are characterised by a culture of striving for excellence.

b. Children regularly assess their own growth through organising and reflecting on Personal Bests of their work. They are often required and supported to present their work publicly and reflect on strengths, challenges, and goals.

c. Assessment experiences increases children's motivation. Assessments are not just administered to children, but are discussed, analysed, and sometimes created by the children themselves, such as writing their own reviews for parents evening and

contributing to school reports for the end of the academic year. Children see assessments as a source of information that helps them learn.

d. Children are engaged in understanding and performing well on national assessments. They examine the process of testing, including understanding their work patterns and needs in testing situations.

a. Teachers collect and analyse data as one way to monitor progress toward age related expectations.

b. Teachers support a classroom culture of inquiry. Children collect 'data' on their own work patterns (e.g., how many books they read) and analyse patterns in their work (e.g., common types of errors in maths, analysing a piece of writing for variety of sentence length together as a class).

7. The school celebrates children who exhibit strong habits of scholarship (e.g., through affirmations, celebration assemblies and house points).

C. Supporting Purposeful Learning with Learning Intentions

1. Teachers use learning intentions to articulate specific learning outcomes for children. Learning intentions are shared to promote children's ownership of learning and are referred to continually by teachers and children.

2. Children understand and own learning intentions. When appropriate, children help to refine or construct learning intentions for individual or class learning.

3. Teachers use learning intentions to frame instruction, assessment, and communication about progress.

4. Teachers use learning intentions specifically related to craftsmanship, which help children better understand and practice a particular medium, often associated with arts or technology.

6. Teachers craft quality learning intentions with the following common characteristics:

1. They are derived from national curriculum standards and school documents such as curriculum skills maps.

2. They are written in child-friendly language and begin with the stem "I will, I can, or we are learning to..."

3. They are measurable and use concrete, assessable verbs (e.g., identify, compare, analyse).

4. They are specific, often referring to the particular context of a lesson.

5. They identify the intended learning. They are phrased as statements around which children can develop understanding or skill as opposed to naming activities (e.g., "I can describe the ideal habitat for a polar bear" vs. "I can write a paragraph about the habitat of a polar bear").

7. Teachers are clear about whether learning intentions are focussed on knowledge, reasoning, or skills. With this clarity, they can ensure that a set of learning intentions is balanced.

8. Teachers craft sets of learning goals (loops of learning) that include both long-term and shorter term, supporting learning intentions. The supporting learning intentions name the discrete learning that has to happen for children to reach the long-term learning outcomes (loops).

9. Teachers choose the optimal time to introduce learning intentions during a lesson. For a workshop model, this is typically at the outset of the lesson, or after a "hook" that builds excitement. For a discovery-based lesson, this is typically after children have had time to explore and grapple with new material and concepts and raise questions and hypotheses.

10. School leaders support purposeful learning for teachers by establishing learning intentions for professional development and coaching.

Core Practice 20

Using Assessment for Learning Strategies on a Daily Basis

In our school, assessment for learning strategies help children engage in, reflect on, and take responsibility for their own learning. Assessment for learning strategies are formative assessment actions that help children improve their understanding and skills at the outset of learning and during the process of learning. Teachers and children collaborate in the learning process, and both use these strategies on a daily basis.

A. Communicating Learning Intentions and Success Criteria

1. Teachers ensure that all children know and understand the learning intentions and the criteria for success.

2. Children articulate a clear vision of the intended learning. They can describe where they are in relation to proficiency and what they need to know and do in order to meet or exceed proficiency.

3. Teachers provide models and exemplars of work similar to what children will create.

4. Teachers guide children in analysing models and exemplars to help them understand quality and format as well as build vocabulary associated with a project or specific product. Examples of strong and weak work help teachers and children develop criteria for success.

5. Teachers guide children in describing characteristics of quality rubrics or success criteria lists. Children generate criteria describing only proficient or exemplary work, reinforcing clear expectations.

6. Teachers communicate, at the outset of teaching, how children will be assessed.

7. Children can describe how they will be assessed.

B. Focusing on One Skill, Concept, or Strategy at a Time

1. Teachers strategically design a series of lessons that focus on one skill, concept, or strategy at a time.

2. Teachers ensure that all parts of the lesson (e.g., mini-lesson, guided practice, practice/application, share, debrief) link back to the singular focus.

3. Teachers provide a good amount of guided practice to new concepts with ample examples

4. Children explain how having mastery of a skill or understanding a concept is connected to

the long-term learning outcome.

C. Using Strategic Questioning and 'Thinking aloud'

1. Teachers' lesson plans might include strategic questions – these are pre-planned questions that promote critical thinking and extend understanding of the skill or concept at hand.

2. Teachers model thinking aloud as they guide children through steps and process; 'I wonder, I deduce, I predict, I think, Perhaps, Because…

3. Children ask questions of themselves and others to monitor and increase their understanding of the skill or concept at hand.

4. Teachers use protocols (checking for understanding strategies) during lessons to ensure that all children are involved and accountable during questioning (e.g., equity sticks, cold call, no opt-out, explain what you have learned). This is especially so when children start on independent practice.

D. Strategically Using Critique and Descriptive Feedback

1. Teachers and children use critique protocols to help assess the strengths and weaknesses of their own and others' work, including providing worked-out examples.

2. Teachers maintain a safe, respectful classroom culture where critique, both formal and informal, is always **kind, specific, and helpful**.

3. Teachers differentiate between critique intended to help an individual improve his or her work, best accomplished through individual or small group feedback, and critique of work that is being used as a whole-class lesson, to build understanding of quality in a particular genre or medium.

4. Teachers often structure lessons as whole-class critique sessions with compelling models of strong (and perhaps weak) work to allow children themselves to build criteria for quality (e.g., instead of telling children what makes a good story opener, the teacher leads a session in which children together critique story openers of varying quality and create a list of qualities in a good one).

5. Teachers maintain archives of models of exemplary work, particularly in genres frequently used by children that other teachers and children can access individually to remind them of standards for quality.

6. Teachers use whole-class critique sessions to build a culture of critique in the classroom and to improve children's critique skills so that they can formally and informally give

effective feedback to classmates.

7. Peer critique is used only when children are clear on a specific focus for feedback and are equipped (e.g., through a prior lesson) to provide insightful and useful feedback.

8. Teachers will sometimes invite guest experts to visit the classroom to critique work. Teachers prepare experts to focus on specific learning intentions, model the classroom/school norms for communication, and build vocabulary and standards of the profession.

9. Teachers provide both oral and written descriptive feedback as formative assessment - feedback that occurs during learning does not tend to act as evaluative but rather focusses on **moving learning forwards**.

10. Teachers provide descriptive feedback that:

1. Directs attention to the intended learning.

2. Is timely, ensuring that there is time for children to act on the feedback prior to evaluative or summative assessment.

3. Addresses a limited number of misunderstandings and provides the right amount of information that children can act on.

4. Prompts children to think rather than simply make corrections e.g. search and find.

E. Teaching Children Focused Revision – retrieval, spaced practice and edit and improving

1.Teachers support children in limiting revision of their work into manageable chunks.

2. Children edit and improve / revise work intended for a public audience multiple times. Each revision reflects progress toward specific, limited criteria.

3. Teachers space practice and offer low-stakes retrieval tasks, quizzes and tests, with checks for understanding across the week.

F. Self-Assessing, Reflecting on Progress, and Setting Goals

1. Teachers use structures to help children self-assess regularly throughout the process of learning. They provide time for them to reflect on their individual and collective progress using private and public structures for reflection.

2. Teachers provide explicit instruction on self-assessing with accuracy and setting specific, achievable goals on a regular basis.

3. Children identify strategies and next steps needed to achieve learning goals especially when discussing Personal Best work. With support from teachers, they develop goals that will lead them to achievement.

4. Children refer to their goals, self-assessments, and reflections when communicating about their progress to others, especially in learning reviews written for parents evening at KS2 and in school reports.

Core Practice 21

Creating Quality Assessments

Our teachers craft quality assessments, aligned with national curriculum programmes of study, in order to collect meaningful, accurate, and timely information about children's learning. Teachers are well-versed in the methods of assessment and select the best method based on the type of learning intention / goal they are assessing. In addition, they involve children in metacognitive thinking about types of learning intentions. Teachers use success criteria and rubrics to support quality work during the learning process and guide reflection and evaluation. Quality assessments are used to support assessment for, and of learning.

A. Aligning Standards, Learning Intentions, and Assessments

1. Prior to instruction, teachers determine what standards they will assess when teaching a project, or series of lessons.

2. Teachers use standards from national and school sources (learning checkpoints) as appropriate.

3. Teachers create long-term learning outcomes based on the standards. They identify a realistic number of long-term learning targets that are assessable in a given term / teaching period.

4. Teachers develop a realistic number of supporting learning intentions that name the discrete learning necessary for children to reach each longer-term learning outcomes (loops).

5. Teachers identify assessments (either informal or formal) for each set of learning goals. They almost always develop the assessments/assessment tools before each chunk of teaching begins. They often use pre-assessments aligned to learning intentions to inform input.

B. Choosing Assessment Methods

1. Teachers plan for and implement assessment for learning strategies (formative assessment) to ensure that children receive sufficient opportunities to practice and make use of timely feedback before completing a summative assessment.

2. Teachers use a variety of assessment methods (e.g., quizzes, conceptual models, essays, performances, response jotters).

3. Teachers monitor the results of these assessments for summative assessment and

reporting purposes.

C. Creating and Using Criteria Lists and Rubrics

1. Teachers involve children in developing criteria lists and rubric development associated with specific tasks so that children can develop deep understanding of the criteria and expectations of quality. Children analyse models and exemplars to aid in rubric development. They focus only on describing proficiency or above, not on describing low levels of quality.

2. Teachers can use criteria lists and rubrics throughout the teaching sequence: at the outset of instruction, to clarify the task, learning intentions, and criteria for success; during the task, to help children revise their work; and after the task is complete, both to evaluate the product or performance and to engage children in reflection.

4. Teachers often collaborate to create and use criteria lists and rubrics.

Core Practice 22

Raising Achievement on Assessments of Learning

Assessments of learning (summative assessments) are part of a balanced system of assessment in our school. Summative assessments fulfil the role of measuring children's progress and reflecting the level of a child's learning at a particular point in time. The results of such assessments have a variety of uses, including informing teachers about the effectiveness of instruction and documenting achievement for purposes of reporting, and both internal and external accountability.

Our school seeks good performance on statutory tests because our results determine opportunities for children and convey to the community, and other stakeholders one important measure of academic proficiency achieved by children, and their teachers. Teachers best prepare our children for statutory tests through ongoing, high-quality teaching that is explicitly aligned with expectations rather than through isolated test practice. Thus, when classroom and school-level assessments of learning are of high quality and purposefully planned, they help to both create a complete and accurate picture of learning and prepare children for success in statutory tests. **We do not teach to the tests.**

A. Children's Preparation and Readiness for Assessments of Learning

1. Teachers prepare children for academic and lifelong success by developing key cognitive strategies such as analysis, interpretation, problem solving, deduction and reasoning.

2. Teachers scaffold instruction to build children's knowledge and skills, supporting them to identify patterns and big ideas linked to essential and guiding questions.

3. Teachers use formative assessment strategies to give children experience with summative assessment tasks and build their capacity to accurately self-assess.

4. Children have a clear understanding of expectations and take responsibility for learning by studying, asking questions, and seeking support.

B. Analysing Assessment Data

1. Teachers align assessments with their curriculum and learning intentions and have the year-end age related expectations, in mind.

2. Teachers use assessment data to support their decisions about instruction.

3. Teachers use assessment data to check the effectiveness of their teaching, knowing their impact.

C. Interim Assessments

1. Teachers and school leaders create or select interim assessments - assessments that take place every 12 weeks or three times per academic year. These assessments check what children have learned based on what has been taught and are closely aligned to the age-related expectations. Teachers design lessons and instruction with the end of year expectations in mind.

2. Teachers and school leaders analyse the quality of interim teacher assessments vis-à-vis end of year expectations to ensure that interim assessments meet or exceed the robustness of the national curriculum. This is done through standardisation meetings to scrutinise children's work, discuss teaching, children's capabilities & development and moderation of specific pieces of work.

3. School leaders support teachers in analysing interim assessments by providing professional development time devoted to this work.

4. Teachers and school leaders conduct diagnostic item analysis to inform improvements in teaching (i.e., they analyse question level data using statutory tests and review incorrect answers during a teaching sequence to best understand where misunderstandings and misconceptions lie).

5. Teachers and school leaders share their interim assessment results with children and parents wisely.

D. Statutory Tests

1. Children have positive attitudes toward and exhibit self-efficacy about national statutory tests.

2. To foster children's motivation, the school helps families understand the purpose of statutory tests.

3. Practice tests are used strategically for specific purposes - to help children learn how to best prepare for and take tests and analyse patterns themselves of certain types of question. Children are then empowered to take charge of improving their own test performance based on understanding and adjusting personal habits and decisions.

5. Teachers help children analyse the formats used on standardised tests (e.g., showing thinking in maths) and help them improve their ability to respond to these formats by applying strategies.

6. Teachers help children practice test-taking strategies (e.g., eliminating answers, using context clues).

7. Teachers develop the habits of scholarship needed to build stamina (e.g., time-management skills).

8. Teachers support children in identifying strategies to reduce test anxiety.

Core Practice 23

A. Communicating Children's Achievement

Stockbridge Village Primary school shares information about children's achievement in a wide variety of ways. Children are actively involved in this process and are encouraged to speak to their own strengths, struggles, goals, and processes of learning, as part of their learning reviews.

B. Exhibitions of Learning

1. Schools organise year group, class or school-wide events such as exhibitions or formal performances/presentations to celebrate the learning of children.

2. Families, community members, and school partners participate in exhibitions to act as an authentic audience, learn about the work of the children and the school as a whole, and honour children's learning.

C. Child-Led Conferences

1. The school schedules time at least twice per year to engage children and their families in conferences (parents meetings) in which children (at KS2) communicate their progress.

• The school engages families in the process by sharing information in advance of the conferences. Families understand their role, their child's role, and the purpose of the conference.

• The school creates structures to prepare children for parent conferences (e.g., assisting them in archiving and selecting work).

• Teachers support children in reviewing and articulating their progress and identifying areas for growth.

• Children select project work to demonstrate mastery of learning. They complete self-assessments of their performance and share those with their families.

• Children practice specific oracy skills, such as eye contact, clear articulation of ideas, and presenting evidence to support statements.

D. Personal Best Portfolios

1. Children archive and organise their work using a system that has been agreed upon school wide. Children select specific work that reflects their personal best at any given time. In this way, children can distinguish between latest piece of work and those that they recognise as their personal best due to new learning and extra effort and scholarship – Latest versus Best

CULTURE AND CHARACTER

Our school builds a culture of trust, respect, agency, inclusion, courage, and kindness, where children and adults are committed to quality work and citizenship. School structures and traditions such as Council Crew, community builders, exhibitions of children's work, and service learning ensure that every child is known and cared for, that children's leadership is nurtured, and that contributions to the school and world are celebrated. Children and staff are supported to do better work and be better people than they thought possible.

Core Practices in This Section

A. Building a Community of Learning

B. Fostering Character

C. Establishing Structures for Knowing Children Well

D. Engaging Families and the Community in the Life of the School

E. Creating Beautiful Spaces for Learning

F. Promoting Adventure

Core Practice 24

Building a Community of Learning

The foundation of our school is a community that brings out the best in children and staff. The school climate is characterised by safety, kindness, joy in learning, and positive leadership by staff and children. The school's vision encompasses academic success and compassionate character. The school celebrates both children's academic growth and character development. Teachers and school leaders communicate clear expectations for character behaviours and model those values in their own practice. Policies and practices encourage children to take responsibility for learning, to demonstrate empathy and caring, and to be stewards of the school.

A. Clear School-Wide Expectations

1. School-wide expectations for children's character and behaviour are founded in a commitment to learning and respectful community.

2. The school formally documents a School Charter and a Behaviour Code to which all children and staff members aspire. Those traits include both relational character (treating others well) and performance character (doing one's best), so that success as a good person and success as a scholar are joined. All school members - children and staff - are held accountable for upholding the school charter and behaviour code.

3. Teachers explicitly teach and refer to the character traits in classroom using the school's rubric. They are used daily to acknowledge positive or challenging behaviours. Teachers support children to make connections between character and their academic success.

4. The school establishes policies and procedures that celebrate character behaviour and hold children accountable to them. Character achievement is identified in the class-based 'acknowledgments and apologies' protocol, progress reports, and public acknowledgments.

5. When teachers report children's progress for academic growth they separate this from their growth in character. Both are important.

6. Adults model the character behaviours with children and in their professional relationships.

7. The character behaviours are practised at lunchtimes, in the hall, during playtimes, before and after school, and whenever children represent the school in the community.

B. Traditions

1. A common set of traditions is used in whole-school and in classrooms (e.g., community

meetings using community building games, Council Crew, team-building activities) to foster character.

2. Children play an active role in maintaining school traditions and acting as leaders (e.g., being ambassadors for visitors, leading meetings, maintaining the building, mentoring younger children).

3. School spaces accommodate various traditions and classroom configurations (e.g., Council Crew circles, collaborative groups, community meetings).

C. A Climate of Learning

1. Adults act as models of lifelong learning for children. Adult learning is celebrated when possible (e.g., in assemblies, crew meetings).

2. The climate of learning is inclusive of all school members. Children and staff with different cultural backgrounds or different learning needs are treated with respect.

3. School discipline is framed in terms of self-regulation and becoming a self-directed learner.

4. Children's misbehaviour is treated as a learning opportunity for both children and teachers. Teachers probe for causes of misbehaviour or conflict, and consequences are logical, consistent, and clearly communicated.

6. Classroom norms, established by teachers and children, reinforce the school character code and establish classroom cultures focused on responsibility for learning and compassion e.g. Recognition Boards

Core Practice 25

Fostering Character

Stockbridge Village school defines character as having two facets - relational character and performance character. Relational character skills are essential for positive collaboration, ethical interaction, appropriate participation, and personal responsibility for actions (e.g., kindness, honesty, integrity). Performance character skills (habits of scholarship) are needed to obtain a standard of excellence in academic or real-world endeavours (e.g., organisation, perseverance, grit, courage, craftsmanship). Both types of character are essential for success in school and in life. Fostering character is not an add-on in our school - it is embedded in all aspects of the school and permeates academic studies. Character is a focus all day long. Academic learning is seen not as an end to itself, but rather in service of preparing children and adults to contribute to a better world. Therefore, all learning is character-based. **Children are on a mission to do good work: work that is good in quality, good for the soul, and good for the world**.

A. Relational Character

1. The school's Behaviour Code (i.e., code of character) and School Charter both include relational character traits (e.g., kindness, honesty, integrity) and performance character traits (e.g., organisation, perseverance, craftsmanship) and relates to the enduring British Values.

2. The school community demands respect for all. Proactive traditions are implemented consistently to avert bullying and discrimination (e.g., crew meetings, community builders, assemblies).

3. Children participate in service learning linked to the curriculum to foster relational character.

4. Teachers explicitly plan opportunities to develop relational character through collaborative work in learning projects, crew, and community-building activities.

5. Teachers explicitly teach conflict resolution, problem-solving, and personal communication skills to support children in collaboration.

6. Crew meetings focus deeply and continuously on kind, respectful behaviour, often posing philosophical questions.

7. Teachers incorporate local issues and global awareness into learning projects, and crew to build relational character.

8. Relational character is addressed throughout the day, across classrooms and content areas, and in professional conversations. It is seen not as time away from learning, but as an investment in children's achievement.

B. Performance Character (Habits of Scholarship)

1. The school articulates its performance character traits by defining habits of scholarship.

2. Teachers name specific, developmentally appropriate behaviours associated with the habits of scholarship as learning intentions and loops of learning (e.g., "I can revise my work to achieve high-quality products") for which children are held accountable.

4. Teachers intentionally teach habits of scholarship.

5. Children can articulate the link between habits of scholarship and future success in school, career, and life.

6. The school celebrates children who exhibit strong habits of scholarship (e.g., through a weekly celebration assembly, gallery of excellence, work of the week in classrooms, end of term awards).

Core Practice 27

Establishing Structures for Knowing Children Well

Our school culture is planned for, developed, and sustained through practices that bring the community together, promote shared understandings, and encourage all community members to become crew, not passengers. Children in our school are known well and supported by adults. The structure of crew allows for relationship building, discussion and character development. Crew allows children to build positive connections with their peers, younger children throughout the school and with their crew leaders.

1. Whenever possible, children in crew sit in a circle so they can see each other, participate actively in discussion, and hold each other accountable for high standards of character.

2. Crew leaders set the tone for high achievement by engaging younger children in a joyful, supportive environment.

A. Building Relationships

1. The school ensures that every child is known well by adults who serve as advocates for their academic and social progress.

2. Teachers use a variety of structures and strategies to get to know children well (e.g., crew time, flexible grouping, regular check-ins, community builders).

Core Practice 27

Engaging Families and the Community in the Life of the School

Families are key partners in the education of their children. Children and staff in our school make families welcome, know them well, and engage them actively in the life of the school. We explicitly recognise that families care about their children's education, bring strengths, and add value to the community. Regular communication and multiple opportunities for participation encourage families to be strong partners in their children's learning. In addition, our school builds and sustains partnerships with community organisations and cultural institutions.

A. Welcoming Visitors

1. Children actively welcome visitors to the school, using established practices and norms. When possible, children share products and portfolios of their work with guests.

2. Children are capable ambassadors for the school within and outside of the building.

3. Child-led tours of the school are not just physical tours to point out the rooms. They are tours of learning, where the children's work on the walls and in classrooms is described and where the school's vision can be explained.

4. School leaders, teachers, and children have traditions for recognising the contributions of outside experts and volunteers.

B. Building Family Relationships

1. All families are encouraged and supported to participate in school events through multiple strategies (e.g., Seesaw, parent App, scheduling events outside of the school day).

2. School leaders and teachers learn about and respect the cultures, backgrounds, and values of their children' families.

C. Communication with Families

1. Stockbridge Village school begins the school year by establishing a pattern of positive, regular communication with families.

2. School leaders and teachers create an annual calendar of events that involves families in a variety of ways.

3. A range of publications and formats is used to ensure that all families understand the school's policies, curriculum, approaches to instruction, and assessment system.

4. Teachers communicate regularly with families about children' progress and accomplishments.

D. Participation in the School

1. The school has a variety of ways for families to participate in the school community (e.g., Seesaw, Parent App, governance, PTfA, classroom experts and support, audiences).

2. Family education nights are held throughout the year (e.g., to explain approaches to teaching, project presentation, workshops to show how children are learning in the various subjects).

3. Exhibitions of children's learning are regularly held at the school, showcasing the work of children and their reflections as learners for families and community members.

E. Building Community Partnerships

C. School leaders and teachers build and sustain relationships with community organisations and cultural institutions.

D. The school embraces its responsibility as a member of and contributor to the surrounding community.

Core Practice 28

Creating Beautiful Spaces for Learning

In our school, the physical space of the school reflects and supports the learning environment. When people enter the school, they are immediately aware that they are in a place that celebrates learning. The walls of the school are filled with high- quality work showcased in common spaces and classrooms. Children's work is displayed in a way that honours the work, giving parts of the school a curated, museum quality that inspires pride. Work is often supported by explanatory text that includes children's voice and reflection. The mission of the school is evident to guests, children, and teachers in every hallway. Children's achievement - academic, artistic, athletic, and related to character and citizenship - is honoured in public spaces. Children themselves are leaders in caring for common spaces within the school and on the school grounds, helping to make and keep the school as beautiful as possible.

A. Physical Environment

1. School leaders, teachers, and children ensure that classrooms and common spaces are clean and maintained with care and pride. Whenever possible, children are leaders in this work.

2. The primary entryways for the school are welcoming and beautiful, with displays and quotes that send a clear message that the school is a place of high achievement and quality work. Signage makes the values and mission of the school clear to all.

3. High-quality children's work, rather than commercial posters and signs, is displayed in classrooms and common spaces. Children's work is supported with text that makes clear what children learned. Displays are active and prompts for current thinking.

4. Support materials for ongoing learning such as grammar prompts, phonemic development, number bonds, key words etc are used on working tables as 'tool boxes' and not covering the walls.

5. As much as possible, classrooms are rich with resources for children's learning (e.g., books, technology, manipulatives, art supplies, science equipment, models, natural specimens).

6. Classrooms are set up to facilitate children's thinking, independence, and care for materials. Supplies are well-organized and labelled; expectations, directions, schedules, and protocols are posted; and walls feature project wall displays of the current academic work of the class as well as charting the key learning.

7. Children take primary responsibility for the care of classroom resources. Everything, especially live plants and/or small animals, are treated with great respect and concern.

8. Items from the natural world (e.g., plants, rocks and minerals, bones) are displayed and cared for as they would be in a museum.

9. Whole-school achievement in multiple realms is celebrated. Achievement in academics, character, arts, service learning, and sports are showcased.

10. Outdoor spaces (e.g., gardens, courtyards) are cared for and invite teachers and children to connect the natural world to their classroom learning.

B. Documenting Children's Learning

1. Traditional bulletin boards are replaced with project display boards created by teachers and children that feature explanatory text.

2. Teachers and children use charts and concept maps to document learning during lessons. These charts and maps are posted in the classroom to reinforce understanding and provoke thinking.

Core Practice 29

Promoting Adventure

A clear expression of our school is the spirit and experience of adventure that believes there is more in everyone than one might think. Stockbridge Village school promotes a sense of adventure which can be any physical, artistic, or intellectual experience that involves risk, challenge, courage, and discovery. Every adventure has a strong element of entering the unknown and not being certain of the outcome. We aim to promote the kind of adventures that create opportunities for leadership and collaboration as groups of children face challenges together. Together, children and adults discover they can do more than they thought was possible, and find aspects of themselves that they didn't know were there. Reflection is a vital component of such adventures, so that each experience is a rich opportunity for learning about oneself, one's peers, and the world. Teachers take care when planning adventures to ensure physical and emotional safety as they promote risk- taking and courageous action, often on residential trips outside of school.

A. The Role of Adventure

1. Physical, intellectual, and artistic adventure is embedded in the school's traditions, building community and providing opportunity for leadership and teamwork.

2. Children have multiple opportunities to reflect and learn from successes and challenges in their physical, intellectual, and artistic adventures.

B. Integrating Adventure

1. Children engage in intellectual adventure through learning projects, presentations, and performances, which motivate them to conduct original research, complete real-world work, collaborate with professionals, take on multiple perspectives, defend positions, and take risks in learning.

2. When children leave the building for fieldwork, whether in the natural world or in a city environment, it is expected and purposeful that some children and teachers will be stretched beyond their comfort zone. It is in this environment - taking risks with thoughtful support - that the most powerful learning often takes place.

3. Within the school building, opportunities for children to lead or be a part of new school initiatives, structures, and performances often stretch children beyond their comfort zone and provide opportunities for them to surprise themselves with their capabilities.

4. Children reflect on their successes, challenges, and personal growth in physical, intellectual, and artistic adventure (e.g., risk-taking, courage, perseverance) for their

learning reviews.

5. Teachers explicitly connect adventure experiences to the school's character expectations and habits of scholarship. Such experiences include projects, presentations, performances, fieldwork, collaborative and problem-solving games, outdoor challenges, and team and individual sports.

C. Ensuring Safety

1. The school has policies and risk assessment protocols to ensure that physical education classes, physical adventure programming, and fieldwork are safe.

2. Teachers design clear structures and strategies for teaching collaborative skills and conflict resolution, to ensure emotional safety and to promote courage and risk-taking in intellectual adventure.

Adapted from EL Education Core Practices, Andrea Curran 2019