



Model of Pedagogy



Academy Vision

At Radford Academy, we place relationships at the heart of what we do. We ensure everyone feels a true sense of belonging.

Through a carefully planned and sequenced curriculum and enrichment opportunities, we help grow curious minds to aspire, be self-disciplined and develop character. Together, we equip our pupils to flourish academically and socially – empowering through positive interactions, broadening their horizons and preparing them to thrive in the modern world

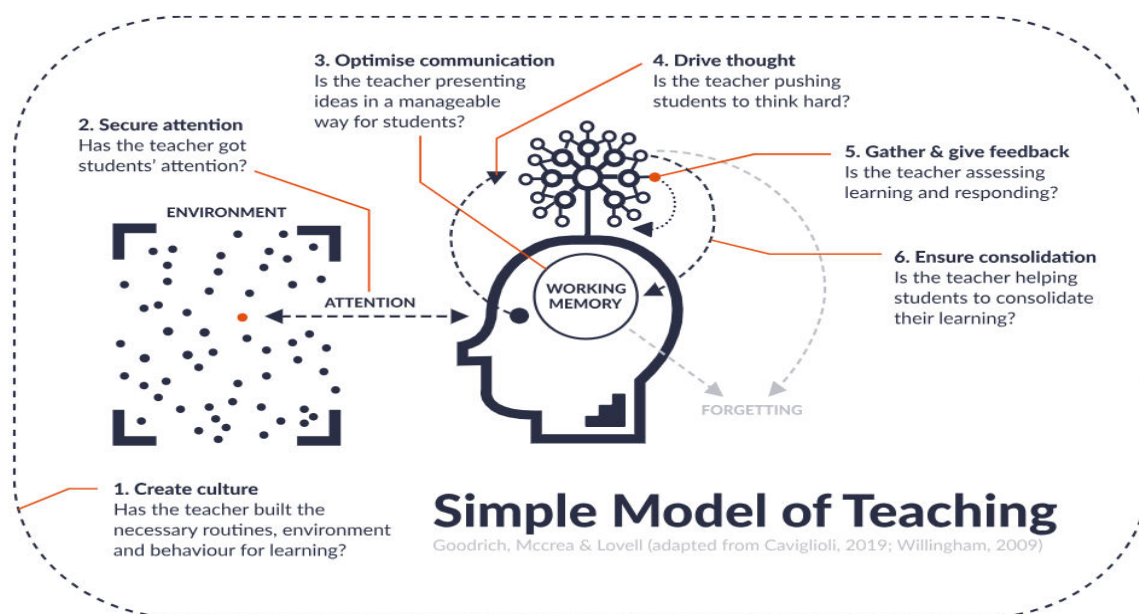
Academy Values



Introduction

To ensure teaching and learning are at their best, there needs to be a consistent approach which is understood and implemented by all.

In Radford Academy, there is a Model of Pedagogy, which explains how classroom practice should be applied. The Model is initially built on research from a variety of sources but adapted to meet the needs of the learners in our Academy. The Policy primarily aligns with Goodrich, McCrea and Lovell's 'Simple Model of Teaching' (see below) and the EEF Inclusive Teaching Guidance, where there is a blend of universal offer and adaptations/additional support.



Additional research through the following books: 'Teach Like a Champion' by Doug Lemov and 'Neuroteach' by Glenn Whitman and Ian Kelleher have supported the development of this policy. Both copies are available in school.

At Radford Academy, we believe that instructional coaching is the most effect model for teaching staff to improve their practice. We use Steplab as an online tool to support this model. Steplab sets out each area of the Policy which is broken down into 'master steps' and 'granular steps' to further develop teachers in line with expectations. Each granular step is supported with examples and evidence-based research to support understanding. Granular steps are sequential and build ensure the step is mastered.

Example: **Area – Engagement**; **Master Step – Use Paired Talk**; **Granular Step – Establish and Prepare Paired Talk Routines** (assigned partners, cue who talks first, cue to start, cue for attention) and have students rehearse them to fluency)

There are many granular steps. As an Academy, we will focus on key steps that we want our staff to master.

Additionally, each teacher will have an action plan that is tailored to their individual development needs. There will be a maximum of 3 development points for each teacher. Ideally, these development points will be highlighted through ongoing professional discussions in a two-way process. This is reviewed every term with their assigned coach and/or member of SLT.

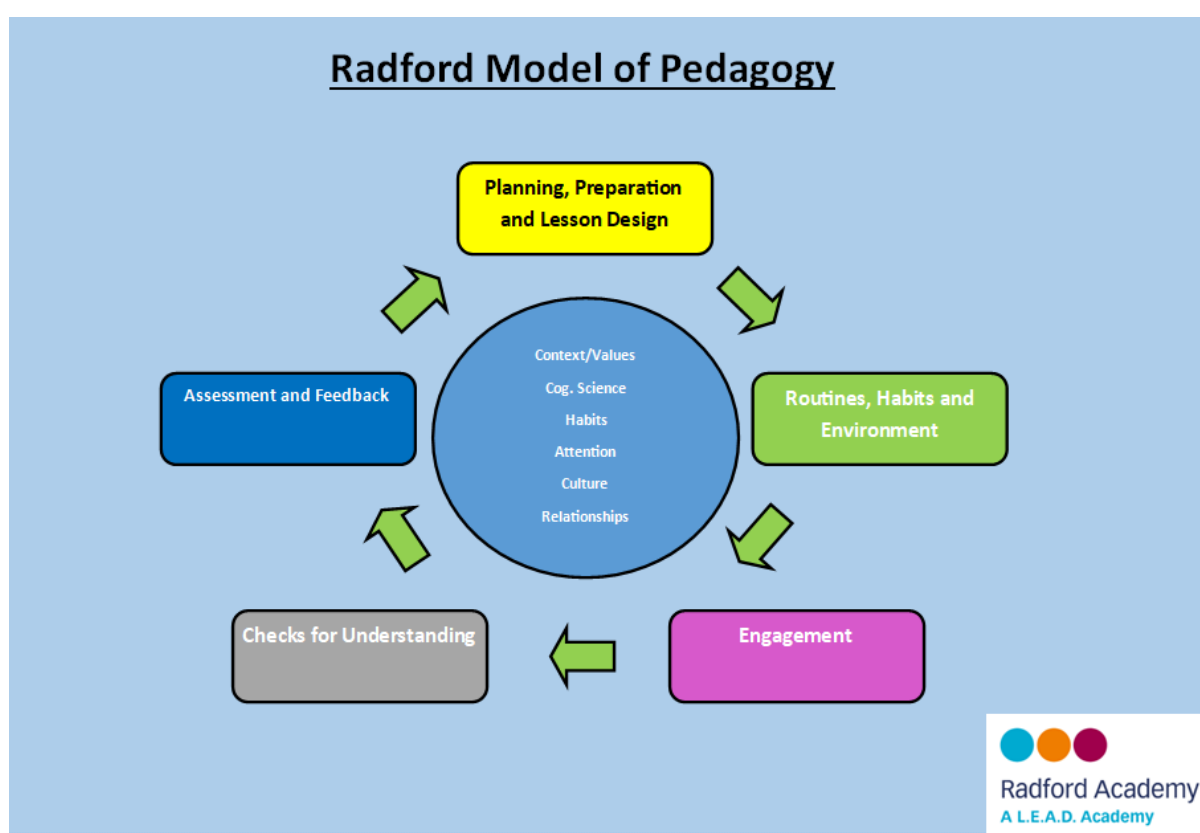
A Pedagogy Rubric is used for teacher self-assessment (available on Shared Drive). This document will offer a set of success criteria to allow teachers to highlight whether they are in Phase 1, 2 or 3 within a specific

aspect of their teaching practice. This will form part of the discussions to develop a collaborative action plan that will support teacher development.

The Model of Pedagogy will run alongside curriculum rationale which highlights the reasons why leaders make designs about curriculum intent, implementation and impact where the academy values are central (appendix 1)

This Model of Pedagogy is underpinned by the following principles:

- Understanding the Academy's context and BASIC values,
- Understanding cognitive science, long-term memory and working memory,
- Power of habits to accelerate learning,
- Understanding attention and what pupils will attend to,
- Classroom Culture,
- Relationships.



Six Underpinning Principles

Principle 1: Context and Values

Understanding the academy's context and BASIC values are essential for shaping an education that truly meets the needs of our pupils. Knowing the circumstances in which our children live and knowing what our children need, informs the principles that guide our academy and ensures that our curriculum is both relevant and aspirational. Our BASIC values influence not only what we teach but how we implement it—through approaches that reflect our commitment to equity, inclusion, and opportunity. By grounding our pedagogy in the lived experiences and needs of our students, we

create a curriculum that is meaningful, ambitious, and aligned with the vision of preparing every child so they can flourish in school and beyond. The 5 BASIC values are embedded within the curriculum and everyday Academy life and a further breakdown of these can be found in Appendix 2

Principle 2: Understanding Cognitive Science

Cognitive science underpins effective teaching by emphasising how learning occurs in the brain. Long-term memory is the foundation for knowledge retention, while working memory has limited capacity and can easily become overloaded. Cognitive Load Theory reminds us to design instruction that reduces unnecessary demands on working memory, enabling learners to process new information efficiently. Retrieval practice strengthens memory by actively recalling knowledge, reinforcing connections and promoting durable learning. By applying these principles, teachers can embed strategies that optimise understanding and long-term success. It is advised to read EEF Guidance on [Cognitive science approaches in the classroom | EEF](#) to have a deeper understanding to fully understand the rationale behind this policy.

Principle 3: Power of Habits to Accelerate Learning

Habits and routines are essential for preserving working memory so students can focus on the most important cognitive work. When classroom procedures are automatic—such as how to enter the room, transition between activities, or organise materials—students free up mental capacity for deep thinking rather than logistics. Similarly, academic habits like partner talk, showing work, or using structured discussion processes, create predictable patterns that reduce cognitive load and allow students to concentrate on rigorous content.

Principle 4: Understanding attention and what pupils will attend to

In an age of constant digital distractions, pupils often experience reduced concentration, making it vital to train their attention deliberately. Effective lesson design and pacing help sustain focus by breaking learning into manageable segments and maintaining cognitive engagement. Strategic participation techniques—such as cold calling, turn-and-talk, and use of visual cues—signal what students should attend to and keep them actively involved. By explicitly teaching students where to direct their attention and embedding routines that minimise off-task behaviour, we maximise their working memory for deeper thinking. Attention is not incidental; it is a skill that must be cultivated to unlock learning potential

Principle 5: Classroom Culture

A positive classroom culture is the foundation for academic success and social growth. High expectations signal to students that excellence is both possible and expected, while a healthy mistake culture ensures that errors are viewed as opportunities for learning rather than failure. Every student should feel they have a unique role to play in the class community, fostering inclusion and belonging. Celebrating others' success builds social motivation. Alongside this, teachers will continually reflect on and refine their practice, relentlessly striving for better outcomes for all pupils. This commitment to professional growth ensures that classroom culture remains dynamic, inclusive, and focused on excellence for every learner.

Principle 6: Relationships

Relationships are at the heart of effective teaching and learning. Children need to feel safe, successful, and known in order to thrive academically and socially. This sense of security is built through positive, warm, and supportive interactions that communicate care and respect. When pupils trust that their teacher values them as individuals, they are more willing to take risks, engage deeply, and persist through challenges. Strong relationships create a foundation for high expectations and inclusion, ensuring every child feels they belong and can succeed. By prioritizing connection alongside instruction, we foster an environment where learning is maximized and every pupil feels seen and celebrated

Five Steps to Effective Pedagogy at Radford Academy

Step 1 – Planning, Preparation and Lesson Design

In order to prepare effectively for our lessons, we need to fully understand the starting points of our learners. We therefore ensure our curriculum is well mapped out and that our schemes of work are clear in providing direction of what we will teach and what the children should know in terms of knowledge by the end of each unit of work for every year group. The curriculum is built up year upon year. Teachers use the curriculum maps, knowledge and progression documents and learning journeys/knowledge organisers that begin each unit of work to guide them to plan and prepare their lessons. Medium Term Plans (MTPs) are clear with key aspects of this Pedagogy Policy defined within them. This will ensure fidelity to this policy is further strengthened.

Lesson Design

When designing lessons, remember that learning has happened when there is a change in the long-term memory. ***'If nothing has changed, nothing has been learned,'*** (Kirschner, Sweller & Clark, 2006). Daniel Willingham explains that ***if memory is the residue of thought***, we therefore need to make sure that the children are constantly thinking about what we want them to learn. ***If a child can't talk about it, then it hasn't been learned*** (Mary Myatt). All must be kept at the forefront of our minds when designing lessons.

To be successful with lesson design, we need to have rehearsed each lesson in our heads before we teach them. Designing lessons isn't just about planning what the children will do, it's about planning for how they will think and what participation strategies will embed habits of attention and engagement.

We need to know:

- What do I actually want the children to learn/achieve this lesson? (Plan backwards from this point)
- What does successful learning look like in this lesson?
- What will the lesson look like if it goes well and what will I do if it doesn't? If it doesn't, what will I do about it?

At Radford Academy, the lesson design follows this format: ***Link It, Discover It, Think Together, Practise It, Apply It, Review It***. This supports teachers the plan lesson consistently across the curriculum. Each subject will have their own interpretation of the model to ensure subject-specific pedagogy is applied. Some subjects will differ, such as English or phonics, from this approach, but the pedagogy outlined in this policy will still be applied.

Further information and explanation about each section of the lesson design can be found at Appendix 3.

Lesson Preparation

Effective lesson preparation involves anticipating diverse learner needs and embedding strategies that promote accessibility and engagement. Teachers should plan for adaptations to ensure all students can access the curriculum, including adapted tasks and assistive resources, such as technology, where appropriate. Resourcing must be carefully considered to provide relevant materials and tools that support learning objectives (e.g. word mats, Widgets and/or manipulatives). The use of additional adults should be strategically planned to maximize impact, such as facilitating small-group work or targeted interventions. Lessons should include proactive planning for common errors and misconceptions, enabling timely clarification and scaffolding. Clear means of participation—such as structured discussions and partner talk, collaborative activities, and interactive questioning—should be integrated throughout, alongside regular checks for understanding using formative assessment techniques to monitor progress and inform next steps.

Step 2 – Routines, Habits and Environment (Simple Model of Teaching aspect of ‘Securing Attention’)

An effective learning conditions are created by setting clear rules and routines in the classroom, and around school, while having an environment that is calm, orderly and purposeful. This is so children can become **self-disciplined** and maximise their learning potential. If routines are consistently taught and practised regularly, they become habits. Habits are automatic behaviours that are acquired through repetition, often occurring subconsciously. Positive habits further reduce cognitive overload, allowing our children to focus and be attentive to what we want them to think and do, and have the right conditions, so learning can be maximised so that the working memory prioritises what we want children to be thinking about. This aspect of the policy links to the Simple Model of Teaching aspect of ‘Securing Attention’

Academy Rules

We have three simple rules within our academy:

Be Ready
Be Respectful
Be Safe

These rules are the cornerstone to the language that staff will use: Are we ready? Are we being respectful? Are we being safe? Rules are further supported by our values to ensure the environment and conditions are set to maximise learning and relentlessly strive to improve life chances. Academy rules are displayed throughout the academy.

Relentless Routines

A routine is a sequence of behaviour that you need to use to achieve a goal. Routines are specific, run in a set sequence and are clearly defined. Habits need to be built not just behaviour. Routines create a structure of behavioural nudges, prompts to behave in a certain way without relying on constant direction from the teacher. The habit will make children make the right choice, preparing them for the future. Additionally, our ‘relentless routines’ ensure that working memory is dedicated to what we want the children to learn. Relentless Routines are taught each half term to ensure these become automated, so the children do not have to think about them. These can be found within our Behaviour Curriculum which is found on the shared drive.

What relentless routines do our children follow at Radford Academy?

Moving around classrooms and the building

-When transitioning from our seats to line up at the door or vice versa, teacher will use a count down. This will be verbal or using fingers. 1- stand, 2- put chair in and 3 line up. When coming in from outside children will follow: 1- stand behind seat, 2 pull seat and 3 sit.

-When the children are moving from the carpet to the table this will happen in 3. 1 stand. 2 move. 3 stand behind a chair (this will differ depending on the age of the children)

-When children are in the corridor and they see a member of staff or a visitor, they will say good morning or good afternoon. The nearest person will hold the door open for an adult.

-Children will use **'Fantastic walking'** when in the corridors. This is hands behind their backs, walking on the left in single file, not talking to each other.

-Before children leave the classroom, teachers will state: You are now going to break/lunch. Remember that we move around school showing 'Fantastic Walking'

In-class routines and techniques:

Silent Signaller: To ensure the class are ready to listen and learn, the adult will raise their hand to signal that conversations and discussions or any task that has been given will come to a stop. Children will also raise their hands. **While waiting, the teacher will be scanning the room and praising and prompting, while counting down from 3-2-1.**

[Library | Steplab](#)

Active Listening: Adults will then expect the acronym, F.A.N.T, to be applied by asking the children to be in their **'Ready to Learn'** position (**F**ace forward, arms slanted/ **A**lways sit straight/ **N**ever interrupt/ **T**rack the speaker). Staff will say 'Show me you are Ready to Learn'. At this point children will then move to the FANT position and face forward. Children as part of F.A.N.T will be expected to sit up straight, never interrupt and will track the speaker. Teachers will then scan the room to ensure children have followed this routine by praising publicly and/or highlighting the number of children they are waiting for.

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Effective Speaking: When children provide answers and articulate thinking, they will be expected to follow **S.H.A.P.E** for Oracy/Communication (**S**entences/ **H**ands away from mouth/ **A**rticulate/ **P**roject/ **E**ye contact): Children will speak in sentences and not give one word answers, they will keep their hands away from their mouths, children will be articulate and won't mumble, children will project their voices and will maintain eye contact. Children will sit knee to knee when speaking to ensure the face the speaker.

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Show Me: When using whiteboards, they will write their answer, keep their whiteboards down until the teacher says: '**3,2,1, Show me**'. Children will then move their whiteboards to under their chin, so it is clearly visible. It is good practice to count down to ensure boards are shown in unison for '**no opt out**'

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Playtime routines

- When the 1st whistle blows, children will stand still and come off any equipment. When the second whistle goes, children will line up, not talking to each other.

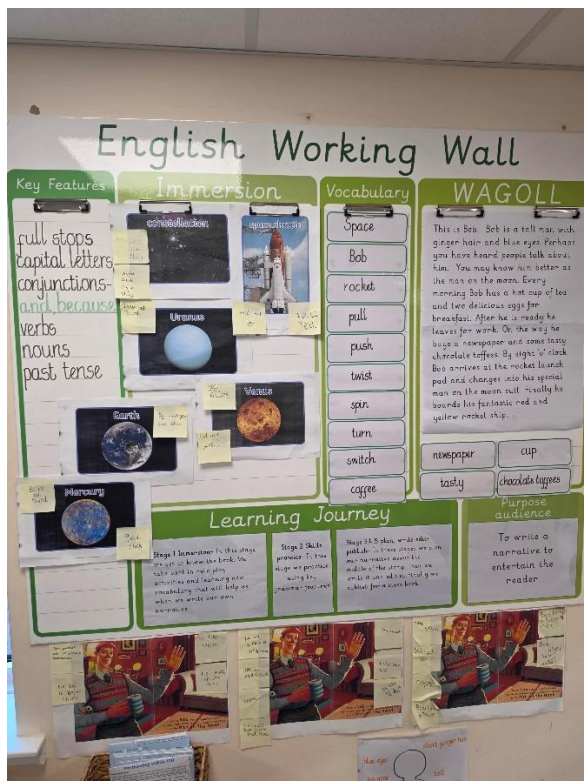
Lunchtime routines

- Children will sit at tables in their table groups. If a member of staff raises their hand, the other children must stop what they are doing and do the same.

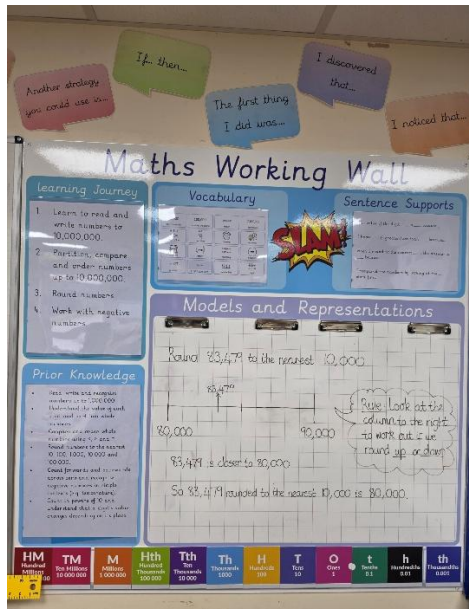
Environment

The children must understand that getting stuck is a positive experience and when this happens, they know what to do. There should be various resources available to help the children and they should know where these things can be found. Within each classroom there is a display board which exemplifies the learning journey for each subject across the curriculum which allows children understand the learning journey and rationale. Additionally, there will be a working wall for both Maths and English. Displays and working walls will be as simplistic as possible, this ensures working memory is not overloaded. Expectations for displays and working walls can be seen below. Maths, English and Phonics boards have the same layout in all classrooms. Again, this is to reduce cognitive load when transitioning to a new classroom (appendix 4 sets out detailed information about working walls and rationale behind them).

English Working Wall



Maths Working Wall



Wider Curriculum Subjects



The highest expectations should be held for pupils both in their learning and behaviour. The Behaviour Policy should be adhered to so that children know what to expect so it allows working memory to focus on what the children are learning. The Behaviour System is displayed in every classroom:



Step 3 – Engagement (Simple Model of Teaching aspect of 'Optimising Communication')

Engagement is essential for effective teaching and learning because students learn what they pay attention to, and highly engaged classrooms foster deeper focus, motivation, and persistence. *Teach Like a Champion* emphasises this by highlighting techniques such as No Opt Out and Choral Response, which ensure all students actively participate and stay accountable for their thinking, promoting a culture where effort and accuracy matter. Lemov also explains that **students learn what they focus on**, and that engagement is strongly shaped by classroom norms, routines, and relationships—factors that help learners build strong mental models and sustain attention over time. Collectively, these ideas illustrate that engagement is not incidental but a deliberately cultivated driver of high-quality learning. Strategies may include and not limited to:

-Choral/ echo responses and partner talk further support effective communication strategies. These will be used and planned for regularly within the lesson design. This strategy is often used to reinforce vocabulary, word meaning or low stake retrieval knowledge. At Radford, children in EYFS/KS1 follow RWI Phonics scheme.

- My turn, your turn- MTYT - Staff will say my turn, your turn- point hands at self, then point hands at the class to repeat in chorus. This is to model something that we want the children to know.

Echo/
Choral

[Library | Steplab](#)

-Talk To Your Partner (TTP) or Think, Prepare, Discuss, Share – The teacher will use the hand signals and then children will turn and face each other. The teacher will give prior warning so that children are ready to explain (this is also known as 'Time, Pair, Share' or 'Frontloading'). The teacher will indicate which child will begin the conversation. When/if children are on the carpet, they will be knee-knee ready for the **interaction** to take place.

Turn
and
Talk

[Library | Steplab](#)

- Group discussion – This is effective when instructions are front-loaded, and effective discussions have been modelled. This strategy could allow for passivity, so be mindful to not overuse this technique. Ensure that this technique is timed and that when feeding back, effective questioning will build on from pupils' responses. Additionally, 'shoulder partners' and/or 'facing partners' could counteract the potential for passivity.

[Library | Steplab](#)

- Thinking Out Loud (TOL)/ Narrate the Model – A key teaching tool to use is 'demonstration' teaching: clearly modelling an 'expert's' thought process. Teachers will point to their head and say 'I'm thinking out loud'. Children will need to be in their 'Ready to Learn' position. This technique is critical to support children's executive function. An effective way to maintain participation is to use turn and talk/ choral response to reinforce learning points.

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- No Opt Out/Do Now – All children participate. This could be through a simple diagnostic question/ voting strategy or ensure prompts and scaffolding are available for children who may need it to be able to participate. Additionally, this can be through a short, timed task on whiteboards that is low stakes where everyone can participate to generate ideas and/or a task to check for understanding.

[Library | Steplab](#)

Everybody Writes/ Stop and Jot – This is when the task is low stakes and time limited to ensure the question/ task is accessible for all to check for understanding or consolidate/ retrieve learning and /or gather initial informal ideas ready for a discussion.

[Library | Steplab](#)

- Silent Solo – This technique ensures mass participation. It is best when time limited. The teacher will frontload an instruction then give the instruction 'Silent Solo for x seconds'. Children will work independently for the time that has been allocated. This common phrase will be used so children will use this as an effective strategy for independent thinking with zero noise. This time allows the teacher to check for understanding.

[Library | Steplab](#)

- Cold Call – No hands up is the school policy for feedback. This allows for all to be accountable and eligible to answer a question. Teachers will frontload an instruction 'You will have 60 seconds to turn and talk. Then I will invite some feedback through cold call'. This is ensuring children are aware of the potential to be asked. This in turn increases engagement. Another effective strategy is to ask one pupil in a pair what their partner said. This increases accountability to ensure discussions are purposeful.

[Library | Steplab](#)

- Independent study - This should last no more than 15 minutes (less for younger years). Once all aspects of the lesson are complete (Link it, Discover It etc) and children are ready to work independently. This should be in silence unless the 'Apply It' aspect of the lesson is pair or group work.

Oracy/Effective Talk

We recognise that oracy and effective communication are foundational to pupil success across the curriculum and lifelong learning. **Interaction** is a core value for the academy and this is central to policy and developing pupils' spoken language skills, including a rich and precise vocabulary, is essential not only for academic achievement but also for their personal, social, and emotional development. Research by OFSTED highlights that strong spoken language proficiency supports reading, writing, and comprehension, and is linked to improved outcomes in subjects such as English and mathematics.

We are committed to explicitly teaching vocabulary and communication skills through carefully planned opportunities across all subjects. A clear oracy progression with intended outcomes is mapped out across the school to ensure it is valued as highly as reading and writing and is embedded through the curriculum. Through the lesson structure, vocabulary and sentence stems will be planned and will be readily available and accessible throughout the majority of lessons. These will be displayed like the below:

Lesson 1-



What can you remember about society in Ancient Egyptian times? How was it organised?



Key Vocabulary:

- Society
- Empire and exploration
- Legacy
- Ancient Egypt

Stem sentences:

Society In Ancient Egypt was organised by.....

This approach ensures that pupils, particularly those from disadvantaged backgrounds or with English as an additional language, can close the 'word gap' and become confident, articulate communicators. Our teaching model prioritises the systematic development of language knowledge—vocabulary, grammar, and syntax—enabling pupils to express themselves clearly, engage thoughtfully with others, and access the full curriculum with confidence.

Step 4 – Checks for Understanding.

While this is formative assessment, it is imperative that this is a separate step when designing lessons. **In-lesson feedback** is the most effective form of assessment as it captures pupils' thinking in the moment, allowing teachers to address misconceptions (checks for misunderstanding) and highlight best practice while the learning is still fresh. This immediacy is achieved by normalising errors and fostering a 'mistake culture' where pupils feel safe to take risks and learn from errors. In-lesson feedback can be delivered through a variety of strategies including:

- Diagnostic and in-the-moment questioning,
- Voting strategies (ABCD cards/ mini-whiteboards)

- On-the-move feedback, where teachers circulate during the first five minutes to check understanding and annotate work,
- Mid-lesson learning stops to pause and address misconceptions or celebrate successes through 'Show Call'.
- Co-operative peer assessment which encourages discussion in pupil-friendly language.

A range of questioning styles supports this process. Again, through effective talk and different engagement strategies, styles can include:

- Offering a range of answers,
- agree or disagree prompts,
- odd one out (WODB),
- "What went wrong?" questions,
- exit tickets/ Review It Questions to check understanding at the end of lessons. [Library | Steplab](#)

Mid-lesson stops (mini-plenaries) help pupils regulate their own learning and understand lesson pacing, while peer assessment supports higher-attaining pupils to consolidate knowledge and provides additional scaffolding for those who need it. This dynamic, responsive feedback approach ensures that teaching is closely aligned with pupil understanding and promotes active engagement in the learning process. Revealing pupils work to highlight misconceptions or support understanding (Show Call).

When to ask 'questions' is of key importance. At Radford, there are 6 key times to ask questions to check for understanding (or misunderstanding):

- Before a new idea/concept is presented (to check prior understanding). During the 'Link It' part of the lesson, two diagnostic questions are asked. One question links back to when the concept was last taught; one question is from the current unit. [Library | Steplab](#)
- After an explanation/model to ensure pace and understanding are maximised.
- After some instructions (do the children know what they are doing/ going to do?)
- After the 'Practice It' part of the lesson before children move onto the independent part of the lesson. Two diagnostic question are asked here to ensure pupils can move on to the next part of the lesson
- End of a lesson (exit ticket) [Library | Steplab](#)
- End of a unit/topic (this shows how much knowledge can be recalled).

Stage 5 – Assessment and Feedback

Feedback designed to ensure that children make rapid and sustained progress in the short, medium and long-term. We aim to assess effectively, so that we identify next steps in learning, communicate these clearly to the children and plan powerful activities to move learning forward. The purpose of feedback is primarily to facilitate and strengthen this process. Feedback of any sort should be given in a respectful and constructive manner.

At Radford Academy, we recognise the central role in education played by effective feedback, and we are committed to maximising its impact. We engage with recent research and current pedagogical thinking, including reports published by the Education Endowment Foundation, and we use them to inform our practice to improve outcomes for our children.

Frequency

We expect teachers to actively read each child's work, in all subjects, during or/and after every lesson. By "actively", we mean using professional judgement and skills to identify areas of strength and weakness in the learning. Children who are not currently at ARE will receive more targeted

feedback either during the lesson or through same-day intervention. Where children's work is not presented in written form, teachers will assess continuously, through observation and questioning.

Minimal Written Marking

Our policy is based on incisive, direct verbal feedback and well-planned, responsive teaching and learning. Teachers are not expected to write any detailed feedback in children's books. They can use professional judgement to make occasional short written comments, if they consider this to be the best means of communicating a message in specific circumstances, but extensive or regular written marking is discouraged at Radford, because the time could be better spent giving the feedback more effectively and adapting future planning (e.g., whole-class misconception).

When marking, the codes below will be added to the margin. In KS1, this will be live marking or through interventions to guide the children to see any misconceptions. In LKS2, live marking will continue; however, if marked after the lesson, no more than 5 errors will be highlighted and the code written in the margin. In UKS2 (unless children are well-below ARE), codes need to be in the margin so that children need to be able to find the misconception themselves.

Time will be given to pupils to respond to marking. If they are below ARE, this is likely to be through same-day interventions with more direct feedback.

Live Feedback

Teachers and teaching assistants are expected to give high-quality, immediate feedback to learners during lessons. This is most likely to be verbal, enabling children to improve their work on the spot. This live feedback will sometimes be to the whole class, sometimes to groups, and sometimes to individuals. To achieve maximum efficiency, feedback will often be given to all the pupils who might benefit from it at the same time, but this also has to be balanced with the need for flow in a lesson.

Peer and self- assessment

We expect children to take ownership of their own learning and have many opportunities to reflect through peer and self- assessment. When this is applied,

1. Staff will share the concept and milestone that the children will be learning each lesson.
2. Teachers will set/share a clear success criteria for pupils to self or peer assess against as appropriate.
3. We encourage children to see themselves as the first markers and audience for their learning. Children should be encouraged to find their OWN mistakes and to check and improve their own work individually or with the help of a peer before showing their work to the teacher.
4. Teachers should check the accuracy of children's marking and must plan for feedback to take place and should include a range of assessment types including peer and self- assessment.

Success criteria (Writing)

Children will regularly self and peer assess their work against the success criteria. Children will begin to decide the success criteria in KS1 and will be regularly involved in co-creating success criteria in KS2.

Example success criteria

Playscript	Teacher	Me
Script includes a cast list at the start		
Narrator used		
Speakers name is on the left followed by the colon Sarah:		
No speech marks used		
Start a new line for a new speaker		
Stage directions are in brackets		
Adverbs and powerful verbs are used		

A KS1 success criteria will include symbols:

Tuesday 6 th January 2026				
Grp	Ind	TA	T	Sup
WALT: Develop our vocabulary thorough understanding the setting of a story.				
Context: Kenya/ Africa				
ORACY in the style of let's think English				
   				

Following up on Feedback – monitoring the impact

We expect the impact of feedback to be evident in the children's work. Persistent errors should be swiftly identified and dealt with; where this proves impossible through Quality First Teaching, additional provision must be planned and delivered. It is the class teacher's responsibility to reflect on the impact of their own feedback, and regularly check from their feedback grids that issues identified earlier in the term have now been addressed. Subject leaders and senior leaders will monitor this closely, and it will be an important focus of work scrutiny. Governors will oversee this policy and its implementation.

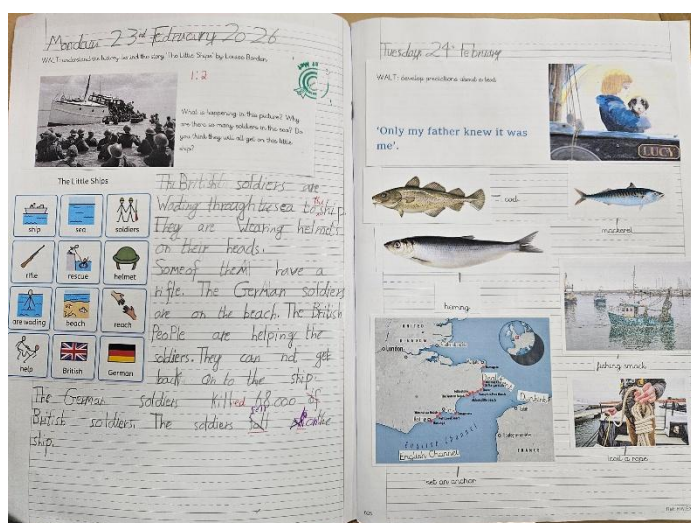
Marking codes seen in books (red pen) and written in the margin:

MARKING CODES

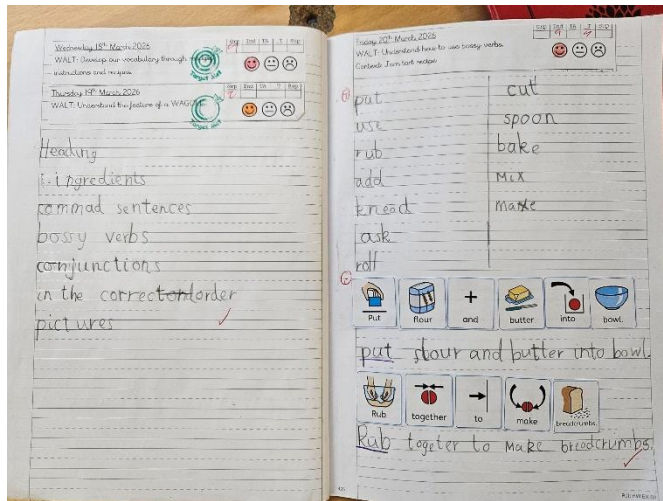
Symbol	What does it mean?	What should I do?
✓	Your work is correct.	Be proud - fantastic work!
.	You have made a mistake.	Think about it and try again in purple pen.
*	Rewrite this sentence	Read the sentence and improve it again underneath.
^	There is a missing word.	Read the whole sentence to check, then add the missing word above in purple pen.
P	There is missing punctuation.	Add the missing capital letter, full stop, comma, ! or ? in purple pen.
T	The verb tense is incorrect.	Check each verb is the correct tense and write the correct word above the mistake.
SP	There is an incorrect spelling.	Write the correct spelling in purple pen above the mistake.

Children will be given time to respond to marking. Teachers will use Post it notes to guide them to where a response is required/ our IMPACT intervention is needed to be actioned.

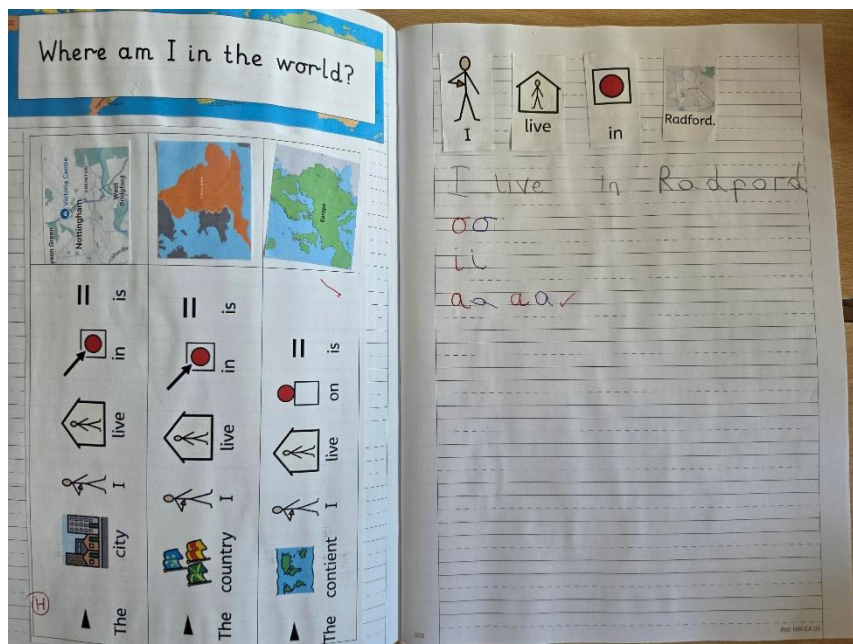
Examples of marking, presentation and any adaptations needed in books:



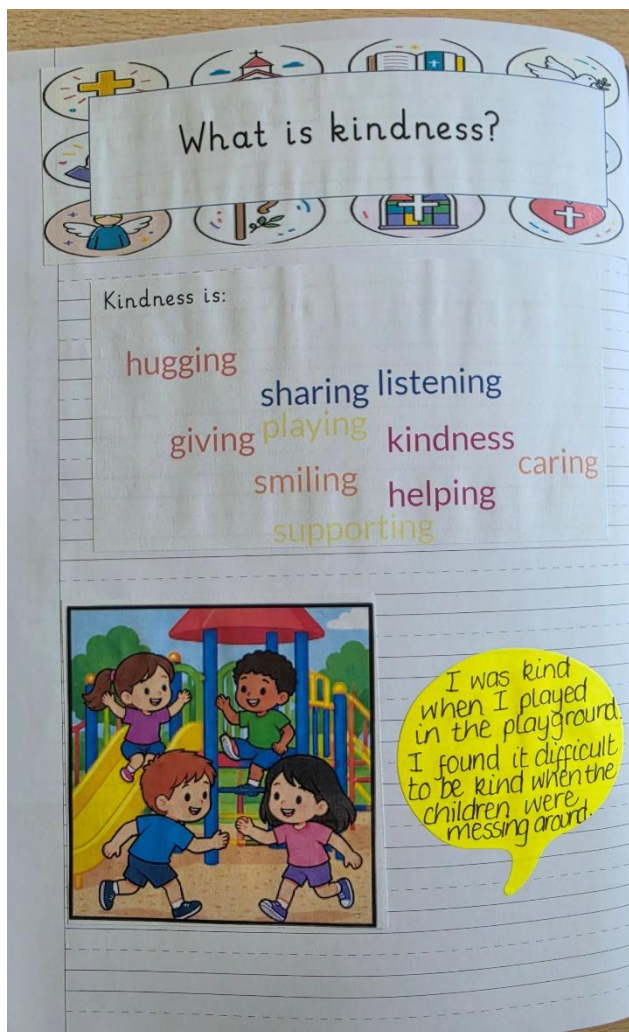
Widget mats used to provide children with key vocabulary



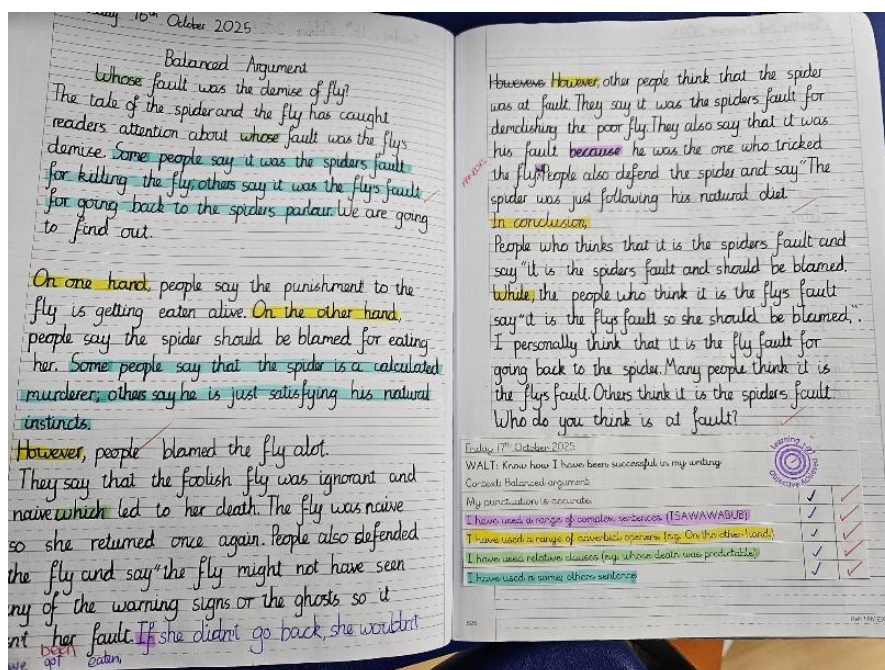
Widget sentences used to reduce cognitive load to support transcription



Widgets used to support transcription to reduce cognitive load.



Voice capture supports children to articulate understanding without the overload of writing.



Summative Assessment

Summative assessments (both statutory and non-statutory) are used at set points within the academic year. This is to allow us to understand how our pupils perform against national benchmarks and also analyse gaps in learning so we can bridge these early, thus preventing widening gaps. (Appendix 5 provides the yearly overview for assessment)

Radford Academy uses DC Pro to input, track and analyse data for all subjects. Training will be given during induction to ensure the accuracy of judgements and how to navigate and use DC Pro.

Pupil Progress Meetings (PPMs) form a critical part of teaching and learning. These will happen each term. This process will happen each term. The overarching document used is the 'LEAD Quality Assurance PRE 2019' (below). This provides a holistic data profile view of the Academy. Each teacher will analyse this document before the PPM to begin to form next steps and strategies for improving pupil progress and attainment:

		Year 1				Year 2				Year 3				Year 4				Year 5				Year 6			
Attainment																									
All Pupils ARE & GD	Cohort:	ARE & above		Gr Depth		ARE & above		Gr Depth		ARE & above		Gr Depth		ARE & above		Gr Depth		ARE & above		Gr Depth		ARE & above		Gr Depth	
		(29)		(29)		(29)		(29)		(31)		(31)		(30)		(30)		(31)		(31)		(26)		(26)	
	Reading	14	48%	3	10%	18	62%	3	10%	23	74%	5	16%	15	50%	5	17%	18	58%	6	19%	21	81%	11	42%
	Writing	12	41%	-	-	17	59%	-	-	22	71%	-	-	11	37%	-	-	16	52%	4	13%	21	81%	3	12%
	Maths	16	55%	1	3%	19	66%	3	10%	23	74%	4	13%	15	50%	4	13%	18	58%	8	26%	21	81%	7	27%
	SPaG	16	55%	2	7%	17	59%	2	7%	21	68%	2	6%	16	53%	6	20%	14	45%	7	23%	23	88%	8	31%
	Combined	9	31%	-	-	17	59%	-	-	20	65%	-	-	8	27%	-	-	13	42%	3	10%	18	69%	3	12%

This document further breaks down distinct groups to highlight their performance against the rest of the cohort (e.g. boys vs girls/ PPG vs non-PPG). Teachers will need to understand what the data trends and patterns are for their cohort and how this will inform curriculum planning and preparation.

Additionally, in PPMs, class teachers will use and annotate the 'Pupil Progress Meeting' report on DC Pro (below). This document breaks down progress and attainment for individual children. The first aspect to analyse is which children are not making expected progress from the last statutory assessment point or baseline. Secondly, teachers will need to have a clear strategy for these children who are at risk of not reaching Age-Related Expectation (ARE). Often, in Radford, it is children with SEND and EAL who are at risk; however, strategies still need to be thought out regardless of distinct groupings. These discussions and strategies will support the class teacher to create a strategy to ensure gaps are plugged/ gaps are not widening. Evidence in books will support these discussions

Pupil Progress Meeting Report. Cohort: Year: 5										Pupil Progress Meeting Report. Cohort: Year: 5									
Reading		Number and percentage within colour group		Number and percentage within colour group		Number and percentage within colour group		Number and percentage within colour group		Reading		Number and percentage within colour group		Number and percentage within colour group		Number and percentage within colour group		Number and percentage within colour group	
Girls are Black Boys are Blue		3/32 9.4%		20/32 62.5%		2/32 6.3%		7/32 21.9%		Summer 1 2024/25		3/32 9.4%		20/32 62.5%		2/32 6.3%		7/32 21.9%	
Prior Attainment: KS1 Results		Below		On Track		Above		Missing		Summer 1 2024/25		Below		On Track		Above		Missing	
Below		3/32 9.4%		20/32 62.5%		2/32 6.3%		7/32 21.9%		Below		3/32 9.4%		20/32 62.5%		2/32 6.3%		7/32 21.9%	
On Track		20/32 62.5%		2/32 6.3%		7/32 21.9%		Missing		On Track		20/32 62.5%		2/32 6.3%		7/32 21.9%		Missing	
Above		2/32 6.3%		7/32 21.9%		Missing		Below		Above		2/32 6.3%		7/32 21.9%		Missing		Below	
Missing		7/32 21.9%		Missing		Below		On Track		Missing		7/32 21.9%		Missing		Below		On Track	
Below		3/32 9.4%		20/32 62.5%		2/32 6.3%		7/32 21.9%		Below		3/32 9.4%		20/32 62.5%		2/32 6.3%		7/32 21.9%	
On Track		20/32 62.5%		2/32 6.3%		7/32 21.9%		Missing		On Track		20/32 62.5%		2/32 6.3%		7/32 21.9%		Missing	
Above		2/32 6.3%		7/32 21.9%		Missing		Below		Above		2/32 6.3%		7/32 21.9%		Missing		Below	
Missing		7/32 21.9%		Missing		Below		On Track		Missing		7/32 21.9%		Missing		Below		On Track	
Below		3/32 9.4%		20/32 62.5%		2/32 6.3%		7/32 21.9%		Below		3/32 9.4%		20/32 62.5%		2/32 6.3%		7/32 21.9%	
On Track		20/32 62.5%		2/32 6.3%		7/32 21.9%		Missing		On Track		20/32 62.5%		2/32 6.3%		7/32 21.9%		Missing	
Above		2/32 6.3%		7/32 21.9%		Missing		Below		Above		2/32 6.3%		7/32 21.9%		Missing		Below	
Missing		7/32 21.9%		Missing		Below		On Track		Missing		7/32 21.9%		Missing		Below		On Track	
Below		3/32 9.4%		20/32 62.5%		2/32 6.3%		7/32 21.9%		Below		3/32 9.4%		20/32 62.5%		2/32 6.3%		7/32 21.9%	
On Track		20/32 62.5%		2/32 6.3%		7/32 21.9%		Missing		On Track		20/32 62.5%		2/32 6.3%		7/32 21.9%		Missing	
Above		2/32 6.3%		7/32 21.9%		Missing		Below		Above		2/32 6.3%		7/32 21.9%		Missing		Below	
Missing		7/32 21.9%		Missing		Below		On Track		Missing		7/32 21.9%		Missing		Below		On Track	
Below		3/32 9.4%		20/32 62.5%		2/32 6.3%		7/32 21.9%		Below		3/32 9.4%		20/32 62.5%		2/32 6.3%		7/32 21.9%	
On Track		20/32 62.5%		2/32 6.3%		7/32 21.9%		Missing		On Track		20/32 62.5%		2/32 6.3%		7/32 21.9%		Missing	
Above		2/32 6.3%		7/32 21.9%		Missing		Below		Above		2/32 6.3%		7/32 21.9%		Missing		Below	
Missing		7/32 21.9%		Missing		Below		On Track		Missing		7/32 21.9%		Missing		Below		On Track	
Below		3/32 9.4%		20/32 62.5%		2/32 6.3%		7/32 21.9%		Below		3/32 9.4%		20/32 62.5%		2/32 6.3%		7/32 21.9%	
On Track		20/32 62.5%		2/32 6.3%		7/32 21.9%		Missing		On Track		20/32 62.5%		2/32 6.3%		7/32 21.9%		Missing	
Above		2/32 6.3%		7/32 21.9%		Missing		Below		Above		2/32 6.3%		7/32 21.9%		Missing		Below	
Missing		7/32 21.9%		Missing		Below		On Track		Missing		7/32 21.9%		Missing		Below		On Track	
Below		3/32 9.4%		20/32 62.5%		2/32 6.3%		7/32 21.9%		Below		3/32 9.4%		20/32 62.5%		2/32 6.3%		7/32 21.9%	
On Track		20/32 62.5%		2/32 6.3%		7/32 21.9%		Missing		On Track		20/32 62.5%		2/32 6.3%		7/32 21.9%		Missing	
Above		2/32 6.3%		7/32 21.9%		Missing		Below		Above		2/32 6.3%		7/32 21.9%		Missing		Below	
Missing		7/32 21.9%		Missing		Below		On Track		Missing		7/32 21.9%		Missing		Below		On Track	
Below		3/32 9.4%		20/32 62.5%		2/32 6.3%		7/32 21.9%		Below		3/32 9.4%		20/32 62.5%		2/32 6.3%		7/32 21.9%	
On Track		20/32 62.5%		2/32 6.3%		7/32 21.9%		Missing		On Track		20/32 62.5%		2/32 6.3%		7/32 21.9%		Missing	

Training is provided during induction period for PPMs.

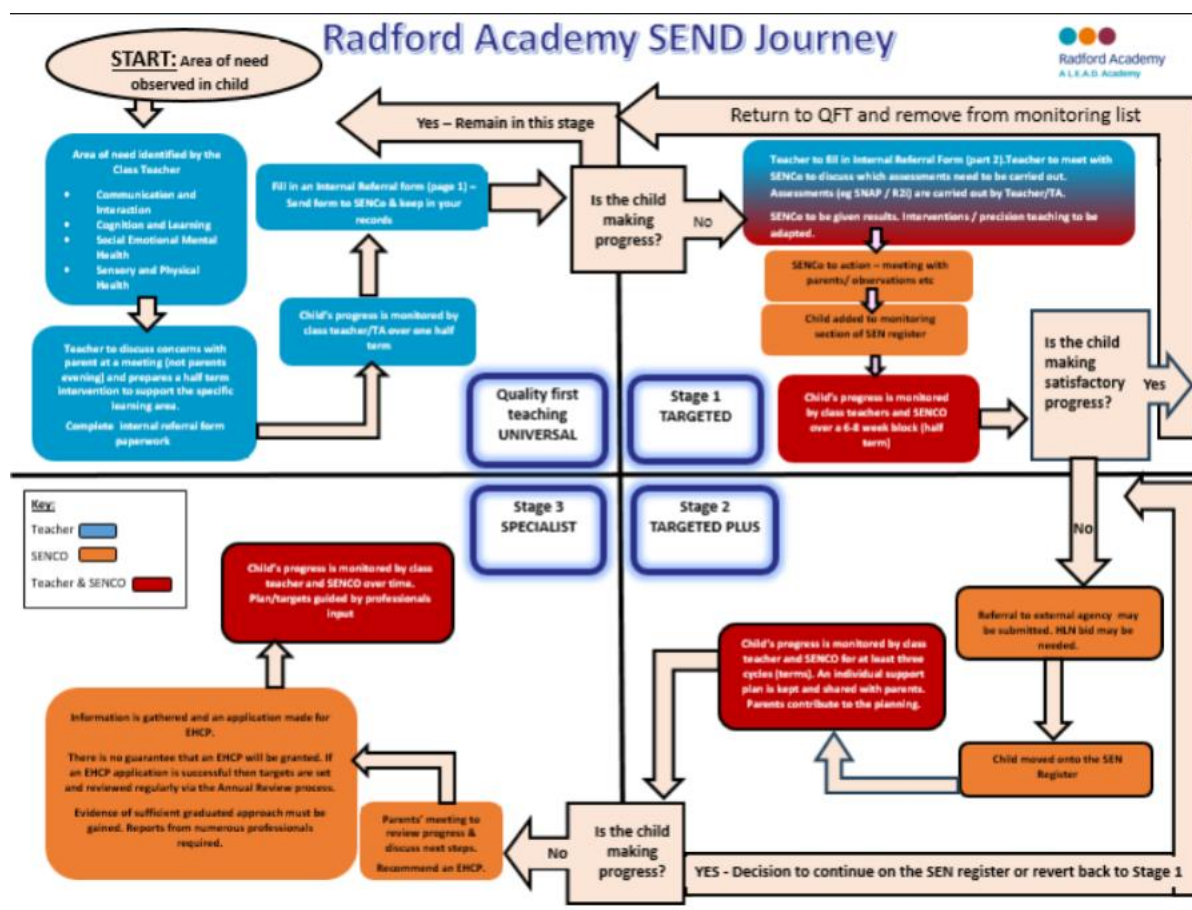
Diagnostic Assessments

Assessment on Entry

Additional to the above assessment opportunities, it is important to know where our children are and what gaps the children may have. At Radford Academy, we have high mobility. Therefore, it is crucial to have a system to assess children when they enter the academy. Assessment will begin in EYFS to highlight any gaps in communication and language using Wellcom and Phonics (RWI). Additionally, any new student joining the Academy where English as an additional language (EAL), and they speak very little English, they will be assessed for their proficiency using Flash Academy and this app will provide appropriate lessons/ interventions which are reviewed every 6 weeks.

SEND Pathway

If a child is not making progress or there are some concerns, there is a clear pathway to be followed. At Radford, if there are initial concerns, staff may use SNAP assessments to diagnose and/or offer any initial strategies. Any concerns can be discussed the SENDCo.





Appendix 1 – Radford Curriculum Overview

KEY KNOWLEDGE PROGRESSIONS

Knowledge Progression Documents

These document the essential knowledge that the children should know by the end of the year.

They align with the National Curriculum (NC) and the RE agreed syllabus.

LONG TERM PLANS (LTPS) AND CURRICULUM OVERVIEW

We created a long-term plan (LTP) using context and National Curriculum

Radford Values and context are the rationale behind our curriculum decisions.

Each subject has its own subject map to plot the key substantive and disciplinary knowledge across the school.

SUBJECT MEDIUM TERM PLANS

Using the LTP the learning is broken down onto a medium term plan and a subject knowledge organizer.

The medium term plan (MTP) outlines the key learning and knowledge for each subject, including key aspects of PRECA Model

Each composite step is broken down into granular steps in a logical sequence- these form our WALTs (We Are Learning To)

The MTP details the vocabulary, core knowledge, sentence stems and misconceptions for each subject.

Opportunities for promoting British Values, Academy Values and SMSC are highlighted within the curriculum

LESSONS AND CURRICULUM RECORDING

Individual lessons are planned in finer detail to ensure the five key aspects of Pedagogy Policy are embedded.

Learning is evidenced in the children's books and/or on Showbie

Learning Journeys are stuck in the books and are used to support the development and retention of key knowledge to be able to answer the Enquiry Question at the end of each unit

Key vocabulary is highlighted throughout the sequence of lessons.

LEARNING JOURNEY

Work from each week's learning is added to the Enquiry learning journey on display in the classroom.

This is built over the term and regularly reviewed and used by the children.

In addition, the knowledge organiser, sticky facts, vocabulary and learning objectives are included on the learning journey.

PRESENTATION

At the end of the Enquiry the children showcase an authentic outcome and answer the Enquiry question.

The Enquiry learning journeys are then displayed throughout the school as an aide memoire to the children to help with their retention of key knowledge.

Appendix 2

Radford Academy Curriculum Vision and Rationale.

'Where everyone belongs, where everyone thrives'



We place relationships at the heart of what we do. We ensure everyone feels a true sense of belonging. Through a carefully planned and sequenced curriculum and enrichment opportunities, we help grow curious minds to aspire, be self-disciplined and develop character. Together, we equip our pupils to flourish academically and socially – empowering through positive interactions, broadening their horizons and preparing them to thrive in the modern world.

Context: Radford Academy serves a community facing significant socio-economic challenges and complex safeguarding risks. Nottingham City experiences a high prevalence of child neglect, with 1 in 3 children affected locally compared to 1 in 10 nationally. The city ranks 6th out of 317 local authorities in England for income deprivation affecting children, with nearly 30% (17,600) of children living in income-deprived households.

Radford itself is among the most deprived areas nationally, positioned in the top 10%, and is the 3rd most deprived area within Nottingham City. It ranks 2nd for employment deprivation locally and 64th nationally among over 32,000 small areas, while income deprivation affecting children places Radford 3rd in the city and 176th nationally.

Reflecting this context, nearly 45% of pupils at the Academy are eligible for free school meals, and 80% speak English as an additional language, representing 16 different ethnic groups (local average is 9). Due to this and other factors, children's starting points, particularly in communication and language, are well-below average.

The local community is also affected by high levels of crime and anti-social behaviour, with ongoing police reports highlighting significant issues including knife crime, drug crime, violent and sexual assaults (including domestic violence, and weapon-related incidents).

Although education is valued by families in the community, aspirations and knowledge of job/career opportunities are low. Knowledge and understanding of healthy living are low. The link between economic wellbeing and health concerns is evident through the high number of cases of obesity within the area.

The Academy is located within urban and heavily populated. Children in the community are limited to outside space and areas for children to play/experience.

Our children are from a very diverse and vibrant community. Many have lived in other countries. However, due to poor economic wellbeing, many children do not travel beyond the local area and do not mix with other ethnic groups. The impact of this can link to stereotyping and prejudice. Therefore, children's cultural capital is limited. The decisions leaders make are based on our unique context and Academy values.

We know that our children need the BASICS:				
Understand that everyone is different and everyone counts	Understand how to set goals and believe that anything is possible	Understand how to have a healthy body, healthy mind and be a good citizen	Understand how to communicate confidently in a range of contexts	Understand and develop a thirst for learning and continue to learn
BELONGING	ASPIRATION	SELF-DISCIPLINE	INTERACTION	CURIOSITY
We know this because:				
Over 80% of our pupils have English as an additional language. This figure continues to rise The number of pupils identified with SEND is above that found in most primary schools As a school, we value and celebrate the multicultural heritage of our children and we aim to bring this into the classroom and their learning. The National Child Measurement Programme compares the weight of Immigration is making the catchment area more ethnically diverse and the number of EAL children is increasing yearly. We have a large mix of diversity with over 37 languages represented in our school.	Radford is one of the most income-deprived areas in the city. Nottingham ranks the 17th most deprived area in the country with Radford being 2nd within the city. We know that our children need opportunities to support their aspirations and career aspirations. We have embedded links with the Into University to show our children the opportunities that can find once they have left school. Through our curriculum we want to share with children the possibilities that education can lead to. For example, when we take the whole school to the pantomime we highlight jobs such as set designer, lighting technician, musician and actor. Each subject will highlight jobs	Pupils attending Radford Academy in January 2023 had an average IDACI deprivation score of 2.43 this means that 50% of pupils may have been experiencing family income deprivation. (16% nationally) Many children experience family turbulence (1 in 9 children have had agency involvement) safeguarding is central to our work as a school. The school draws most of its pupils from the local community which has higher than average incidences of violent crime; often associated with drug/and or alcohol abuse. There is also a high rate of domestic violence within our families. This impacts on the lives of some of our pupils. The number of children eligible for free school meals is well above national average.	Baseline data into our reception is very low, especially in CLL (communication & language) and PSD (personal, social development) Children begin from a variety of start points. Over 80% of our pupils have English as an additional language. These children need to then learn to read and communicate in English. We know that communication strategies need to be modelled to our children so that they can build positive relationships with each other. Acquire the essential skills of listening, attention and understanding. Extend their vocabulary through high quality texts and enriching learning experiences.	Have easy access to a wide range of quality texts through our classroom provision, our school library and additional community services. children in Reception and Year 6. Curiosity motivates pupils to explore subjects beyond surface-level knowledge, fostering deeper understanding and mastery of concepts Curious pupils ask questions and seek explanations, which develops their ability to think critically and solve problems effectively Curious pupils ask questions and seek

We are members of a diverse community and we understand that our families speak a wide range of languages. This is why we ensure that our social media platforms such as Class Dojo offer translations. This is something that a number of our parents access regularly	that can be achieved within each subject.	After the Covid-19 pandemic we observed that some of our children lacked resilience in their learning and need encouragement to develop confidence, perseverance, resilience, teamwork and a growth mind-set.. The latest data for Nottingham tells us that 1 in 4 (25.2%) of Reception aged children are overweight or obese and that this increases to 2 in 5 (40.8%) of children by the time they are in Year 6. Smoking is the single largest cause of (preventable) death and disease in Nottingham and it has been for more than 20 years. 2 in 3 (66.2%) adults in Nottingham are also overweight or obese. 28% of adults in Nottingham are physically inactive		explanations, which develops their ability to think critically and solve problems effectively When pupils are curious, they are more engaged and motivated in lessons, leading to better attendance, participation, and achievement.
This is evidenced through				
- Well designed PE curriculum - PE specialist teaching every child once a week - Opportunities to take part in competitive	Careers and employment themes woven through subjects and assemblies, using past pupils to highlight aspiration	- A defined RSHE curriculum - A wellbeing curriculum - A comprehensive Computing curriculum with a thread of online safety	- Lesson design that emphasises vocabulary and sentence stems - A lesson design that focuses on dialogic teaching to increase engagement	Providing our children with a curriculum that interests, motivates and inspires learning through a collaborative,

sport against other schools • Opportunities to take part in sports clubs both at lunchtime and after school • Well designed Science curriculum including strand about the body and what happens to food and what happens during exercise • Planning in DT curriculum ensures that all children are aware of healthy eating • Learning for life curriculum discusses exercise and health across the year groups • DAART programme in Y5/6 covers mental health and substances that harm physical health • A range of diverse texts used, displayed and are read for enjoyment in the class. • Our well- planned geography curriculum visiting and revisiting different countries across the world • Learning for Life curriculum where differences are explored	• Real-life application of learning, including STEM links etc. • Awareness of further education, apprenticeships, and university pathways • Trips and visits linked to subject content (museums, universities, workplaces). • Visiting speakers relevant to units of study. • Participation in competitions, performances, exhibitions, or research projects.	• Enquiries designed around conservation and protection of planets • Opportunities to engage with organisations and charities that work to protect the world: citizens of change • A robust safeguarding policy and curriculum where children and adults feel safe and know how to keep safe • Children are involved in debate and discussion about current issues involving conservation and protection • A range of diverse texts used, displayed and are read for enjoyment in the class. • Our well- planned geography curriculum visiting and revisiting different countries across the world • Learning for Life curriculum where differences are explored • Our RE curriculum where the children learn about the major religions	• Opportunities for role-play and drama within units of work • Plays and performances to enhance public speaking • Debates in history, RE and PSHE • Pupil-led assemblies • Homework presentations • SHAPE habit that is embedded through partner talk. • Circle time • An Oracy framework • Kagen strategies such as Think, Pair, Share • Active listening routine (FANT) • Wellcom interventions that support speech and language.	whole school approach. • We frame the children's learning by giving it a clear audience and purpose. • We aim to give learning a real life purpose. • Through our enquiry subjects such as Geography we learn about the world Creative and investigative learning opportunities through Science support discovery opportunities. • We want our children to learn about other countries and all children in KS2 learn a language: Spanish. We have international
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• Our RE curriculum where the children learn about the major religions • Understand potential issues eg racism, Islamophobia, homophobia, sexism • Celebrations and special events • Assemblies and debates • Visits and visitors from different cultures and religions		• Understand potential issues eg racism, Islamophobia, homophobia, sexism • Celebrations and special events • Assemblies and debates Visits and visitors from different cultures and religions • Well-designed PE curriculum • PE specialist teaching every child once a week • Opportunities to take part in competitive sport against other schools • Opportunities to take part in sports clubs both at lunchtime and after school • Well designed Science curriculum including strand about the body and what happens to food and what happens during exercise • Planning in DT curriculum ensures that all children are aware of healthy eating • Learning for life curriculum discusses exercise and health across the year groups		links which support our children to find out about other cultures and raises their awareness. • We understand the importance of offering our pupils a range of active learning experiences. We have planned our cultural capital experiences to enhance our curriculum and inspire our children to learn.
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		• DAART programme in Y5/6 covers mental health and substances that harm physical health		
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Appendix 3: Lesson Design

Lesson Structure Phase, Explanation and Timings	Principles of the phase	Ideas and considerations	Suggested Engagement and Pacing Strategies	Additional Adults (where available – core subjects)
REVISIT Link it- Retrieving previously learned information relevant to this lesson's learning. Assessment: 2 diagnostic questions 1 question from previous concept exposure 1 question from current unit (as the unit moves towards its end point, use knowledge from current unit) Time: 5 minutes 	- This part of the powerpoint/ plan will link learning to previous years / units focussing on recapping knowledge based on the concept that you are trying to teach. - At this stage it is important to identify the key prior knowledge that children need to retrieve from their long term memory in order to access the learning within this lesson.	- E.g. History could be looking at chronology placing times on a timeline and recalling substantive knowledge from previous sessions focussing on the golden threads. - What is the key prior knowledge that the children need to access to progress in the lesson? - When was the last time this concept was taught. Revisit content from previous year's exposure. - How will I check that all people have the knowledge? (e.g short quizzes knowledge organisers multiple choices, diagnostic questions) - What scaffolding for prior knowledge will I include? - Examples of children's work could be shared.	- Start the lesson off with a quick 'Do Now' task 'Silent Solo' Everybody writes Use 3,2,1, Show Me if on whiteboards to gauge understanding and/or Cold Call for responses or explanations. Use a timer to ensure each task is time stamped, e.g., 'You have 30 seconds to turn and talk, partner 1 will start'	When children are discussing ideas, a TA could: - Prompt discussion points - Encourage children to use the working wall - Encourage the less confident children to contribute - Target specific children who have been identified from previous lessons (not just LA or SEND) or who are showing through body language/their response that they're not sure - Use resources that can be shown or given as a prompt (photos, symbols, key words) SEND children have the resources they need e.g. enlarged version.

EDUCATE				
Discover This is will the children will get hooked into the lesson and prompt early thinking and questioning around the learning objective for that lesson. Learning objective will be shared Time: 5 minutes 	This part of the lesson will enable children to explore the concept that will be taught in that lesson through an entry point. Through the vocabulary and stem sentences supplied the children will have opportunities to talk and then give feedback.	- Entry points can include pictures/ writing, artefacts, diagrams videos, news clips etc - Are there any early misconceptions? (make a list of children who may need support later) after listening to the conversations	- This aspect must include either or both: Turn and talk/ Group Discussion Cold call for responses - The use of choral response to revisit any vocabulary and definitions would ensure engagement Use a timer to ensure each task is time stamped	When the facilitation approach is being used a TA could: - Prompt discussion points. - Encourage children to use the working wall. - Target specific children who have been identified from previous lessons (not just LA or SEND) or who are showing through body language/their response that they're not sure of the learning.
Think together During this stage the children will attain the knowledge that they need to achieve the learning objective. You will teach the children the knowledge Time: 10-15min 	Teachers expose children to new learning (knowledge and skill) through explicit teaching/ modelling. Vocabulary will need to be constantly used and referred to and should be on the power point. Understanding of new learning is checked throughout	- Teachers share the learning objective with the children and this is referred back to and pointed out on the working wall/ learning journey. Think Out Loud (TOL)/ Narrate the Model will be key to ensuring children understand the expert thinking process. Careful not to over-talk at risk of losing pace and engagement. - Ensure key vocabulary is used within modelling process	My Turn and Your Turn is an effective strategy to ensure a 'ping pong' effect for engagement and for ongoing checks for understanding. - Use choral response for key bits of knowledge/vocabulary you want children to remember Everybody writes for initial notetaking/ idea generating. - Use Silent Solo for any diagnostic questions or 'Do Now' tasks to check for understanding	- Use resources that can be shown or given as a prompt (photos, symbols, key words) - When explicit teacher instruction is being used a TA could: - Record the process of modelling for the working wall e.g. if the teacher is writing then what could be captured in symbols or images that will support? - Writing each step as the teacher models it - Collecting key vocabulary with definitions or images

Practice it - Modelling of task/ using new knowledge. - Paired/ grp work 2 assessment questions at the end of this part to check for understanding ready for application. Time: 10 minutes 	To model the tasks and using the vocabulary to the children.	Teacher uses different ways to model to the children the task that they will complete using the knowledge that they have been taught. Referring back to the vocabulary and stem sentences for structure.	Turn and Talk and then Cold Call to check that instructions are understood clearly understood. Use a timer to ensure each task is time stamped, e.g., 'You have 30 seconds to turn and talk, partner 1 will start'	to support understanding - Sit with target children and do the above if not appropriate or needed for the whole class. - Provide photos, images, symbols and vocab all prepared to support understanding the new knowledge
APPLY Apply it: This is where the children will apply their new learning to complete a task. Teachers need to have planned not just what they want the children to do but how they want them to learn. Time: 15 minutes (with mini plenaries to chunk time)	Children will have a task to practise their modelled learning. Activities need to be appropriate for learners and different needs need to be carefully planned for . Children will need activities that allow them to apply their thinking and not just replicate what has been modelled. Think about guidance and additional support children may need.	- Use of Widgeits for lower attaining children. - Children provided with stem sentences etc to be successful. - Additional scaffolding such as word mats/pictures, depending on the needs of the children. - Make sure there is adequate time for the children to complete the task. - Tasks need to be carefully planned to answer the enquiry questions. - Deepening tasks to be available to provide deeper thinking/challenge	- Double-check for understanding by 'Turn and Talk' - Independent study time/ Silent Solo - Use Show Call by using children's work as you are circulating the room/groups. Use a timer to ensure each task is time stamped (e.g. 'I'm going to give you x mins...')	Prompt discussion points Encourage children to use the working wall. - Target specific children who have - been identified from previous lessons - or current lesson (not just LA/SEND) who are showing through body language/their responses that they're unsure. - Use resources that can be shown or given as a prompt (photos, symbols) - key words)

				Identify misconceptions and share these with the teacher.
LEARN Review it- - This is the part of the lesson which will be the exit task Questions to check for Assessment/ Exit Ticket Time: 5 minutes 	Cement the sticky knowledge. Revisit the main learning enquiry	- This will link back to the enquiry question/learning objectives for the lesson and could be a question/ mini quiz - Peer and self-assessment opportunities - Assessment – which children may need IMPACTS if they have not secured the knowledge	Turn and talk and link back to lesson objective: 'What have you learned today? You have 1 minute to discuss with your partner ' - Silent Solo to answer a diagnostic question/ Turn and talk to discuss exit ticket Everybody writes/ No Opt Out Cold call for responses Use a timer to ensure each task is time stamped	- Encouraging children to explain in their own words their understanding of the lesson. - Using sentence stems... What do you know now that you didn't know before? If you had the opportunity to do this again what would you do? What are you proud of in this lesson? (try and guide them towards the learning rather than the output although this is obviously important too) - Encourage them to use the vocabulary that is appropriate for that lesson when reflecting on their learning

Appendix 4 - Environment

Working Walls

Working walls reinforce and consolidate children's knowledge and understanding through practical applications to learn a skill. They should reference and reflect **CURRENT** work and individual steps being covered in particular subjects or topics. They should be added to each time the next step is shared and show the learning journey. This could be daily in some instances. Children should always be involved in the formulation of these walls.

Word of warning: they **MUST** be kept up to date, not just changed for learning visits. At every stage I enter the room, it should be clear what is being taught in English and Maths. If done well, these walls help the children and reduce demand on your time.

Working walls in Radford should contain the following aspects for **English**:

Purpose/Audiences

Children need to understand why they are doing what they are doing. Make sure you explain the purpose of the week's learning.

Immersion

A build up experiences, vocabulary and drama to remind the children of the learning journey.

Vocabulary

The children need to be completely surrounded with appropriate vocabulary for the genre/text type. This helps to tease out what is already known and introduce new words. The words can then be added to the wall. Praise the children for using this vocabulary during the week.

WAGOLL

It is paramount to have a "what a good one looks like" (WAGOLL) attached to the working wall. This should be modelled and should contain examples of the methods which will be used during the week. Children's work/ideas can be added to the wall at any stage. Best practice would be to create the WAGOLL with the children in the moment.

The Learning Journey

Set out the objectives for the week on the working wall so the children can clearly see what they have achieved and "what's next". It is important that the objectives are progressive and the children can see this. These should be what you are looking for at each stage. Try to ensure this is exemplified with pupils' work for each stage. This will help them to remember.

Key Features

In order to promote independence, children need to know what success criteria will be required to ensure the text type is replicated successfully.

The example is a close match to what is required.

Working walls in Radford should contain the following aspects for **Maths:**

Prior Knowledge

Children need to know key pre-requisite knowledge needed to build on for this unit. These are Ready to Progress criteria found on MTPs

Learning Journey

This shows the sequence needed to be successful within this particular top

Vocabulary

The children need to be completely surrounded with appropriate vocabulary for the genre/text type. This helps to tease out what is already known and introduce new words. The words can then be added to the wall. Praise the children for using this vocabulary during the week.

Models and Representations

It is vital that models support scaffolding and representations to support a deeper understanding and able to 'see' the concept and draw attention to the structure.

Sentence Supports

This will support mathematical talk and oracy to aid a better understanding and language comprehension

Science and Wider Curriculum

Enquiry walls

Enquiry walls will continue as they have done and will build as the learning continues.

All enquiry walls must have: examples of work from each week: Week 1, Week 2 and so on. Key knowledge facts and vocabulary should be on display. The enquiry question must be displayed.

Science walls

Science walls will be set up like enquiry walls. You will collect all of the work throughout a unit and display it like an enquiry wall with key knowledge, key vocab, learning examples from each week.

To make this manageable enquiry walls build from the start of term. Change science walls at the half term. This means both walls will change 3 times a year.

Reading areas

Reading areas should be the wow of your room. What can you do to make the children in your class enter but not want to leave? What can you do to make a child pick up a book and not want to put it down? These need to keep ideas fresh so have a range of things on display such as;

- a child to recommend the book and write up why they have recommended this – neat work and published, change weekly so every child gets a turn.
- who is author of the half term and why, display the books
- teacher recommendations
- blind date with a book, opening a book and reading it
- vote for the best opening line out of a selection and read as a class text
- 100 reads that year group should read
- author blogs, letters to authors and responses
- guess the character by leaving different objects
- vote for the ending that the children produce

To help you get going we thought you could each set your reading area as a scene from the book e.g. Wonderland, Narnia, Peter Rabbit's hole or Fantastic Mr Fox, Neverland, Treasure Island etc. We are happy to buy new bookshelves, displays, anything you need to make this happen e.g lamps, phoneboxes etc. If you have an idea and are not sure how to make it happen come and discuss it.

Appendix 5 – Assessment Schedule in RADFORD ACADEMY

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Reception Baseline Assessment captured within first 2 weeks of school. information / observations also collected within the first 3 weeks. Read, Write Inc assessment Read , use 'starting strong' tracker to test sounds taught on weekly basis EYFS profile data Baseline imputed onto DCpro by week 6 Wellcom Assessments	EYFS profile updated in DC Pro for Aut 2. Read, Write Inc assessment completed at end of half term. EYFS Moderation undertaken to validate judgements. Pupil Progress Meetings	Read, Write Inc assessment completed at end of half term.	EYFS profile updated in DC Pro of Spr 2. Read, Write Inc assessment completed at end of half term. EYFS Moderation undertaken to validate judgements Pupil Progress Meetings	Read, Write Inc assessment completed at end of half term. EYFS Moderation	Statutory EYFS profile completed. Results recorded also in scholar pack Read, Write Inc assessment completed at end of half term. EYFS Moderation undertaken to validate final judgements with Y1 staff
Year 1	baseline assessments Read, Write Inc assessment completed beginning of week 3.	Phonics screening check practice paper completed by end of November. Teacher assessments completed and recorded on DC Pro of Aut 2. Read, Write Inc assessment completed at end of half term. Year 1 Moderation undertaken to validate judgements.	Read, Write Inc assessment completed at end of half term. Teacher assessments reviewed and update on DC Pro.	NTS papers completed by end of March. Phonics screening check practice paper completed by end of March. Teacher assessments completed and recorded on DC Pro of Spr 2. Read, Write Inc assessment completed at end of half term.	Read, Write Inc assessment completed at end of half term. Teacher assessments reviewed and update on DC Pro.	Statutory Phonics screening check completed by end of second week in June. NTS papers completed by end of June. Teacher assessments completed and recorded on DC Pro of Sum 2. Read, Write Inc assessment completed at end of half term.

		Pupil Progress Meetings		Year 1 Moderation undertaken to validate judgements. Pupil Progress Meetings		Year 1 Moderation undertaken with Y2 staff to validate final judgements.
Year 2	baseline assessments completed within first 2 weeks. Read, Write Inc assessment completed beginning of week 3.	NTS papers completed by end of November. Phonics screening check practice paper (for required children) completed by end of November. Teacher assessments completed and recorded on DC Pro of Aut 2. Read, Write Inc assessment completed at end of half term. Year 2 Moderation undertaken to validate judgements. Pupil Progress Meetings	Read, Write Inc assessment completed at end of half term.	NTS papers completed by end of March. Phonics screening check practice paper (for required children) completed by end of March. Teacher assessments completed and recorded on DC Pro of Spr 2. Read, Write Inc assessment completed at end of half term. Year 2 Moderation undertaken to validate judgements. Pupil Progress Meetings	Read, Write Inc assessment completed at end of half term.	Statutory Phonics screening check (for required children) completed by end of second week in June. NTS papers completed by end of June. Teacher assessments completed and recorded on DC Pro of Sum 2 Read, Write Inc assessment completed at end of half term. Year 2 Moderation undertaken to validate final judgements with Y3 staff.
Year 3	baseline assessments completed within first 2 weeks. Read, Write Inc assessment completed beginning of week	NTS papers completed by end of November. Teacher assessments completed and recorded on DC Pro of Aut 2.	Read, Write Inc assessment completed at end of half term. (for required children) Teacher assessments	NTS papers completed by end of March. Teacher assessments completed and recorded on DC Pro of Spr 2.	Read, Write Inc assessment completed at end of half term (for required children) STAR reading tests ongoing	NTS papers completed by end of June. Teacher assessments completed and recorded on DC Pro of Sum 2.

	2 (for required children) AR reading test completed week 2 to determine book band.	Read, Write Inc assessment completed at end of half term (for required children) Year 3 Moderation undertaken to validate judgements. STAR reading tests ongoing Pupil Progress Meetings	reviewed and update on DC Pro.	Read, Write Inc assessment completed at end of half term (for required children) Year 3 Moderation undertaken to validate judgements. STAR reading tests ongoing Pupil Progress Meetings	Teacher assessments reviewed and update on DC Pro.	Read, Write Inc assessment completed at end of half term (for required children) Year 3 Moderation Undertaken with Y4 staff to validate final judgements.
Year 4	Baseline assessments completed within first 2 weeks. Read, Write Inc assessment completed beginning of week 2 (for required children)	NTS papers completed by end of November. Teacher assessments completed and recorded on DC Pro of Aut 2. Read, Write Inc assessment completed at end of half term (for required children) Year 4 Moderation undertaken to validate judgements. Multiplication Test Practice completed end of November. Pupil Progress Meetings	Read, Write Inc assessment completed at end of half term. (for required children) Teacher assessments reviewed and update on DC Pro. Multiplication Test Practice completed end of Jan.	NTS papers completed by end of March. Teacher assessments completed and recorded on DC Pro of Spr 2. Read, Write Inc assessment completed at end of half term (for required children) Year 4 Moderation undertaken to validate judgements. Multiplication Test Practice completed end of March. Pupil Progress Meetings	Read, Write Inc assessment completed at end of half term (for required children) Teacher assessments reviewed and update on DC Pro.	Statutory Multiplication Test completed June. NTS papers completed by end of June. Teacher assessments completed and recorded on DC Pro of Sum 2. Read, Write Inc assessment completed at end of half term (for required children) Year 4 Moderation Undertaken to validate final judgements with Y5
Year 5	baseline assessments	NTS papers completed by end of November.	Teacher assessments	NTS papers completed by end of March.		NTS papers completed by end of June.

	completed within first 2 weeks.	Teacher assessments completed and recorded on DC Pro of Aut 2. Year 5 Moderation undertaken to validate judgements. Pupil Progress Meetings	reviewed and update on DC Pro.	Teacher assessments completed and recorded on DC Pro of Spr 2. Year 5 Moderation undertaken to validate judgements. Pupil Progress Meetings		Teacher assessments completed and recorded on DC Pro of Sum 2. Year 5 Moderation undertaken to validate final judgements.
Year 6	SATs Paper to be within first 2 weeks. Initial Pupil Progress Meeting to highlight interventions	SATS Practice paper completed by end of November. Teacher assessments completed and recorded on DC Pro of Aut 2. Year 6 Moderation undertaken to validate judgements. Pupil Progress Meetings	SATS Practice paper completed by end of February. Pupil Progress Meetings	SATS Practice paper 3 completed by end of March. Teacher assessments completed and recorded on DC Pro of Spr 2. Year 6 Moderation undertaken to validate judgements. Pupil Progress Meetings	Statutory Assessment Tests completed second week in May.	Teacher assessments completed and recorded on DC Pro of Sum 2. Year 6 Moderation undertaken to validate final writing judgements with SLT
Pupils with SEND	New pupils: Transition data shared with staff Baseline on Bsquared – learning outcomes identified –POAPs created & uploaded to Showbie – monitored on a weekly basis	Outcomes reviewed on Bsquared – progress recorded as a % of each step & recorded on DC pro POAPs updated Structured conversation with parent / carer	Provision maps updated on Showbie at the end of each week – targets changed when appropriate POAPs Updated with new assessment information	Outcomes reviewed on Bsquared – progress recorded as a % of each step & recorded on DC pro POAPs updated with new assessment information	Provision maps updated on Showbie at the end of each week – targets changed when appropriate POAPs updated with new assessment information	Outcomes reviewed on Bsquared – progress recorded as a % of each step & recorded on DC pro Provision maps updated & shared with staff for the upcoming academic year

	Identify pupils who may need external support.			Structured conversation with parent / carer		POAPs updated and passed to next teacher. Structured conversation with parent / carer
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