

**CITY OF ROCHESTER SCHOOL**  
**TEACHING AND LEARNING POLICY**

*This policy, which applies to the whole school, and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office. This policy is also publically available on the school website*

**Legal Status:**

- This is a statutory policy
- Regulatory Requirements, Part 1, paragraph 2(2)(a) to (j) Quality of Education Provided (curriculum) (teaching) of the Education (Independent School Standards) (England) (Amendment) Regulations currently in force.

**Applies to:**

- all activities undertaken by the school inclusive of extra-curricular activities including those outside of the normal school hours and away from the school site and
- all who, work, volunteer or supply services to our school - that is all staff (teaching and support staff), pupils on placement, the Proprietors and volunteers working in the school;

**Related documents:**

- Learning Outside the Classroom (LOtC) - Educational visits and Off-site Activities policy;
- Special Educational Needs and Disability (SEND) Policy;
- The school's assessment and tracking procedures
- Personal, Social Health and Economic (PSHEE) Education and Spiritual, Moral, Social and Cultural (SMSC) Development;
- Staff Behaviour Policy (Staff Code of Conduct)
- Subject Policies and Schemes of Work.

**Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher, being responsible for the day to day organisation of the curriculum, monitoring the weekly lesson plans for all staff, ensuring all planning is appropriately differentiated with relevant, appropriate learning objectives.
- The Headteacher along with the whole school teaching and therapy team review the long-term and medium-term planning and ensure that appropriate targets and strategies are in place. It is intended that the ongoing review and development of the curriculum will support enthusiastic and inspirational teaching. The process of review plays a key role in the continuing professional development of all staff at City of Rochester School.
- The Trustees undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so requires. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

Signed:

Date Reviewed: February 2020  
Date of Next Review: February 2020  
Version No. 2  
Policy No. 12a: 002



Alicja Emmett  
Headteacher



Claire Cooper  
Chair of Trustees and Safeguarding Trustee

This policy will be reviewed no later than July 2020, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

**1 Introduction:** The following protocol is designed with our school vision in mind along with the following principles of teaching and learning which guide the work in the school:

- To Promote Learning and Raise Progress - *'The most important role of teaching is to promote learning and to raise pupils' achievement.'*
- To Develop Young People - *'It is also important in promoting pupils' spiritual, moral, social and cultural development.'*  
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The aims of this document are to set out a clear set of high expectations and a common approach to teaching and learning at City of Rochester School so that teachers, parents/carers and pupils are all aware of and can work towards the highest possible standards of education. It is designed in such a way that whilst teaching staff are encouraged to adopt a style of their own and are not expected to teach in any specific way, regular monitoring of teaching and learning takes place at City of Rochester School to ensure that high standards are always met and therefore, the best outcomes for the pupils.

This protocol document is structured into four sections which are based on the four key areas which teaching should be understood to include:

- Planning and implementation of learning activities (part 1);
- Setting of appropriate home learning across the whole curriculum (part 2);
- Marking, assessment and feedback (part 3);
- Impact of teaching on the spiritual, moral, social and cultural development of pupils (part 4).

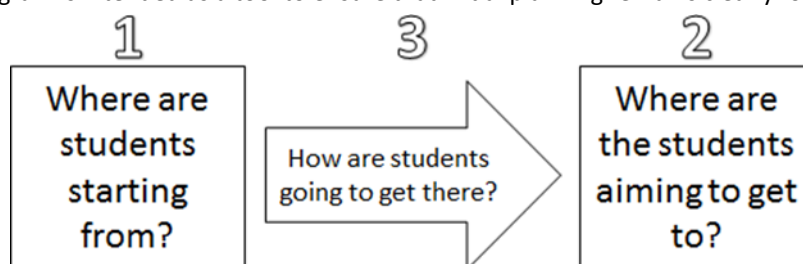
## **2 Planning and Implementation of Learning Activities**

**2.1 Rationale:** It is important that teachers plan schemes of work and deliver lessons that enable pupils to work towards the learning objectives and make progress towards the success criteria. It is acknowledged that different teachers have their own preferred styles of teaching but it is imperative that the agreed criteria are followed to ensure the best outcomes for all pupils in all lessons. The ultimate aim is to ensure that thorough planning and focussed lesson implementation aids pupils in their quest to make progress over time.

**2.2 Schemes of Work:** The scheme of work will meet all of the criteria set out below.

- Clarify objectives, including success criteria based on assessment outcomes, thus ensuring sustained and relevant progress over time;
- Identify prior learning to ensure clear progression.
- Identify clearly the subject knowledge to be taught;
- Include suggested learning activities that can be adapted by teachers to suit their teaching style and the learning preferences of their pupil;
- Include references to differentiated work to ensure all pupils are challenged in line with their ability;
- Provide opportunities for developing independent and collaborative learning;
- Detail literacy, numeracy and communication opportunities and how they will be taught;
- Detail how the unit will be assessed and include opportunities for a variety of assessment for learning strategies throughout;
- Include SMSC considerations and opportunities to develop pupil aspiration;
- Identify relevant and challenging opportunities for home learning.

**2.2 Lessons:** When initially devising a new lesson, teachers are reminded to keep the lesson focussed on the learning objectives and intended outcomes so that pupils move forward and make progress in their learning every lesson relative to their starting points. The following diagram is intended as a tool to ensure that initial planning remains clearly focussed.



Teachers at City of Rochester School should ensure that their planning allows for the following criteria to be met each lesson:

- **Use of assessment in planning** - Information from assessments should be used to set tasks that are perfectly matched to pupils' prior attainment.
- **Level of challenge** - Work should be pitched at a level that is appropriate to the individual. It is challenging – success is only achievable if individual pupils work hard and try their very best. All individuals should find the tasks demanding at their own level.
- **Use of learning support** - Learning support should be highly effective in promoting rapid learning for groups of pupils regardless of their aptitudes and needs.
- **Opportunities to develop literacy, numeracy, and communication skills** – Teaching should include opportunities to develop reading, writing, communication and numeracy skills that are highly effectively taught and cohesively planned as part of the lesson.
- **Use of strategies and tasks to engage pupils** - Strategies and tasks should enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more.
- **Pace and depth of learning** - The pace of learning should be optimised throughout the lesson as to the best effect to support pupils at the time they need such support. As a result, almost all pupils make rapid and sustained progress.
- **Use of questioning** - Questions should be designed to tease out pupils' understanding so that the teacher is exceptionally aware of the degree to which pupils are secure in their knowledge and understanding.
- **Assessment of learning during lessons** - The work for each individual pupil should be adapted in the light of any misconceptions that are brought to light through questioning or checks on pupils' work.
- **Marking and feedback** - Marking should be frequent and regular, providing pupils with very clear guidance on how work can be improved. Pupils need to be engaged in the process. (see City of Rochester School Marking and Feedback Policy)
- **Home Learning** – Home learning should be an integral part of the lesson. It extends the learning and is treated as being as important as the lesson.
- **Progress** – Ultimately, all pupils should make at least good progress in their learning relative to their ability and starting points and demonstrate full understanding of this. For many, this is better than might be expected. Some may demonstrate exceptional achievement.

**2.3 Planning:** Teachers at City of Rochester School use a weekly planning sheet to plan their teaching following the planning prompt sheet (appendix 4 and appendix 5). These methods could include use of power point, use of a generic teacher planner or another structured plan of their choice. The reason for this freedom of choice is to allow teachers to develop their own styles and to give them the freedom to be creative in their planning so that they may feel empowered to offer deep learning experiences and un-restricted by a set lesson plan. However, whilst teaching staff are encouraged to adopt a style of their own and are not expected to teach in any specific way, regular monitoring of teaching and learning takes place at City of Rochester School to ensure the highest standards and therefore, outcomes for the pupils.

**2.4 Monitoring:** The annual model for monitoring of teaching and learning is as follows:

- Regular learning walks – this may include a variety of formats such as 'drop-ins' with a shared focus, tours of the school or support calls (appendix 8);
- Subject review – triggered by T&L issues or examination results. These are to be used to guide support and direct challenge;
- Full observation – 3 per year (appendix 5);
- Work scrutiny, 'every six weeks (appendix 6);
- There may be instances where additional monitoring is required such as where a teacher is identified as requiring additional support or where a teacher is newly qualified.

Monitoring of teaching and learning is quality assured through a model of paired observation and scrutinisation wherever possible. The monitoring of quality of teaching also includes a comparison to outcomes so as to give a broader picture of the success of teaching over time.

**2.5 Support for Teachers:** Staff are supported in improving their teaching in the following ways:

- Tours of strength (observing good practice from colleagues)
- Coaching triangles (teachers working in small groups to enhance their own practice)
- Development time targeted continuing professional development (CPD) sessions
- Observing good practice at partner schools

- External courses when necessary.

**2.6 Pupil and Parent Involvement:** The views of pupils about lessons will also be sought as part of a pupil voice subject review. Parents have a considerable contribution to make to their child's success in school. They are strongly encouraged to review school books, support their child in responding to their teachers' feedback and create the right environment and routines at home to enable homework to be completed. Liaison with the school is encouraged.

### **3 Setting of Appropriate Home Learning Across the Whole Curriculum**

**3.1 Rationale:** Home learning is an essential part of a successful education and helps support pupils' ability to learn in a variety of contexts. Home learning not only reinforces classroom learning, it also helps pupils to develop skills and attitudes they need for successful lifelong learning. It promotes independent learning skills, including the habits of inquiry and investigation.

**3.2 Nature of home learning:** At City of Rochester School, we believe that home learning tasks should not prevent pupils taking part in other after-school activities such as music, sport and clubs. It should be flexible so it can be completed at the family's convenience. Homework should be enjoyable for pupils, parents and carers. There will be a homework club for pupils to undertake any homework that is set

**3.3 Effectiveness of home learning:** Teachers must ensure that home learning is purposeful and that it enhances the pupils' learning journey. Home learning is most effective when:

- Tasks are structured, linked to the scheme of work and their purpose is clearly explained to pupils;
- There is consistent practice across the faculties;
- Home learning is regular so that everyone knows what to expect each week;
- Home learning expectations are recorded in the planner provided;
- Pupils and their parents or carers are clear about what they need to do and what the outcome will be;
- There are high expectations;
- Feedback is clear, focussed and constructive.

**3.4 Reading Reward Scheme:** All pupils in KS1-3 participate in the Reading Reward Scheme. At KS4 & 5, the subjects have a range of higher learning activities including weekly tasks linked to their learning and GCSE pathways.

### **3.5 Regularity of home learning:**

- Pupils will undertake a cross-curricular termly project which will have embedded English and Maths as part of it.
- In years 10, 11 and above, home learning will be less structured in its nature to allow pupils to take more ownership of their own learning journey and to allow teachers to respond to the needs of the pupils throughout their courses. However, it is expected that weekly home learning tasks will be set in ALL subjects where exams are being studied for.

**3.6 Reward:** Home learning will be rewarded through the rewards system. Termly rewards will be given for the best projects. Additionally, pupils will be rewarded at the commendation assemblies or awards evening for their efforts.

**3.7 Pupil and Parent Involvement:** The views of pupils about home learning/homework clubs will be sought as part of a pupil voice subject review. Parents have a considerable contribution to make to pupils' success in school. They are strongly encouraged to support their children with their home learning/attendance at homework clubs by creating the right environment and routines at home to enable home learning to be completed. Liaison with the school is encouraged through use of the pupil planner. Parent views are regularly sought and acted upon.

## **4 Marking Assessment and Feedback**

Please refer to the separate Marking and Feedback policy.

**4.6 Literacy and numeracy issues:** Numeracy and literacy should be corrected in a way which is appropriate to the needs of the pupil. However, where a pupil's work is littered with errors it might be best to focus only on a limited amount of mistakes so as to maintain a focussed and positive marking process. Pupils may be given time to complete corrections. The codes are designed to standardise our approach to highlighting literacy and numeracy issues. The code is designed that it might be used in a variety of curriculum areas.

**4.7 Presentation of work:** It is important that pupils are encouraged to present their work in an acceptable and professional manner. The following are minimum expectations for written work:

There is clear guidance for staff on how a pupil book should be laid out (appendix 9)

**4.8 Marking frequency:** Formative – Teachers are expected to use their own professional judgement when deciding on the regularity of their marking, depending on the number of lessons and nature of subject. However, the following guidance will be insisted on when marking is identified as an issue for a particular teacher or department.

- Subjects where pupils have three or more lessons per week: at least one example of formative assessment every two weeks.
- Subjects where pupils have less than three lessons per week: at least one example of formative assessment every three weeks.

**Summative** – For each year group, there are two (or three for year 11 only) agreed examination windows where pupil work will be summatively assessed.

**Home learning** – Feedback from home learning must also be prominent in pupil files/books.

**4.9 Pupil and Parent Involvement:** The views of pupils about marking and assessment will also be sought as part of a pupil voice subject review. Parents have a considerable contribution to make to pupils' success in school. They are strongly encouraged to review their children's school books, support pupils in responding to their teachers' feedback and create the right environment and routines at home to ensure that pupils are ready to come to school every day.

## **5 Spiritual, Moral, Social and Cultural Development of Pupils**

**5.1 Rationale:** School is about far more than learning the curriculum. Spiritual, Moral, Social and Cultural development is the term used to embrace this broader dimension. It ranges from teaching in religious studies and citizenship through to relationships and education and a wide range of extra-curricular and out-of-school activities. Importantly these vital dimensions of life and growth should be present across the entire curriculum.

**5.2 Spiritual development:** To help pupils in their positive spiritual development, all lessons and additional learning activities should be designed, wherever possible to:

- promote pupils' self-esteem by valuing and rewarding their achievements;
- encourage pupils to reflect on their learning and allow them to question and explore;
- provide opportunities in and out of lessons for them to discuss and exchange views;
- be supportive of those who seek faith or wish to strengthen it.

**5.3 Moral development:** In order for teaching and learning to be effective, pupils at City of Rochester School must adopt a shared moral code of respect. This moral code is taught through form time activities, assemblies and through the Personal, Social, Health, Citizenship Education (PSHE) curriculum days.

- The necessity of and the importance of following appropriate rules is seen as vitally important in setting an orderly learning environment.
- Pupils are encouraged to take on responsibility for their own learning and for that of others through peer support.

**5.4 Social development:** As part of engaging lessons and activities, pupils are expected to interact with their peers and other members of the community. Consequently, their social development is of great importance. When planning teaching and learning activities, staff should always try to promote an environment where there is:

- a willingness to co-operate with other pupils by balancing individual and collective needs;
- a readiness to celebrate others' achievements;
- a feeling of mutual respect and tolerance;
- a culture where pupils aspire to achieve!

**5.5 Cultural development:** As well as developing an awareness of their own cultural roots, pupils should also be able to appreciate the diversity and evolution of cultural traditions. In comparison to other local schools, City of Rochester School has a limited cultural mix of pupils. Therefore, it is particularly important that the following should occur as part of their learning journey:

- in lessons, assemblies and tutorials pupils should be helped to understand, respect and appreciate other beliefs, social circumstances and cultures and their impact;
- further opportunities for the above should take place in extra-curricular activities and school trips

**5.6 Monitoring of spiritual, moral, social and cultural development of pupils (SMSC):** In addition to the above considerations that take place when planning teaching and learning experiences at City of Rochester School, some aspects of the SMSC agenda are explicitly taught in lessons. This is audited annually (appendix 6) to ensure that pupils are given the appropriate information and guidance on essential topics that may help pupils to be successful learners, confident individuals, responsible citizens and effective contributors.

**6 Monitoring:** Compliance with the policies and procedures laid down in this document will be monitored by the trustees. The trustees are responsible for the monitoring, revision and updating of this document on a 1 yearly basis or sooner if the need arises.

**7 Equality Impact Assessment:** This document forms part of City of Rochester School's commitment to create a positive culture of respect for all staff and service users. The intention is to identify, remove or minimise discriminatory practice in relation to the protected characteristics, as well as to promote positive practice and value the diversity of all individuals and communities. As part of its development this document and its impact on equality has been analysed and no detriment identified.

## 8. Appendix 1 Lesson Planning Prompt Sheet

Lesson Planning Prompt Sheet		
<b>Teacher:</b>	<b>Class:</b>	<b>Date and time:</b>
<b>Objectives:</b> What will the pupils be learning?		<b>Outcomes:</b> What will their learning look like?
<b>1. Use of assessment in planning:</b> How will you use Information from assessments to set tasks that are perfectly matched to pupils' prior attainment? <i>Please attach a data sheet to your lesson plan.</i>		
<b>2. Level of challenge:</b> How will you ensure that the work is pitched at a level that is appropriate to the group and individual to ensure that all pupils find the tasks demanding at their own level?		
<b>3. Use of learning support:</b> How will you ensure that learning support (TAs) are highly effective in promoting rapid learning for groups of pupils regardless of their aptitudes and needs?		
<b>4. Opportunities to develop reading, writing, communication and numeracy skills:</b> Does your lesson include opportunities to develop literacy, numeracy and communication skills that are highly effectively taught and cohesively planned? <i>It is not essential to do this in every lesson if it is not appropriate.</i>		
<b>5. Use of strategies and tasks to engage pupils:</b> What strategies and tasks that you will use enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more?		
<b>6. Pace and depth of learning:</b> How will the pace of learning be optimised throughout the lesson so that you are able to use the time to best effect to support pupils at the time they need such support so that they can make rapid and sustained progress.		
<b>7. Use of questioning:</b> How will you use questions that tease out pupils' understanding so that the teacher is exceptionally aware of the degree to which pupils are secure in their knowledge and understanding?		
<b>8. Assessment of learning during lessons:</b> What strategies will you use to identify understanding and progress? As a result, how might the lesson be adapted in the light of any misconceptions that are brought to light through questioning or checks on pupils' work?		
<b>9. Marking and feedback:</b> Is the work of your pupils marked and up to date? Is there a planned opportunity for pupils to engage with the marking process?		
<b>10. Home Learning:</b> Is homework an integral part of the lesson? Does it extend the learning and is it treated as being important? <i>Home learning booklets are issued on a weekly rotation for certain subjects in years 7, 8 and 9, so this may not be necessary.</i>		
<b>Progress –</b> How will it be made clear that all pupils have made at least good progress in their learning relative to their ability and starting points? Also, is evidence available to support that this level of progress is sustained over a period of time?		

## Appendix 2 Learning Objectives/Lesson Plan Template

	Teacher Name:	Subject:	Ability Range (attach data sheet):
	Date/period:	Class:	
Learning Objectives: WALT – What Am I Learning Today		Learning Outcomes (linked to assessment criteria): WILF – What I’m Looking For...	
Links to previous learning and assessments:			
Support for specific pupils (including use of Learning Support, learning aids etc):		Opportunities for contextualised SCERTS, literacy, numeracy etc:	
Approx. Timings:	Teaching Strategies (including methods of assessment to demonstrate progress): Starter:		Challenge and differentiation (please consider different starting points based on ability rather than just extra work):
	Learning activities (underline or highlight any new learning) and AfL opportunities:		SMSC Considerations (the SMSC foci for 2019/2020):
	Plenary:		
Home Learning:		Resources:	
Checklist – Are the following in place in your lesson?			Yes, No, N/A
1. Use of assessment in planning: Have you used information from assessments to set tasks that are perfectly matched to pupils’ prior attainment? <i>Have you attached a data sheet to your lesson plan?</i>			
2. Level of challenge: Is the work pitched at a level that is appropriate to the group and individual to ensure that all pupils find the tasks demanding at their own level?			
3. Use of learning support: Have you planned so that learning support (LSAs) will be highly effective in promoting rapid learning for groups of pupils regardless of their aptitudes and needs?			
4. Opportunities to develop reading, writing, communication and numeracy skills: Does your lesson include opportunities to develop literacy, numeracy and communication skills? <i>It is not essential to do this in every lesson if it is not appropriate.</i>			



<b>5. Use of strategies and tasks to engage pupils:</b> Will the strategies and tasks that you have planned enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more?	
<b>6. Pace and depth of learning:</b> Will the pace of learning be optimised throughout the lesson so that you are able to use the time to best effect to support pupils at the time they need such support so that they can make rapid and sustained progress.	
<b>7. Use of questioning:</b> Have you planned questions that tease out pupils' understanding so that the teacher is exceptionally aware of the degree to which pupils are secure?	
<b>8. Assessment of learning during lessons:</b> Have you planned assessment strategies to identify understanding and progress? Have you thought what contingencies you may put in place in the light of any misconceptions that are brought to light through questioning or checks on pupils' work?	
<b>9. Marking and feedback:</b> Is the work of your pupils marked and up to date? Is there a planned opportunity for pupils to engage with the marking process?	
<b>10. Home Learning:</b> Is homework an integral part of the lesson? Does it extend the learning and is it treated as being important?	

### Appendix 3 – Weekly Planning Template

#### CITY OF ROCHESTER SHOOOL – TEACHER PLANNING AND OVERVIEW TEMPLATE

<b>Teacher:</b> <b>Class:</b> <b>TA:</b>	<b>Term:</b> <b>Week:</b> <b>Unit:</b>	<b>Key Questions:</b>			
<b>Key Vocabulary:</b>		<b>Resources:</b>		<b>Cross Curricular Links:</b>	
<b>Lesson Contexts:</b> (Previous lessons, future lessons, where in the sequence)					
<b>Opportunities for individual, paired and group work:</b>					
	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
Learning Objective: I know how to .... Learning Outcomes					
Main Activity Challenges Plenary					

Evaluation
Links with homework (if applicable):

#### Appendix 4 – Weekly Planning Template with Notes

Year	Term	Week	Unit:	
<p><b>Key Vocabulary</b>  <a href="#">Maths Key Vocabulary</a>  <a href="#">English Key Vocabulary</a> (scroll down to pg. 64)  <b>Reading key vocabulary:</b> scan, read, summarise, ask questions, infer, predict, reason, prove, evidence, imagining, self-correcting, expression, intonation, tone, analyse, evaluate, reflect, prefixes, suffixes, recommending books, identifying themes, making comparisons, explain figurative language, reasoned justifications, fact, opinion</p>	<p><b>Key Questions</b>            What did we learn about last week?            What do you know about...?            What could we improve on this week?            How does this link to previous learning?            What could this mean? Why?            Why do you think this happened?            Who would like to disagree with ...?            What if...?            What do you notice?            When might we...?            Who has a question about this?            What might we include in our plan?            How could we edit and improve this?</p> <p><b>Key discussion prompts</b>            Prove to me that you are correct            Explain to me what is difficult today and how you are overcoming this            Show me your level of challenge            Tell me why you corrected that</p>		<p><b>Resources</b></p> <p><b>Any IT?</b></p> <p><b>Maths:</b> dice, number cards, loop card starters, sheets for tables, counting supports, challenge games, real life objects, feely bag.</p> <p><b>English:</b> dictionaries, thesaurus, word banks, model texts, special pens for editing, magic box, real life objects, letter.</p>	<p><b>Cross Curricular Links</b></p> <p><b>Experiential - Geography – History – Music – Art – Science – PSHE – RE – DT – PE -</b></p>

<b>EAL:</b> Children with English as an additional language Who are they? What support will you provide?	<b>SEN:</b> Children with special educational needs, this could be learning difficulties, fine motor, gross motor, hearing, seeing, Autism/Aspergers, ADHD This can also be gifted and talented children who we can also be called AIM (Able Interested and Motivated). Which children might be in any of these groups? How might you support and challenge them?	<b>TA:</b> How will you involve the TA in each session? Could the TA act in role? Could the TA pre-teach content at the end of lessons for the next day to give some children a head start?
<b>Lesson Contexts:</b> (Previous lessons, future lessons, where in the sequence) Explain how this week links to previous or future weeks. How will the lessons build and link over the week?		
<b>Opportunities for individual, paired and group work:</b> Group/paired written work can be very powerful it helps to use a mixture throughout the week.		
<b>AFL opportunities:</b> Assessment For Learning – How will you find out what they know at the start of the week and during the week? Techniques you can use: <ul style="list-style-type: none"> <li>- Everyone write the text you are teaching on Monday with no input to find out a baseline for teaching</li> <li>- Show me your thumbs/traffic light cards/traffic light cups on desks to show your understanding</li> <li>- Use lollipop sticks to choose children to answer questions so don't put hands up</li> <li>- Ask a child/children to teach the class what we have just learnt/learnt yesterday</li> <li>- Clear success criteria created/adapted/understood by the children (and referred to throughout the lesson)</li> <li>- Self and peer assessment against a criteria</li> <li>- Look at exemplar work and discuss against the success criteria</li> <li>- Ask children to explain a modelled text</li> <li>- Children to know their personal targets for improvement and to be given time to think about, achieve and check them in each lesson</li> <li>- Open questions with plenty of thinking time</li> <li>- Discussing and evaluating incorrect answers instead of saying no and moving on</li> <li>- Dialogic teaching – ask a child a question, don't respond instead ask another child to respond and build on that idea</li> <li>- Mark with the children during the lesson so they understand your marking and know where they are at</li> <li>- Mini plenaries during the lesson to evaluate their learning, review teaching points and move them forward</li> </ul>		

## Appendix 5 – Lesson Observation Form

Lesson Observation Form Please attach data sheet and lesson plan to completed lesson observation forms.			
Teacher:		Observer:	
Date and time:			
Year group and set:		Subject:	
Number of pupils:			
Support staff or learning support:			
Lesson Focus/Objectives:			
SMSC strengths/issues (the SMSC foci for the year ahead):			
Social/Communication strengths/issues			
Key strengths:			
Agreed areas for development/CPD identification (including any suggested actions with completion dates if deemed necessary):			
<b>1 Outstanding</b>	<b>2 Good</b>	<b>3 Requires Improvement</b>	<b>4 Inadequate</b>
All pupils make at least good progress in their learning relative to their ability and starting points. Some may demonstrate exceptional achievement.	All pupils make at least good progress in their learning relative to their ability and starting points.	Most pupils make at least the expected progress in their learning given their ability and starting points. Satisfactory achievement and good progress are demonstrated.	Pupils make limited progress and underachieve relative to their capabilities. This may be because of poor attitudes/behaviour and/or unsatisfactory teaching.
Evidence showing sustained progress over a period of time.			No evidence is available to show sustained progress over a period of time.

Focus area	Outstanding	Good	Requires improvement	Inadequate
<b>1. Use of assessment in planning</b>	Information from assessments is used to set tasks that are perfectly matched to pupils' prior attainment. Pupils have a range of starting points as a result.	Information from assessments is used to set tasks that are well matched to pupils' prior attainment. Pupils have a range of starting points as a result.	Information from assessments is used to set tasks that are well matched to the needs of the class.	Information from assessments is not used in planning.
<b>Evidence and comments:</b>				
<b>2. Level of challenge</b>	Work is pitched at a level appropriate to the individual. It is challenging. Individual pupils work hard to achieve. Tasks are demanding for each learner.	Tasks are set at a level suitable for pupils of similar abilities. Individuals who find the tasks too easy or too difficult are provided with support so their progress is not slowed.	Tasks are set at a level suitable for pupils of similar abilities. There may be individuals who find the tasks too easy or too difficult. Such pupils are not given the support they need, so their progress may stall.	Tasks are not suitably matched to pupils' prior attainment; pupils find the work too easy or too hard.
<b>Evidence and comments:</b>				
<b>3. Use of learning support &amp; HLTAs</b>	Learning support (TAs) are highly effective in promoting rapid learning for pupils regardless of their aptitudes and needs.	TAs are well deployed to support learning for pupils regardless of their aptitudes and needs. All such groups make at least good progress.	TAs provide suitable support for pupils regardless of their aptitudes and needs. Such support helps them to achieve the lesson's objective but may miss opportunities to promote wider skills.	TAs do not meet the needs of groups of pupils. Pupils learning is limited either by too much assistance. Pupils do not achieve appropriate support.
<b>Evidence and comments:</b>				

<b>4. Opportunities to develop reading, writing, communication and numeracy skills.</b>	Highly effective teaching includes opportunities to develop literacy, numeracy and communication skills that are planned cohesively.	Effective teaching includes opportunities to develop literacy, numeracy and communication skills that are planned as part of the lesson.	Teaching includes opportunities to develop literacy, numeracy and communication skills.	Opportunities to develop literacy, numeracy and communication skills are ignored.
<b>Evidence and comments:</b>				
<b>5. Use of strategies and tasks to engage pupils</b>	Strategies and tasks enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more.	Pupils find the strategies and tasks interesting and enjoyable. They concentrate well and pay full attention to the teacher.	Pupils find the strategies and tasks interesting. Some may lose interest and need to be reminded to concentrate by the teacher.	Pupils are bored by the strategies and tasks and may become disruptive.
<b>Evidence and comments:</b>				
<b>6. Use of questioning</b>	Teachers' questions tease out pupils' understanding. Teachers are exceptionally aware that pupils are secure in their knowledge and understanding.	Questions tease out most pupils' understanding. The teacher is aware that most pupils are secure in their learning.	Questioning provides a broad overview of pupils' understanding and ensures they are all listening.	Questions are closed and are not used to assess pupils' understanding. The teacher is unable to adapt the task as a result.
<b>Evidence and comments:</b>				



<b>7. Assessment of learning during lessons</b>	The work for each pupil is adapted in the light of any misconceptions that arise through checks on pupils' work.	Lessons are adapted in response to misconceptions that arise through checks on pupils' work.	In-class assessment identifies general misconceptions, but is not always acted upon.	The teacher does not assess the pupils during the lesson to establish how secure they are in their learning and/or understanding.
<b>Evidence and comments:</b>				
<b>8. Marking and feedback</b>	Marking is frequent and regular, providing pupils with clear guidance on how to improve. Pupils are engaged in the process.	Marking is frequent and regular, providing pupils with guidance on how to improve. Pupils are involved in the process.	Marking is encouraging and provides pupils with some guidance on how to improve. Pupil involvement in the process is minimal.	Marking is infrequent and/or fails to provide pupils with guidance on how to improve.. Pupils are not involved in the process.
<b>Evidence and comments:</b>				

ASD Specific:	Y	N	Comments
<b>Environment:</b> Classroom has a defined area that provide clear visual boundaries for specific activities. For example – individual workstations/whole group area/quiet withdrawal zone			
<b>Environment:</b> Environmental supports (e.g. visual schedules, timetables, labelling/signposting, individual pupil checklists etc), are provided and implemented to assist pupils to predict activities, to anticipate change, to understand etc			
<b>Environment:</b> Transitions to new activities are carried out in a calm, safe manner			
<b>Environment:</b> Storage area for personal items, screens (where appropriate), lighting, noise levels (for example ear defenders available where appropriate)			
<b>Teacher/Pupil Engagement:</b> Activities are appropriately paced/structured to eliminate unnecessary break-time/free-time by keeping pupils actively engaged			
<b>Teacher/Pupil Engagement:</b> A variety of teacher led/supervised formats are used: direct instruction, small group, student-led, play, peer-led instruction			
<b>Communication:</b> Functional communication (both receptive and expressive) systems are being used for pupils who are non-verbal or have emerging verbal skills			
<b>Communication:</b> Cues are used to alert pupils to communication, alert pupils to the activity, introduce the activity, guide pupils through the activity, review what has been done			
<b>Communication:</b> Standard curriculum and resource symbols are used			
<b>Communication:</b> Objects, photographs and symbols are used to aid engagement and hold attention			
<b>Social Skills:</b> Curriculum/Teaching observed: social relationships (peer and adult)			
<b>Social Skills:</b> Curriculum/Teaching observed: self-regulation and self-monitoring			
<b>Social Skills:</b> Curriculum/Teaching observed: symbolic play, imagination and creativity			

## Appendix 6 – Work Scrutiny

Work Scrutiny 2018/2019					
Teacher:					
Reviewed by:					
Subject:					
Date:					
Please ensure that different groups of pupils are represented in the sample					
The Basics		Always	Often	Rarely	Never
1.	Is there evidence of praise and rewards?				
2.	Literacy and numeracy mistakes addressed where appropriate using the agreed codes?				
3.	Is the regularity of marking in line with school policy?			Yes	No
<b>1. Marking for progress</b>	<b>Outstanding</b> Through their frequently marked work, it is possible to see that there is a consistently high level of challenge and that pupils make progress at least in line with their ability over a period of time.	<b>Good</b> Through their frequently marked work, it is possible to see that there is usually a high level of challenge and that pupils make progress in line with their ability over a period of time.	<b>Requires improvement</b> Work is marked frequently. It is usually possible to see high levels of challenge in line with pupils' ability.	<b>Inadequate</b> Through their infrequently marked work it is clear to see that pupils are insufficiently challenged on a regular basis and that they have not progressed in line with their ability of a period of time.	
Evidence and Comments:					
<b>2. Focussed Marking</b>	<b>Outstanding</b> Systematic and effective checking of pupils' work identifies misconceptions and leads to personalised targets that are clearly linked to the assessment focus.	<b>Good</b> Checking of pupils' work identifies some misconceptions and leads to personalised targets that are linked to the assessment focus.	<b>Requires improvement</b> Pupils work is checked on a regular basis but a lack of focus results in limited progress.	<b>Inadequate</b> As a result of poor practices, particular groups make inadequate progress.	
Evidence and Comments:					

<b>3. Quality of Work</b>	<b>Outstanding</b> Consistently high expectations of all pupils can be evidenced in the quality of their work.	<b>Good</b> High expectations of most pupils can be evidenced in the quality of their work most of the time.	<b>Requires improvement</b> Expectations are generally in line with pupils' ability.	<b>Inadequate</b> Expectations are low, especially for particular groups.	
Evidence and Comments:					
<b>4. Pupil Engagement</b>	<b>Outstanding</b> Pupils are engaged in their learning through the marking process, demonstrating high levels of commitment to their own learning.	<b>Good</b> Pupils are engaged in their learning through the marking process.	<b>Requires improvement</b> There is some evidence that pupils engage in the marking process.	<b>Inadequate</b> Particular groups of pupils are not engaged.	
Evidence and Comments:					
<b>5. Home Learning</b>	<b>Outstanding</b> There is regular evidence of imaginative and appropriate home-learning that supports learning.	<b>Good</b> There is regular evidence of appropriate home-learning that supports learning.	<b>Requires improvement</b> There is some evidence of home learning.	<b>Inadequate</b> There is no evidence of home learning.	
Evidence and Comments:					
<b>6. Presentation of work</b>	Is presentation of work by pupils acceptable?	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>
Please comment on the presentation of work seen in sample. How are pupils encouraged to complete their work in a neatly presented manner? Please give suggestions of strategies that could be used to encourage pupils to focus on their presentation skills.					

<b>Overall grade</b>	<b>Outstanding / Good / Not Good / Inadequate</b> (highlight appropriately)
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Strengths	Areas for development
Is there an immediate action required? <b>Yes / No</b> If so, please specify and provide a timescale for review.	
Reviewer signature:	Teacher signature:

### 13 Appendix 7 – SMSC Review

<b>SMSC Review</b>	<b>Review completed by:</b>		<b>Review date:</b>
<b>Impact</b>			
<b>Summary</b>			
<b>Sub-criterion</b>	<b>Key phrases from the Ofsted Criteria</b>	<b>Grade</b>	<b>Summary of main strengths and areas for development</b>
<b>Personal insight and spiritual development</b>	Pupils: - think deeply. - have clear personal values. - are open to new ideas.		
<b>Moral understanding and relationships</b>	Show a keen interest in ethical issues. Reassess values in the light of experiences. Principled.		
<b>Social development and skills</b>	Resolve conflicts intelligently and seek consensus. Accept others' rights to hold different views/beliefs. Aspire to achieve to the best of their ability.		

<b>Understanding and respect for different cultures</b>	Have very good insight into their own and others' cultures, from first-hand experience. Appreciate cultural diversity. Challenge racism.		
<b>The school's promotion of SMSC and community cohesion</b>	SMSC development underpins all the school's curriculum and teaching. Impact is evident in all classrooms and nearly all pupils' attitudes.		
<b>To be outstanding we need to:</b>			

CITY OF ROCHESTER SCHOOL LEARNING WALK

LEARNING WALK EVIDENCE			
Member(s) of staff observed			
Observer(s)			
Date and time			
Subject		Year/Class	

FOCUS OF WALK/ LINK INTO KEY QUESTIONS (ENCLOSED)
e.g Stretch and Challenge/SMSC/Embedded Literacy/or subject/topic

ENGAGEMENT WITH LEARNING	
<ul style="list-style-type: none"> <li>➤ Pupils are engaged</li> <li>➤ There is evidence of learning in the lesson</li> <li>➤ Pupils are clear about the learning objectives for the lesson</li> </ul> <p>Additional evidence:</p>	Notes:



## PUPIL VIEWS

- What do pupils already know about this topic?
- What new things have pupils learnt today?
- Was there anything in the lesson pupils found hard? If so, what do pupils think would have helped them to learn better?

Additional evidence:

## TEACHING APPROACHES

- The tasks prepared allow pupils to achieve the stated learning objectives
- Teaching is differentiated according to individual learning needs
- There is evidence that lesson plans account for priorities identified in education health and care plans
- Inclusion strategies are being used effectively
- Pupils are given opportunities to develop independence

Notes:

Additional evidence:

## SUPPORT STAFF

- How are additional support staff being used?
- Is this enabling pupils to become effective learners?

Additional evidence:

## SUPPORT STAFF

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## LEARNING ENVIRONMENT

<ul style="list-style-type: none"> <li>➤ Classroom displays support learning</li> <li>➤ The area is clutter free and low stimuli</li> <li>➤ Visuals are in place where appropriate</li> <li>➤ Pupils' work displayed on walls is of good quality</li> <li>➤ Displays reflect the work of all pupils</li> <li>➤ Scaffolds and prompts for learning are visible in the classroom (e.g. work lists, instruction checklists, visual timetables)</li> <li>➤ Pupils have access to their sensory objects</li> <li>➤ There are supportive resources and equipment available (e.g. manipulative maths equipment, communication support)</li> <li>➤ There is sufficient lighting and ventilation</li> <li>➤ Pupils can move around the classroom safely</li> <li>➤ The environment is emotionally safe and pupils can take risks and make mistakes in their learning</li> </ul> <p style="margin-top: 20px;">Additional comments:</p>	<p>Notes:</p>
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SUMMARY OF LEARNING WALK	
What I have learnt from this learning walk	What are the implications for policy and practice

Questions to ask pupils during learning walks

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QUESTION	AREA(S) OF EVALUATION	FOCUS OF THE QUESTION
How do you find the work in this subject? Is it usually easy, challenging but achievable, or too hard for you?	Teaching and learning	Stretch and challenge
Is teaching always like this? What activities do you normally do?	Teaching and learning	Variety of activities
What does your teacher do that really helps you to learn?	Teaching and learning	Matching of learning to learners' needs
What are the really good bits of teaching that help you to learn best?	Teaching and learning	Matching of learning to learners' needs
How does your teacher give you feedback about how well you are doing?	Teaching and learning Leadership and management	Marking and assessment Application of school policy
Can you show me some examples of feedback that you have received from the teacher and what you did as a result of the feedback?	Teaching and learning Leadership and management	Marking and assessment Application of school policy

What do you do when you get stuck, or if you finish work before others?	Teaching and learning	Differentiation
Can you show me a piece of work you have done for this teacher, or in this subject, that you are particularly proud of? What makes this piece of work special?	Teaching and learning	Teacher/pupil expectations

What homework do you get in this subject/lesson?	Teaching and learning Leadership and management	Home learning
Is homework always set?	Leadership and management	Application of school policy
How long does homework take you to do? How long is it supposed to take?	Teaching and learning Leadership and management	Application of school policy
What would happen if you didn't do your homework?	Teaching and learning Leadership and management	Application of school policy
Can you show me a piece of homework that you have recently completed?	Teaching and learning Leadership and management	Teacher/pupil expectations Application of school policy
Are some pupils given different work from that of other pupils in the class? Why is that?	Teaching and learning	Differentiation
Does the teacher correct your spelling, punctuation and grammar? If so, can you show me? What do you have to do if you get these wrong in a piece of work?	Teaching and learning Leadership and management	Literacy across the curriculum Teacher expectations
How often do you read aloud in this subject? Is this to the teacher or to the class? What sort of things do you read?	Teaching and learning Leadership and management	Literacy across the curriculum
Can you show me a piece of extended writing that you have done in this subject?	Teaching and learning Leadership and management	Literacy across the curriculum

QUESTION	AREA(S) OF EVALUATION	FOCUS OF THE QUESTION
Do you often do any work involving numbers or graphs? Could I see?	Teaching and learning Leadership and management	Numeracy across the curriculum
What is the most amazing thing that you have learned in this subject/with this teacher?	Teaching and learning Leadership and management	Spiritual, moral, social and cultural development (SMSC)
How does the teacher help you to understand how what you learn in this subject is important for life outside of school?	Teaching and learning Leadership and management	SMSC Careers guidance British values
Would you be able to approach this teacher if you were being bullied? Would he/she take you seriously?	Pupil behaviour and welfare Leadership and management	Safeguarding
Is behaviour normally like this?	Teaching and learning Pupil behaviour and welfare	Behaviour for learning
Is this teacher fair in the way he/she gives out rewards and sanctions?	Pupil behaviour and welfare Leadership and management	Consistency Equality and diversity
What would your teacher do if he/she heard someone use homophobic or racist language? Has this ever happened?	Pupil behaviour and welfare Leadership and management	Equality and diversity
Do you get any extra support or help in this subject? What sort of support?	Teaching and learning Leadership and management	Support for pupils with special educational needs (SEN) and for pupils eligible for pupil premium
Does anyone else other than your teacher help you with your work? How do they help you? What difference have they made?	Teaching and learning Leadership and management	Support for pupils with SEN and for pupils eligible for pupil premium
What happens if you come to the lesson late?	Pupil behaviour and welfare Leadership and management	Attendance and punctuality
How do you catch up with any work you miss due to be being absent? How does the teacher help you?	Teaching and learning Pupil behaviour and welfare	Teacher expectations Application of school policy
What sort of work do you get set if the teacher is away? Can you show me an example?	Teaching and learning	Teacher expectations Application of school policy

City of Rochester School  
Pupil Books Non-Negotiables



✓ Books should be colour coded to the subject:

- **Blue – Maths**
- **Red – English**
- **Yellow – RE**
- **Green – History**
- **Orange - Geography**
- **Purple – Science**
- **Pink – PSHE**
- **Black – Art**
- **Navy – PE**
- **Buff – Individual Project**

**The following documents in this order should be evidenced in pupils books:**

- ✓ The two stars and a wish explanation should be placed inside the front cover of the exercise book (FIG 1)
- ✓ The marking for literacy – English Marking Codes (if appropriate) should be placed inside the front cover of the exercise book (FIG 2)
- ✓ Knowledge Mats should be placed at the very beginning of the topic as these will contain key facts and information that pupils need to have a basic knowledge and understanding of a topic (FIG 3) (these will follow)
- ✓ The pupil outline scheme for the project/unit/topic should be placed on the page before the pupils' work. Pupils should tick and date these off as they are completed. (FIG 4)
- ✓ At the beginning of the project/unit/topic, the success criteria template detailing the expectations for the pieces of work should be stuck into the book (FIG 5)
- ✓ Following completion of the work, the pupil and teacher evaluation template should be stuck into the book and the teacher and pupil should assess the standard of the work using a traffic light system: (FIG 8)
  - Red (Awareness)– the pupil needs to carry out further work until the topic is fully mastered
  - Amber (Participation)– the pupil needs to carry out further work until the topic is mastered
  - Green (Mastered) – the pupil has mastered the topic

- ✓ If a red or amber colour has been used by the teacher, this means the wish symbol, the teacher needs to explain what the pupil needs further master the concept.



that against  
to do to

- ✓ On FIG 8, there should always be a “super-stretching” activity for the more able. This piece of work needs to be fully labelled in the book by the teacher
- ✓ On FIG 5 and FIG 8, the teacher should always indicate if the pupil carried out the work independently, as part of a group or with support
- ✓ On FIG 8, the teacher should always write some narrative about the pupil’s general progress towards the learning outcomes and the achievement of the success criteria




Pupils’ work should always be presented as per the example in FIG 6 and FIG 7. This means that:

- The date should always appear on the top right hand side and be underlined
- Pupils should write in pen in KS3 and 4 (except in Maths)
- Mistakes should always be crossed out using a ruler – tippex should not be used
- Pupil feedback if not on the template as FIG 6, should always be in green pen and the two stars and a wish approach should be used
- Any handouts should be glued into the book as per the example shown
- If the pupil is not able to produce any actual evidence of their work, then photographs should be taken of the pupil by the teacher with a full explanation of what the pupils is doing and how this meets the success criteria
- Pupils should always respond to feedback. The first part of your lessons every day should be taken up with pupils revisiting work if they need to
- 

**FIG5** – to be put in the books at the beginning of the series of pieces of work

Date: 19.01.18
Independent    Group    Supported
Learning Objective: What characterises a super-hero and/or a super-villain?
Success Criteria:
1. I can use a variety of media to describe the characteristics of a super-hero or super-villain
2. I can write/create a storyboard outlining a new adventure
3. I can write for different purposes
Super-Stretching: I can write a sustained piece of text with appropriate structure, vocabulary and content.

**FIG 8** – to be put in the books at the end of the pieces of work

Date: 19.01.18		Independent	Group	Supported
Learning Objective: What characterises a super-hero and/or a super-villain?				
Success Criteria:		Pupil	Teacher	
1. I can use a variety of media to describe the characteristics of a super-hero or super-villain				
2. I can write/create a storyboard outlining a new adventure				
3. I can write for different purposes				
Super-Stretching: I can write a sustained piece of text with appropriate structure, vocabulary and content.				
Lesson Evaluation and Marking:				
				
				
	Next Steps:			
General progress against targets:				

**FIG 4** – to be put into the books at the very beginning of the pieces of work to outline what evidence the books should contain and what the pupils will be doing

Week	Key Question/Activity	Activities	Date completed
1	What characterises a superhero and/or a super-villain?	Examine a range of images, texts and film clips used to design a superhero and a super-villain to eventually become the main characters in their own superhero stories	
2	What are the key features of a stereotypical superhero story?	Students create an advertisement in role then use skimming, scanning, inference and deduction skills to elicit main features of a superhero plot	
3	How do considered vocabulary choices create a range of effects in writing?	Analysis of extracts from novels and graphic novels to enable students to create a section of their own superhero stories in two different forms	
4	What is the director's role in film-making and how does mise-en-scene create effects on the audience?	Study of film clips to support students in creating either a storyboard or a filmed scene from their stories, making carefully considered visual and audio choices as directors	
5	How does a director use mise-en-scene to ensure that the audience fully understands the key messages of his/her film?	Students write an analytical essay using PEE techniques	
6	This week should be spent further developing one task from the scheme; choice of this key piece of work will depend on strengths displayed by class over past five weeks.		



FIG 1

## MARKING - TWO STARS AND A WISH



Well done! Read what your teacher has written



Can you improve your piece of your work? Read what your teacher has written to help you.

FIG 2

ENGLISH MARKING CODES:		
Code	Meaning	
<b>Green Highlight</b>	Good work	Up to 3 good things will be highlighted
<b>C</b>	Capital letter missing or in wrong place	<b>Up to 3 of these mistakes will be marked in your work.</b> <b>You will need to correct them!</b> <b>The teacher might correct some for you, if you find it particularly tricky.</b>
<b>P</b>	Punctuation missing or in wrong place	
<b>//</b>	Start a new paragraph	
<b>O</b>	Can you think of another word?	
<b>^</b>	A word has been left out or an ending is missing	
<b>~~~~~</b>	This does not make sense	
<b>SP</b>	Spelling error	

FIG 6

**KS2 English Book Expectations**  
Presentation and developmental feedback

I will write the learning intention or title in the left hand corner, on the line and underline it with a ruler.

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

Friday 28<sup>th</sup> June 2013

I To be able to use descriptive phrases effectively

The white milky moon shone upon the neon stars. ~~Glaring~~ Glaring in the shadows of the darkness stood a tall figure. The clouds crept down as they turned to the misty guarding dark stranger. Newspapers rolled carelessly as the ~~as~~ rusty cars roared like a hurricane. The huge traffic lights stood tall like colossal sky scrapers.

You have used some fantastic adjectives and verbs in your descriptive paragraph.

To improve your writing, look at the sentence I have underlined and add an interesting opener. You could look at the learning wall to help you.

Majestically, the huge traffic lights stood tall like colossal sky scrapers.

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

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

I will carefully read all feedback and respond to it.

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

## KS2 Maths Book Expectations

Presentation and developmental feedback




I will write the title/learning intention in the centre, on the line and underline it with a ruler.

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

21.06.13

Investigating Honey

Which is the best deal?

	price	offer	I want
	£1.50	2 for £2.50	2 boxes
	80p	5 for £3.50	5 bars
	£1.10	3 for £3.50	3 loaves

I will glue any learning in at the top of the page and use the squares to help me.

I will draw a margin and write any question numbers on the left of the margin.

1. The offer on cornflakes is good because

$$£1.50 \times 2 = £3.00$$

So you save 50p

2. The offer on dairy is good because

$$80p \times 5 = £4.00$$

So you save ~~60~~ 50p

I will present my learning neatly by using the cursive script and making sure that I write only one number in each square.

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

Check you have used multiplication and shown your workings to calculate whether the offer is better value.

Look at question 2. Would it be a good deal if the offer was 6 for £4.25?

Yes because  $6 \times 80p = £4.80$  so you would save 55p.

I will carefully read all feedback and respond to it.

