St. Luke's Teaching and Learning Manual

'Hearts overflowing with truth and love'

We are guided by the following core values:

Helpfulness
Enthusiasm
Aspiration
Resilience
Truth

This policy should be read in conjunction with the school's Marking and Feedback Policy.

Policy agreed: March 2020

To be reviewed: September 2026

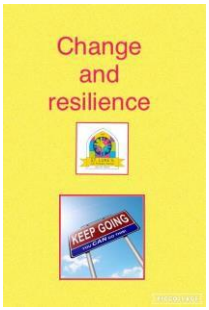
Contents

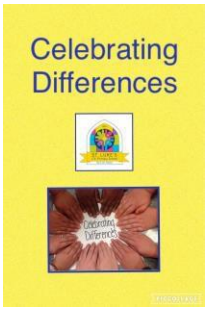
Aims 3
Key Principles of Learning and Teaching 3
Developing a Learning Culture 3
What do we want our children to achieve at St Luke's? 4
Planning 4
WALTs and Success Criteria 5
Teaching Strategies 6
1) Talk Partners 6
2) Language structures 6
3) Lesson starters 6
4) Interactive strategies 6
5) Modelling 7
6) Mid-lesson breaks / mini plenaries 7
7) Effective questioning 7
8) Group & independent work strategies 8
9) Working Walls 8
10) Differentiation 8
11) Pupil groupings 9
12) Plenaries 9
13) Resources 9
14) Marking and feedback 9
15) Learning Environment 9
What do we want our children to achieve at St Luke's and what does this look like in each year group? 11
Inclusion 18
Using Digital Technology to Improve Learning 20
Effective Teamwork 22
Appendix 1: Destination Reader Sentence Stems 23
Appendix 2: A Progression in Language Structures 24
Appendix 3: Extracts taken from 'Speaking, Listening and Learning: Working with Children in Key Stages 1 and 2' Primary National Strategy 25
Appendix 4: Planning questions using Bloom's Taxonomy 28

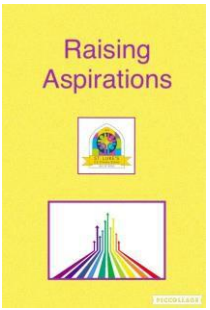
Aims

At St. Luke's, we recognise that quality classroom practice is the key to improving learning and raising pupil achievement. The policy aims to outline the fundamental principles which underpin all learning and teaching at our school.

This policy should be read in conjunction with our policies on *Behaviour*, *Marking and Feedback*, other curriculum policies and our *Wider Curriculum Framework*.
At St. Luke's we want to make sure that our curriculum reflects the diverse yet very distinct community that we serve. Considering the local context, there are **three areas** we want to support our pupils with:







Key Principles of Learning and Teaching

Article 28 of the UN Rights of the Child
You have the right to a good quality education.
You should be encouraged to go to school to the highest level you can.

Our approach to learning and teaching at St. Luke's is based on the principles of assessment for learning, and, in particular, the work of Shirley Clarke. The research evidence for this is significant (see 'Visible Learning' by John Hattie, 2009).

The key ingredients of assessment for learning are:

- A learning culture, where children and adults have a growth mind-set, meta-cognitive skills and the belief that all can succeed
- Involving pupils at the planning stage
- Talk partners and a no hands up culture
- Mixed-ability learning with differentiated choices so that self-esteem is intact and expectations are high
- Clear and shared learning objectives
- Co-constructed success criteria
- Effective questioning
- A continual quest to find out how far children are understanding their learning, so that individual and class feedback and the direction of the lesson can be adjusted appropriately
- Examples of excellence analysed and shared
- Feedback from peers and teachers which focuses on successes, where the excellence is and where improvements are needed
- Co-operative peer feedback via mid lesson stops, so that feedback and improvement is immediate and part of the lesson
- Effective ends to lessons, where learning is summarised and reflected upon

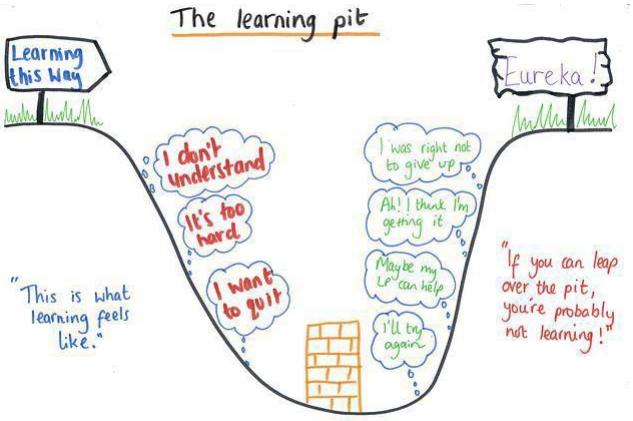
Developing a Learning Culture

At St. Luke's, we believe that the route to developing a 'smarter brain' is practice and input. We aim to encourage and develop a growth mindset in all the adults and children who are part of our school community (see 'Mindset' by Carol Dweck, 2006). To this end, we use language that promotes the idea that time and effort are key to learning and that everyone is capable of improvement.

Language that encourages a growth mindset	Language that encourages a fixed mindset (avoid these!)
I'm really impressed with your thinking/effort/ideas	I need a big strong boy
Comments about challenges (because they've worked hard)	You're always good at that
Look how much you've achieved	You did that really easily
What have you learned?	You must be so and so's sister/brother
Higher/lower achievers (not fixed)	That's a good picture
	More able/less able (fixed)

We encourage children to see mistakes as an essential part of learning and use them as a useful teaching point ('The Learning Pit')





What do we want our children to achieve at St Luke's?

We aspire to provide an outstanding education for all. We have designed a rich and stimulating curriculum which aims to support our children in: change/resilience, celebrating differences and raising aspirations.
The personal development of the whole child which we facilitate is crucial and, in line with our school values, we believe children need the following qualities as learners in order to access and flourish within the curriculum:

- To be resilient, being **honest** when faced with setbacks but determined to try again.
- To be excited about learning, demonstrating **enthusiasm** and striving for **excellence** in all they do.
- To be **kind** and **respectful** to others and themselves.
- To be proactive and independent, feeling **safe** to try on your own.
- To be confident, taking **courage** in every task they do.
- To be problem-solvers and thinkers, willing to take on **responsibility**.
- To be good communicators, which underpins good **partnerships** in school life and beyond.

At St Luke's, we recognise these qualities and skills may look different in different stages of children's education. **Page 11** gives further details of how this could look and strategies that are put in place to establish this.

As part of our establishment week at the beginning of a new school year, staff and children discuss learning in class and produce a display that reinforces the characteristics of successful learning. These are reinforced through teaching and through our interactions continuously through the year.

Planning

Planning needs to begin with selecting appropriate learning intentions according to the needs of the class, based on prior learning and experience, and with regard to the school curriculum and the national curriculum.

WALTs and Success Criteria

Learning intentions are presented to the children as **WALT** (*We Are Learning To*) and must be short and concise and be about the skill, not the context. In other words, describe the learning that is planned for, not the activity.

Learning intentions should:

- Set challenging expectations
- Be used as an assessment tool for future learning
- Support longer-term learning outcomes
- Be used to decide the type of activities to be undertaken during a lesson

In order for the learning intentions to be planned for effectively, the teacher must:

- Have a clear understanding of what the learning intentions means
- Know what a quality outcome would look like
- Be able to compare what they witness to that concept

The children must:

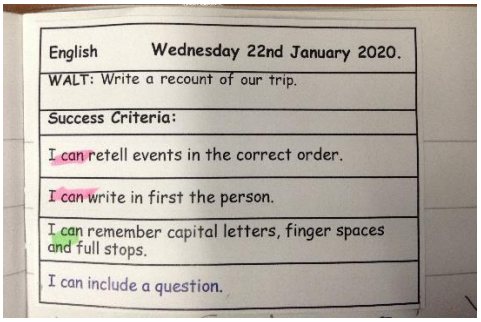
- Possess a concept of the standard or goal being aimed for
- Compare the current level of performance with the goal
- Engage in appropriate action which leads to some closure of the gap

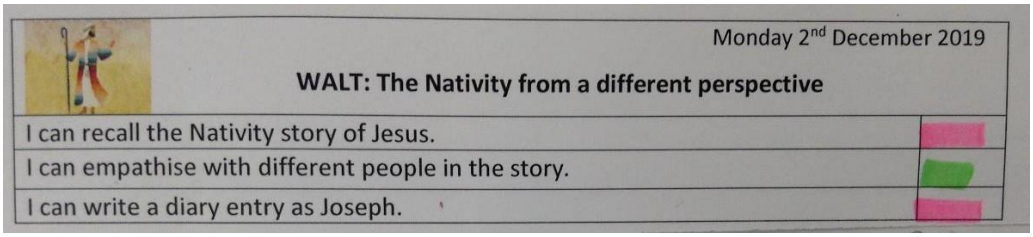
Sometimes there will be two learning intentions, especially in subjects other than English and maths; the knowledge we want the children to acquire and the skill they will use in acquiring or applying that knowledge.

Success criteria break the learning objective down into small steps, so the children know what they have to do in order to achieve success. Effective success criteria:

- Needs to be known, in a basic form, by the teachers in advance of the teaching
- May be generated by the children to have maximum impact on learning i.e. those working at greater depth or everyone generating for a writing task
- May need to be differentiated for different abilities, especially in maths
- Should set out the steps the children need to take to be successful, or what they need to include
- Should be constantly referred to by teachers by highlighting the SC on the WALT label
- Should be checked or ticked off by children – or even a peer - where appropriate
- With open WALTs, can be used to decide on success and improvement in feedback.

Examples of WALTs





Teaching Strategies

1) Talk Partners

A key element of our teaching at St. Luke's is the use of Talk Partners. We recognise that the development of good speaking and listening skills is essential for learners to be able to articulate their thinking and extend their learning.

Talk Partners should:

- Be set partners, who sit next to each other (at tables or carpet)
- Be changed regularly (at least every half term)
- Actively listen, seen through their body language i.e. children turn their bodies to face each other, give eye contact etc. (as described in Destination Reader)
- Be modelled/explained explicitly so children understand the expectations
- Have an opportunity to feedback their (or their partner's) thinking

2) Language structures

We know that many of our children benefit from the explicit teaching of language structures to help them to explain their thinking and take part in discussions. The *Destination Reader sentence stems* (**Appendix 1**) and the *Tower Hamlets Language Structures* (**Appendix 2**) can support us with this. We model good use of spoken language and use of the specific language structures being taught. These can be displayed on walls and/or available as handouts for children to access. We expect and support the children to use them as well.

3) Lesson starters

How a lesson begins sets the tone for the rest of the lesson. Starting a lesson by capturing the children's interest or giving them a quick task to do gets all of the children instantly engaged and thinking about the subject matter of the lesson. Lesson starters should be 5-10 minutes, no more. Depending on the subject, children should reflect on what has been learnt so far. This could be a discussion or recorded i.e. on post-it notes for your working walls. The children need to know how the previous learning builds on to their new learning. The children need to know the WALT at the point at which they are engaging in any task that will be judged against that learning intention. Sometimes the best point is the beginning of the lesson, but there are times when it is better to introduce the learning intention at a later point. Starters could be on the carpet, at tables, in groups or pairs and differentiated.

4) Interactive strategies

There are numerous interactive strategies which can be used to engage learners during whole class teaching. They include:

- Mini-whiteboards / show me
- True or false sorting activities or statements
- Number cards / fans
- Use of 'no hands up' – lolly sticks or random selection after discussion in with talk partners
- Use of 'ABC' hand gestures (Agree-Build-Challenge) or thumbs up/thumbs down to show agreement, to build on the point made or disagree with it
- Use of drama or role play (see below)
- Hot-seating
- Role-on-the-wall
- Here's the answer, what's the question?
- Spot the mistake
- Convince me
- Odd one out
- Visualising









We use the information gained during these activities to shift the focus of the lesson if necessary, either for the class as a whole or for individuals within it.

5) Modelling

A key aspect of teaching at St. Luke's is the clear and specific modelling of the task that the children are required to do. This involves the teacher modelling good learning strategies such as thinking aloud, explaining choices and comparing one possibility with another. One highly recommended strategy is to use a good model to analyse and set success criteria from.

6) Mid-lesson breaks / mini plenaries

These have an important role to play in addressing any misconceptions, in supporting children to achieve the success criteria and in helping them to evaluate and improve their own work. One strategy is to photograph/visualise a good example of a child's work onto the interactive whiteboard with the iPad and use it to discuss, evaluate and improve. Following a mid-lesson break, the children will be expected to use the input to improve their own work.

7) Effective questioning

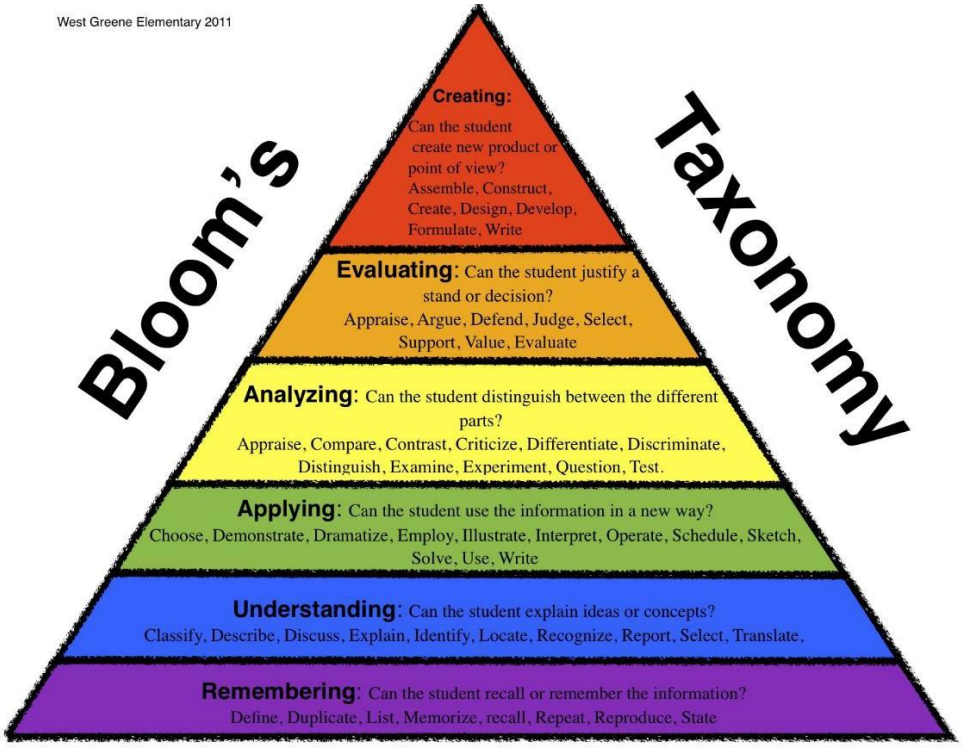
Effective questioning means challenging children to deepen their thinking. Children's responses are used to adapt the lesson if required. Teachers should plan for and ask a mixture of closed questions (good for quick recall and to assess children's knowledge and understanding) and open questions (effective in challenging children and learning more about how they think).

Planning for, and asking, questions in lessons is essential as it enables teachers to check understanding, address misconceptions, keeps children engaged and values children's contributions.
Teachers should also aim to use different strategies when choosing children to answer so every child has an opportunity to answer. Random name selectors should be used such as lolly sticks or Class Dojo name generator.

Examples of good questioning include:

- *What do you mean by …?*
- *Why do you think…?*
- *Give me an example of what you mean.*
- *Can you/ anyone develop that?*
- *So why is this one better than that?*
- *How could you change this to make it clearer/ more effective?*
- *What makes this tricky*?

Bloom's Taxonomy is a hierarchal model of cognitive thinking, starting from the lower order skills (remembering and understanding) to the higher order thinking skills (creating and evaluating). It is good practise to ask questions based on the different levels of thinking skills and pitch for different abilities. There is overlap also with the reading skills used in Destination Reader. **Appendix 3** has further examples of questions.



8) Group & independent work strategies

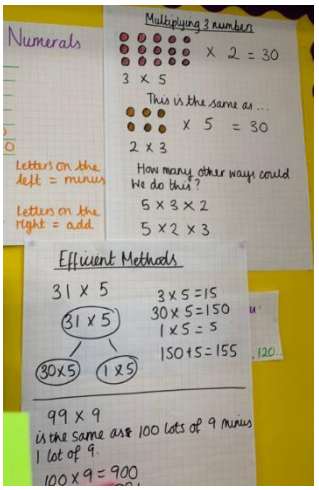
As the promotion of speaking and listening is a key priority at St. Luke's, the children are given opportunities to work collaboratively or to share their ideas with others on a regular basis. Strategies for collaborative learning, which help to make the curriculum accessible for all learners, include:

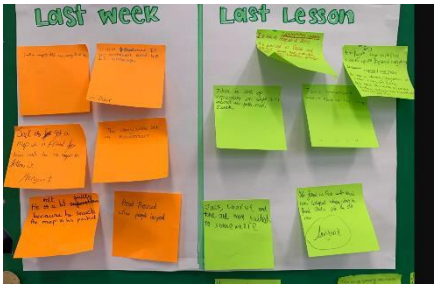
- Snowballing (learning partners first, then share with another pair)
- Jigsaw (each group researches one aspect of a topic, becoming 'experts'. Then reorganise into groups with an expert from each aspect to complete a task using the expertise of each member)
- Mind / concept mapping
- Using speaking frames (see **Appendix 1** & **2**)
- Drama and speaking and listening activities (see **Appendix 3** for more examples).

9) Working Walls

Working walls should exist in every classroom for English and Maths, at the very least. These walls should reflect current learning in these subjects are therefore should be updated more regularly than perhaps others subject displays. Content should:

- Include The 'Big Question'
- Include keywords / phrases
- Include questions / prompts
- Include models of work from each lesson, to show a process or journey
- Not be static





- Could include mind-maps to demonstrate growing knowledge
- Include "What do you remember? What have you learnt?"
- Be referred to by teachers and pupils
- Be located somewhere in the room where children can be easily accessed i.e. behind the interactive whiteboard
- Be used by children in an interactive way i.e. "Add your ideas to the working wall"

10) Differentiation

The children at St. Luke's have diverse learning needs, so differentiation is essential in order to maximise learning for all children. Differentiation can occur in:

- The content delivered (teachers being clear about the knowledge, skills and attitudes they want each group or individual to learn)
- Deepening knowledge and understanding
- The learning process (varying learning activities or strategies)
- The product/outcome (varying the complexity of the product expected)
- The environment in the classroom (using different teaching styles, groupings, levels of support).

Teaching and learning may be personalised to meet a child's needs by using some of the following strategies:

- Providing appropriate resources
- Planning for support of groups or individuals
- Providing writing frames appropriate to the child
- Scaffolding support as appropriate
- Providing word banks/ pictures
- Adapting success criteria
- Promoting independent choice
- Providing alternative ways of recording work

In order to differentiate effectively, teachers must first have a clear understanding of exactly where each child is in their learning.

To promote independent choice and encourage children to challenge themselves, one strategy is to offer different levels of difficulty and allow the children to decide the level at which they start. For example, some teachers may use 'chilli challenges'.

11) Pupil groupings

At St. Luke's, we believe that children should work collaboratively with others in a range of different groupings in order to enrich their learning opportunities and experiences. Learning partners are randomly selected, frequently leading to mixed-ability pairings, and this consideration should be given to extending this into group work. Any grouping should be fluid and relevant to the needs of the children.

12) Plenaries

The end of a lesson provides another opportunity to probe children's level of understanding and clarify and summarise what they have learnt. Strategies include:

- Writing down or sharing with learning partner what they have learnt
- Getting the children to ask one question about the lesson e.g. *What if…? Next could we..? Can I find out more about..?*
- Writing advice to a fictitious child whose inaccurate work is on the screen
- A final example of what they have been learning
- Explaining the success criteria in their own words
- What they are most pleased with about their learning and one thing they still want to work on

The information gained from the end of the lesson should be used in follow-up planning for the whole class, groups or individuals as appropriate.

13) Resources

At St. Luke's, we recognise that it is key to provide carefully chosen, clear and visually stimulating resources in order to support children with EAL, SEND and for all learners. We use ICT alongside other resources for this purpose. We aim to ensure that resources offer positive images of different communities and avoid and challenge stereotypes. Many resources are stored in cupboards in the attic – please ask SLT for a key.

14) Marking and feedback

High quality marking and feedback are essential to good learning. Details of St. Luke's approach are included in our Marking and Feedback Policy.

15) Learning Environment

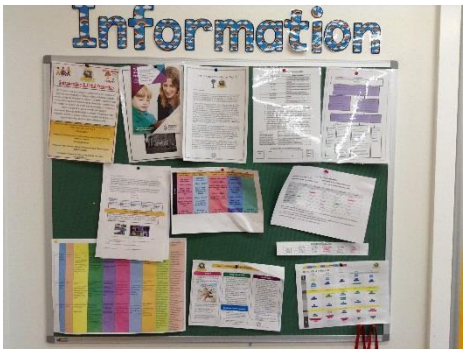
At St. Luke's, consistently high standards and expectations are reflected in everything we model and do and particularly through presentation of books and the Learning Environment:

- **Spoken English**: We model correct Standard English at all times and we consistently correct the children and each other: 'I go **<u>to</u>** the...'
- **Handwriting**: We model the school's chosen cursive handwriting script consistently – on the IWB, when marking....
- **Learning Environment**: We maintain a tidy, uncluttered, carefully structured environment where high standards are literally leaping off the walls!



All learning environments have the following:

- A class information board: with all planning, timetables etc.
- A Literacy working wall – that supports the current learning in the class
- A Maths working wall – that supports the current learning in the class
- Displays of work relating to a range of subjects in studied in that term
- There is always a display of children's writing, of a standard appropriate to the age of the children
- An attractive book corner
- Class door / outside class details the book the class is reading
- An area devoted to the Christian Faith – with a Bible and a class prayer book
- A display of the class values, with the value of the week in a box and all children's names so that they can be moved into the value of the week box as they are observed demonstrating that value in practice











Because we recognise that the support that children require will vary at different times of the year, we avoid taping resources to tables or covering walls with 'Twinkl'. Instead tables will have resources that the children are encouraged to select when they need them there by also promoting independence in learning.





What do we want our children to achieve at St Luke's and what does this look like in each year group?

To be… RESILIENT 	Definition	What does it look in this year group?	Strategies we use to encourage this
EYFS	• Trying new things • It's ok to make a mistake • Try again	• Children trying new areas	• Use stories to teach children not to give up • Move things around i.e. writing opportunities in the construction area
Year 1	• Understanding that a mistake is a stepping stone to making something better.	• The ability to share feelings and think of solutions • Developing language to discuss ideas and ask questions	• Teach children that there are different ways to try i.e. manipulatives, language, role-play, writing etc. • Ensure lessons are challenging but achievable • Ensure adults and friends are there to support
Year 2	• Not giving up and embrace both positive and constructive feedback – viewing it as ways to improve as opposed to a negative.	• Promoting a positive growth mindset i.e. through PSHE and collective Worship	• Have a positive attitude to learning even when faced with a challenge
Year 3	• Being able to 'bounce back' • Facing adversity with a 'can-do' mindset	• Children trying new tasks & activities • Learning from mistakes • Solve friendship issues • Identifies when something is challenging and asks for help	• Use Circle Time and PSHE to create a supportive environment for children to explore and solve problems • Give positive and constructive pupil feedback
Year 4	• When faced with a problem or knock-back, children can 'bounce back' and try again.	• Children persevering with challenges they face across all areas of school life	• Use of praise and encouragement (from adults and peers) • Adults modelling resilience, where appropriate
Year 5	• Children demonstrate perseverance and challenge themselves	• Children show a sense of maturity • Children try again without a fuss	• Using words of encouragement • Adults provide guidance and model for children so they can see what it looks like
Year 6	• Children not fazed by making mistakes; • Children are willing to put in hard-work to improve; • Learning is a marathon, not a sprint!	• Children respond to feedback • Children understand that feedback is necessary to improve • Children have a readiness to work hard (without seeing immediate rewards)	• Promoting a growth mindset • Adults give verbal feedback instead of tangible rewards • Adults show children how to track progress so they can see their hard work • Developing these skills through PSHE and RE

To be… EXCITED ABOUT LEARNING 	Definition	What does it look in this year group?	Strategies we use to encourage this
EYFS	• Children are happy to come to school	• Children are keen to contribute and participate • Children trying new areas	• Changing areas regularly to keep children engaged • Outdoor learning spaces • Parent feedback • Following and planning for their interests
Year 1	• Enjoying coming to school and learning	• Using role play and suspense within a lesson • Children wanting to extend their learning outside of a lesson	• Ensuring that we play into children's interests to engage them • Adapting a topic to appeal to different children individually • Setting targets that they want to, and can, achieve • Taking learning off the tables
Year 2	• Children showing enthusiasm and demonstrating positive learning behaviours	• Being keen and willing to engage	• VAK opportunities in lessons to support and engage all learners • Plan engaging lesson o hook interests and excitement
Year 3	• Children engaged in learning and can respond with questions	• Children showing enthusiasm to extend learning out of class • Alert • Engaged pupil talk • Eager to offer ideas and responses • Being proud of work completed	• Planning engaging activities and learning opportunities, based on class interests • Planning trips related to topic work
Year 4	• Children showing enthusiasm, being open-minded and willing to try new things	• Children are engaged and on task • Children complete work to at least a good standard • Children take learning home i.e. projects	• Planning interesting and engaging topics and activities, based on interests
Year 5	• Children show a willingness and a thirst for knowledge • Children want to learn, intrinsically	• Children are motivated to do well • Children are engaged in every lesson • More ambitious and confident	• Maintaining consistency all the way through • Giving recognition to those who demonstrate this excitement • Build that support network with parents
Year 6	• Children being open-minded and able to see possibility • Children see learning as 'continuous'	• Children take pride in their work • Children are more actively involved • Learning continues outside the classroom	• Providing choice for children • Plan for and deliver interesting topics and adapt to children's interests • Plan 'experience days' • Facilitate discussions, debate, questioning in a 'safe' environment

To be… KIND & RESPECTFUL 	Definition	What does it look in this year group?	Strategies we use to encourage this
EYFS	• Children show consideration for others	• Using manners • Sharing toys/turn-taking • Playing kindly	• Circle times/stories related to feelings • Displays/pictures/mirrors • Role-playing • RE lessons
Year 1	• Enjoying coming to school and learning	• Focus on feelings, language and listening/responding to others • Knowing how to help others and what they need	• Teaching children about feelings and the impact on themselves and others • Setting clear boundaries and explaining why • Relating to how they would like to be treated • RE lessons • Having role models
Year 2	• Being able to show empathy and think about their impact on others	• Proactively supporting peers in their learning	• Support children to independently consider how their actions impact upon others, in positive and negative ways
Year 3	• Taking others' feelings and needs into account	• Helping a friend in need • Offering to help • Listening to the opinions and thoughts of others • Being able to say sorry	• Adults model inclusive talk and play • Praise positive behaviours • Provide opportunities to discuss respectful and kind behaviours
Year 4	• Children showing compassion and respect for others and their environment	• Children respecting the differences we have in our school community	• Adults modelling kind and respectful behaviours • Making references to the school values • Use of praise and encouragement
Year 5	• Categorically imperative - morality perseveres	• Children help peers intrinsically • Children guide their peers	• Adults model good practice • Sharing good values and stories from different faiths and cultures
Year 6	• Children being positive role models for younger children in school • Children strongly exemplify our values of kindness and respect to peers and adults, without being asked to	• Children take on a wider role in school • Children resolving problems constructively • Supporting peers and younger children • Doing 'the right thing' when there is no rewards	• Recognising achievements • PSHE/RE lessons • Transition work • Restorative practice

To be… INDEPENDENT AND PROACTIVE 	Definition	What does it look in this year group?	Strategies we use to encourage this
EYFS	• Children complete tasks by themselves (without support)	• Children choose independently the activities they would like to do in free-flow	• Areas are purposefully set-up to promote independence e.g. in Maths, children are allowed to choose what they would like to use. • EY curriculum
Year 1	• Listens to instructions and takes on a task independently	• Tries different strategies and knows when they need help • Takes pride in their own accomplishments, with or without recognition • Help others by using their own knowledge & experience	• Encourage children to talk through a problem and create solutions • See the potential problem and step-up to try to solve it
Year 2	• To complete tasks on their own	• Children become autonomous learners, considering and setting their own targets and next steps • Children are socially independent – where they are making good choices and not becoming influenced by their peers	• Give children opportunities to show independence i.e. self and peer assessment; class responsibilities.
Year 3	• Children are more able	• They can identify suitable resources and methods to solve problems • They are able to begin tasks without prompting (and stay on task) • They can identify and set their own next steps and challenges • They are able to resolve conflict without the need for adult intervention	• Adults set and share steps to success/success criteria • Adults set pupil/group targets
Year 4	• Children are willing and able to do tasks on their own	• Children have autonomy • They are following instructions well • They know what they should be doing	• Provide opportunities to apply their knowledge, independently • Give children class responsibilities
Year 5	•	• Children are able to select resources and equipment needed • They are less reliant on adult support • They can evaluate independently • They can critically reason and think with sophistication	• Have a consistent approach to what is already in place • Give guidance on strategies
Year 6	• Children can navigate around classroom and school procedures confidently • They understand their responsibility in their learning	• Children are in school, on time, ready to learn • They try their best and if stuck, they ask for support and used their class resources to support their own learning	• Provide resources and model effective use of them • Recognise and celebrate independence • Give opportunities to take on further responsibilities

To be… CONFIDENT 	Definition	What does it look in this year group?	Strategies we use to encourage this
EYFS	• To have a go and develop their unique personality	• Children know it is ok to make mistakes – they are confident to try again • They are able to express their feelings • They recognise their own strengths, values and talents	• Praise and encouragement • Give opportunities and activities to succeed and feel positive and confident
Year 1	• Children who always try	• They make a mistake and say "I'll try again" • Engage with other children and will support or accept support • They speak without hesitation • They share their interests and ideas • Asks for help • Tries no matter and knows how to get help	• Encouragement • Modelling
Year 2	• Being unafraid to embrace challenge and use their existing skill set to 'have a go' • Asking for clarification	• Children tackling problems without worry or fear of failure • Asking for help	• Teach about growth mindset • Model confident behaviour • Foster achievements • Setting well-differentiated (yet challenging) work for a sense of success
Year 3	• Believing in yourself • Being a confident speaker	• They demonstrate confident body language and voice e.g. eye contact; project voice • Can be certain in opinions they are passionate about	• Praise effort over result • Give opportunities to be in mixed ability partners • Planning resources to support learning
Year 4	• Children not afraid to make mistakes • Willing to 'give it a go'	• Talking to an audience i.e. public speaking, with appropriate volume and body language • Having the confidence to ask for help • Good social skills	• Adults and peers modelling • Give opportunities to build confidence i.e. speaking parts in assemblies • Praise and encouragement
Year 5	• Children take risks and evaluate outcomes effectively	• Children have the ability to express, experiment and engage (the 3 Es)	• Modelling the expected behaviour and building trust
Year 6	• Children can draw upon past experiences to help navigate new experiences • Children understand the differences between 'learning' and 'performing' and that it is ok to make mistakes	• Sharing answers • Taking extra opportunities • Preparing for secondary school • Asking for help if they do not understand something • Understanding healthy relationships / peer pressure	• Provide lots of opportunities and encouragement • Build a culture of 'sharing ideas' in the classroom • View 'failure' as something positive to learn from • Understanding the value of difference

To be… THINKERS AND PROBLEM-SOLVERS 	Definition	What does it look in this year group?	Strategies we use to encourage this
EYFS	• To be imaginative and creative and come up with their own ideas	• Ask questions • Talk about ideas, thoughts and feelings	• Give time to process ideas for a solution • Provide options and ideas • Modelled and role-played by adults to provide the language needed
Year 1	• Can look at a challenge and explore different ways to meet or exceed the challenge • Try things in a new way	• Children talk about what they are found to do • Share ideas and adapt plans • Tries new things to see if they work • Use a variety of resources to try different strategies • Understand that mistakes are a way of learning • Accepts the opinions and ideas of others	• Plan opportunities for problem-solving • Modelling and encouragement
Year 2	• To think logically to understand a problem and reflect on their existing knowledge to solve a problem	• Resilience • Breaking things into smaller steps • Communicating with others • Being flexible in their thinking to try more ideas • Listening and being able to take other ideas • Identifying key information • Thinking before they act	• Talking about what to do i.e. how first to approach a problem • Modelling how to use different resources to help them
Year 3	• Children can problem-solve	• Working with others to explore possible answers and solutions • They can explain their reasoning i.e. *because..* • They can share a range of opinions and be open to other ideas • They can ask difficult questions	• Model trial and error • Model thinking out loud • Respond to pupils' thoughts with an open mind • Ask open-ended questions
Year 4	• Children can approach / identify a problem and think of how it can be resolved	• Children are given opportunities in subjects • Children given time to discuss in order to resolve problems i.e. social / personal problems	• Plan to include 'problem-solving' opportunities across lessons • Support strategies to help resolve • PSHE lessons
Year 5	• To think critically with flexibility	• Sharing ideas and strategies • Evaluating	• Adult guidance • Encourage purposeful questioning and expanding ideas
Year 6	• Children seeking challenges & understanding that there are multiple ways to solve a problem • Combine existing experiences with new learning and reflect	• Thinking 'outside the box' • Evaluate different choices • Resilience i.e. 'I'm not sure…*yet*' • Challenging ideas for clarification	• Allow for discussions • Create a safe environment • Teach questioning skills

To be… GOOD COMMUNICATORS 	Definition	What does it look in this year group?	Strategies we use to encourage this
EYFS	• To use words and sentences	• Listening to others and responding • Able to communicate needs e.g. hungry • Able to ask for help	• Adults model • Opportunities for role play
Year 1	• Can speak in full sentences	• Children expressing their own thoughts, ideas and feelings • Can share what is important to them • Build relationships with others • Understands what others say and can answer questions	• Talk partners • Teaching listening and speaking skills • Opportunities for discussions
Year 2	• Being able to articulate themselves clearly, at an appropriate volume • Sharing good behaviours of conversation skills	• Being able to say how a=you are feeling • Being able to explain their learning through the correct structure	• Good modelling • Encouraging children to communicate with a variety of children • Providing key words and sentence starters
Year 3	• To be able to express thoughts, key concepts and opinions	• Talk partners • Children listen and respond to peers and others in a respectful manner • Responds to teacher questioning	• Praise good use of key words and sentence structure • Provide sentence stems and key vocabulary • Model good communication skills
Year 4	• To communicate appropriately with peers and adults, in verbal and non-verbal ways, both in and out of school contexts	• Children can articulate their feelings and thoughts and can respond appropriately to others	• Modelling • Support for using more ambitious vocabulary i.e. word banks
Year 5	• Using precise vocabulary to express thoughts, feelings and opinions	• Children listen attentively • Understanding different viewpoints	• Model and teach good use of vocabulary • Use of lolly sticks to include all children in discussion
Year 6	• Children clearly articulate and express opinions in a respectful and clear way through a number of mediums i.e. writing, speaking, online, art	• Express ideas and respond to the views of others • Understand the features of different genres of writing, including formality • Knowing the importance of communicating online	• Adults modelling • Year 6 curriculum • Opportunities to communicate to different audiences

Inclusion

At St Luke's School we believe every child is special, that each child has strengths and needs. Every child receives equal access to the entire curriculum. Through careful planning and continuous assessment of their progress, we ensure each child is given work at the appropriate level in order that they achieve their full potential. This promotion of successful and effective learning contributes to inclusion of all pupils.

At St Luke's we believe that every teacher is a teacher of every child including those with Special Educational Needs (SEN). The school aims to identify and break down possible barriers to learning and believes that diversity is an opportunity for learning not an obstacle. Class teachers are responsible for providing quality first inclusive teaching to ensure that all needs are met. Good special needs practice is good practice for all children. Below are various strategies we use in lessons to maximise inclusion, so that 'no child gets left behind':

School and class ethos	Have high expectations for all	Everyone is important and valued	Identify and remove barriers to enable all to experience success	Growth Mindset	Welcoming and supportive classroom	Showing flexibility and adaptability
In the classroom	Thoughtful planning differentiated work – to include support and challenge for those who need it	High level of engagement from all adults, consistently modelling expectations	Adult support	Peer support / mixed ability groups and partners	Interventions i.e. small group teaching, boosters	Choice of activities / outcomes
	Avoid overloading - break down information / tasks / instructions	Resources easily labelled and accessible	Seating arrangements	Marking and feedback	Use or technology i.e. film, audio, mems, gifs, 'Histagrams' , QR codes	Practical, concrete resources inc. artefacts
Language	Talk partners (or in 3s if child is EAL) to share ideas and orally rehearse	Lolly sticks or random name selector	Planning and pitching open/closed questions	Thinking time when answering questions	Encourage children to clarify	Making links to other languages
Visual	Visual timetables	Widgets / use of Imprint resources	Now…Next… reminders on desks	Graphic organisers	Effective and interactive displays inc. keywords	Zones of regulation / podiums
Drama & active learning	Learning through play and doing	'Show Me' on whiteboards	Role-play	Hot-seating / Chat show	Conscience alley	Debate
	Songs and music	Bingo	Pass the mic	Costumes and props	Treasure hunts	Quizzes
	Freeze-frames	Thought bubbles	Role on the wall	Transform classroom (doors/areas)	'Be the teacher'	Dance
Reading & Writing	Exposure to high-quality texts of different genres	Meaningful writing tasks a purpose, a hook	Appropriate scaffolding i.e. task planners, word banks, phonics mats	Publish children's work to make class books, anthologies, word process	Appropriate handwriting tools i.e. pencil grips, pen, ICT	Google Translate
Equal opportunities	Celebrating different faiths and backgrounds i.e. world map of countries and languages spoken	Class lists to ensure all children have a chance to take a club / have a speaking part in assembly	Pupil voices i.e. monitors, ambassadors,	PSHE / Circle Time	Show & Tell	Local, National and International projects with partner schools
	Lessons outside i.e. Maths, Geography	Plan extra-curricular trips	Working with outside agencies	Visitors	Parental involvement	Assemblies / Mass
	Food	Topic days	Investigations	Competitions		

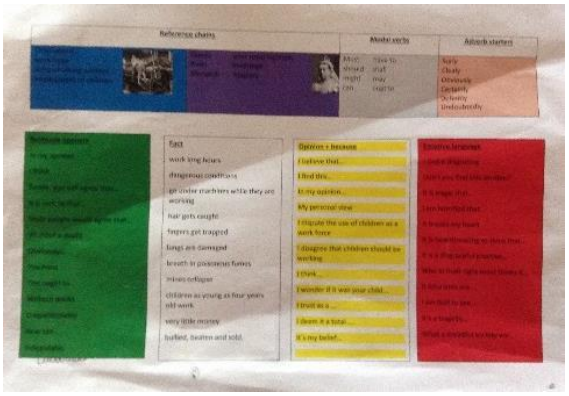


Visual timetable



Workstations

Word banks

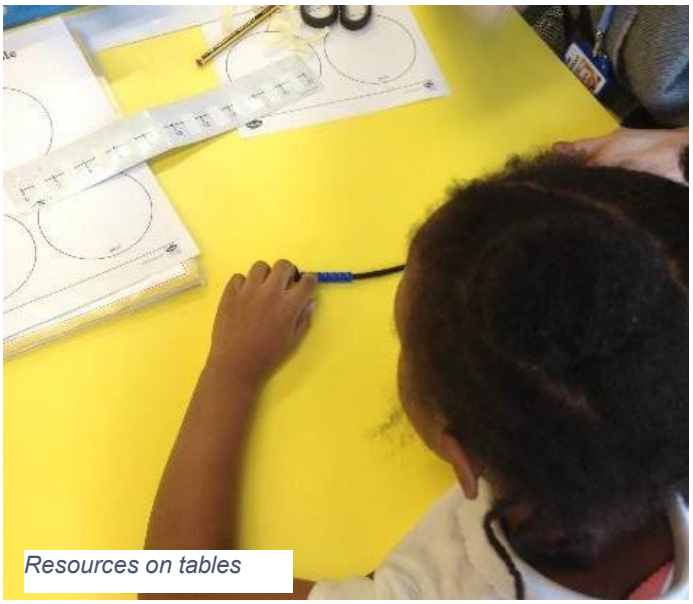


Using ICT for support





Feeling displays



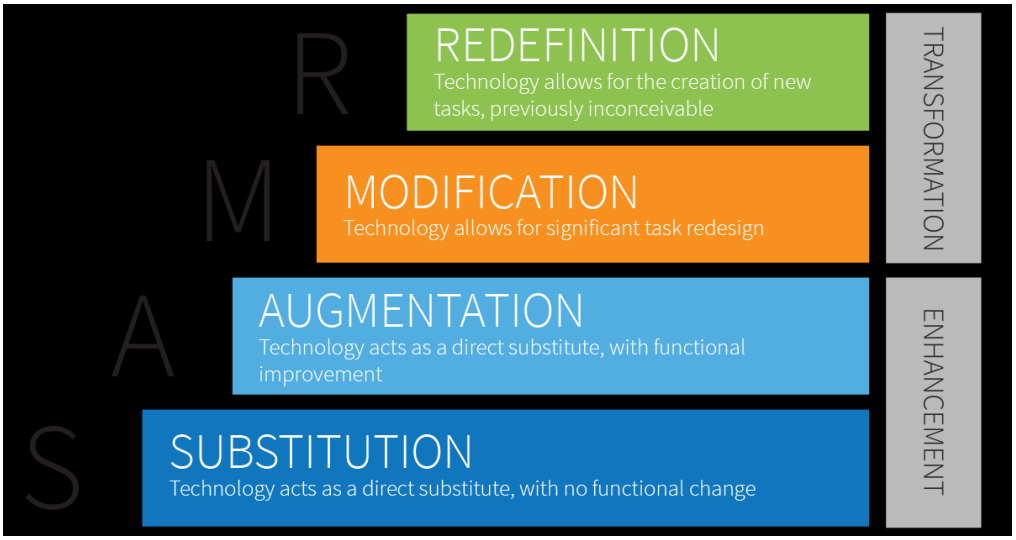
Resources on tables

Using Digital Technology to Improve Learning

In school, we have access to interactive whiteboards, desktop computers, iPads and Chromebooks.

The intention is not for technology to replace teachers or good teaching but to enhance teaching and learning. Technology has the potential to help teachers explain and model new concepts and ideas.

The SAMR model below catergorises 4 different degrees of classroom technology integration. It is designed to guide educators into how technology can be infused into their teaching and learning practice.
The goal is 'transformation' – to *transform* learning experiences which is where the highest level of learning takes place



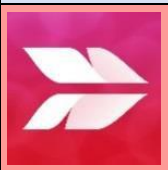
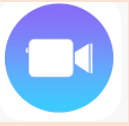
Day-to-day, teacher iPads should be used:

- As a visualiser, to mirror children's work onto the board
- To Airdrop photos/videos between iPads
- To create Pic Collages - photo evidence for books/display
- To check work emails



Teachers are encouraged to use technology beyond the Computing lessons, to bring more creativity into other subjects. To enable this, the school has access to various apps to support teaching and learning (further apps can be purchased, subject to suitability. Please see the Computing Lead). Based on the apps we currently have available at St Luke's, and cross-referenced to Bloom's Taxonomy of thinking skills, we have produced our own reference of 'iPad apps for a Creative Curriculum.' This is to provide ideas for activities

Remember:	Exhibit memory of previously-learned materials by recalling facts, terms, basic concepts and answers.
Understand:	Demonstrate understanding of facts and ideas. *i.e. researching on the internet or Google Earth*
Apply:	Solve problems to new situations by applying acquired knowledge, facts and technology. *i.e. creating an electronic book, including photos and videos taken*
Analyse:	Examine and break information into parts by identifying motives or causes; Make inferences and find evidence to support generalisations and rules in a different way. *i.e. recording a video to explain how to use a written calculation method*
Evaluate:	Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria. *i.e. creating a quiz in Kahoots to summarise a topic*
Create:	Create something new. *i.e. creating a movie or comic strip*
	The highest level of learning happens in the creation stage.

	Action Verbs	Activity	Ipad apps for a creative curriculum						
Creating	*Compose* *Transform* *Imagine* *Create* *Rearrange* *Produce*	Multimedia presentation Story-telling Podcasting Animation New game Video editing E-book	 iMovie	 Comic Life	 Puppet Pals 2	 Chatterkid / Chatterpix	 I can animate	 Scratch Jnr	 Enlight Pixaloop
Evaluating	*Critique* *Justify* *Collaborate* *Debate* *Discuss* *Support* *Rank* *Conference*	Reporting Summary Self-evaluation Survey News item judgement	 Post-it	 Kahoot	 Skype (in Teams)	 Quizlet	 Thinglink	 Twitter	
Analysing	*Examine* *Simulate* *Outline* *Deduce* *Contrast* *Compare* *Classify*	Summarising Charting Diagramming Reporting Build questionaire	 Popplet	 Explain Everything	 LGFL Active Lens	 Lightbot	 Skitch	 Numbers	
Applying	*Record* *Teach* *Draw* *Upload* *Construct*	Editing Photographing Presenting Scrap booking demonstraiting	 Pic Collage	 Clips	 Book Creator	 DoodleBuddy	 Keynote	 LBQ (Learning By Questions)	
Understanding **Remembering**	*Match* *Describe* *Find* *Identify* *Interpret* *Compare* *Expand*	Searching/googling Highlighting Recognising Recalling Word processing	 Safari	 YT Kids	 Translator +	 Toca Doctor (KS1)	 Google Earth	 Voice memos	

Effective Teamwork

At St Luke's, we foster a supportive culture for our staff members. We recognise that we work in partnership with multiple teams, including class teams, year groups, phases, key stages, SLT, pastoral support and external agencies. The staff at St Luke's have identified good features and practices that enable effective teamwork.

Professional and personal conduct	Communication	Support
• Prioritising the children's safety and education first • Sharing good practice – through informal and formal observations, learning walks, staff meetings, book looks, open door policy • Staff following the school values • Being flexible and accommodating when unexpected changes occur or priorities change i.e. sharing TAs across a year group • Treating each other fairly. i.e. being mindful of emails, respecting people's breaks • Being on time • Being aware of what is happening beyond your class i.e. taking initiative to ask questions, explore CPD opportunities • Being present in lessons (in body and mind) i.e. not being distracted by our phones or emails • Sharing opinions with others with respect and dignity • All staff following school policies and practises	• Clear communication from all parties, either to share or request information. i.e. face-to-face, via email, share messages in briefings, staff meetings, phone calls, messages sent across classes • Where possible, give others advanced notice for arrangements i.e. organising adults for trips, change of time or date for an event • Having a class noticeboard to communicate timetable, planning, groupings/seating plans/line orders, fire procedures • Everyone taking responsibility to check emails, read and attend briefings, check pigeon holes, ask questions etc. • Having phase or team meetings • Teachers from each year group having PPA time together. This enables discussions around what has been learnt over the past week and planning forward • Meeting your partner teacher in the morning to go through lessons and resources • Subject leaders requesting time out of class to work around their subject • Handover meetings at the end of the summer term gives teachers the opportunity to learn and plan ahead for their new class	• Knowing we all take a shared accountability for what happens at school • Seek support from your line managers who will usually be your phase leader/member of SLT regarding behaviour management, teaching and learning etc. • Seeking support from subject leaders and SENCO with planning and resourcing • Honest and constructive feedback from monitoring of lessons, books etc. • All staff being proactive in lessons, not passive • Asking for a member of SLT to be present when having difficult conversations

Appendix 1: Destination Reader Sentence Stems

Destination Reader

Predicting 

- I wonder if
- I predict
- I think that
- I bet that **because**
- I imagine
- I think * will happen
- I think I will learn
- I think it will be set out
- The next part will be about

Inferring 

- The word * tells me
- The part * tells me
- This makes me think that
- I think this **character** **because**
- I think the **setting** is
- I think the **mood** is
- I think the writer's viewpoint is
- I think this character's viewpoint is

Asking questions 

- Who
- What
- When
- Where
- **I wonder**
- **Why**
- **How**
- **What if**
- **Why do you think**
- **How do you think**
- **How do we know**

Evaluating 

Language

- The word/phrase * works well because
- I like the way the author uses * it makes me think about
- I think it would have read better if
- It's very clever the way the author uses * because
- The sentence * has high impact because

Organisation

- The text is organised well because
- The presentation helps the reader because
- The structure could be improved by

Clarifying 

- I think that means
- I didn't understand
- What does * mean?
- I need to reread this part because
- * is a tricky word so I
- I didn't understand * so I
- Let's reread because it didn't make sense.

Making connections 

Text to self:

- I know about this because I
- I've been to / seen
- I saw a programme about this
- I can identify with this character because

Text to text:

- I think this book is a * (*genre*) book because
- This reminds me of * because
- This is similar to * because
- This character is similar to * because

Text to world:

- This links to
- This is because

Summarising 

- The key idea is
- The most important ideas are * and I know that because
- This part is about
- The headline would be
- In 10 words
- The main theme is

Learning Behaviours

- **Support and actively listen to others**
- **Discuss and explain our ideas**
- **Take responsibility for your own and your group's learning.**

Appendix 2: A Progression in Language Structures

Please click here for the Tower Hamlets document (can be found in the Shared Area -> 2019.20 Teaching and Learning Manual)

Working in role – useful classroom techniques

Freeze frames

Freeze frames are still images or silent tableaux used to illustrate a specific incident or event. They are useful for enabling close scrutiny of an incident or situation. Individual children or groups are asked to represent the characters at a significant moment. Freeze frames can be improvised or planned briefly. Positioning and body shape have to be considered carefully in order to represent ideas or emotions. Freeze frames also help establish roles by giving children thinking time. Sequential frames can be used to represent the key events as a narrative progresses. Freeze frames can be brought to life through improvisation or used as the basis for thought tracking.

Conscience alley

Conscience or decision alley is a means of exploring a character's mind at a moment of crisis and of investigating the complexity of the decision they are facing.

The class create two lines facing each other. One child in role as a particular character walks down the 'alley' between the lines. Children voice the character's thoughts, both for and against a particular decision or action that the character is facing, acting as his/her conscience. The child in role listens to his conscience before making a decision about the course of action to take.

Forum theatre

Forum theatre allows an incident or event to be seen from different points of view, making it a very useful strategy for examining alternative ideas. A small group acts out a scene while the rest of the class watch them. The class work as directors of the group in role, e.g. asking them to act or speak in a different way, suggesting that a character might behave differently, questioning the characters in role, or suggesting an alternative interpretation for what is happening.

Meetings

The teacher in role, perhaps as an official, can call a meeting for the whole class to attend. Meetings enable information to be shared with the whole group so that a group decision can be made about the situation they face. Meetings encourage children to adopt a collective role, e.g. as islanders or Romans, which can help less confident children. Meetings used at the start of a drama can be an efficient way of creating roles or focusing on a problem.







Thought tracking

This is a good technique for creating and then examining the private thoughts of characters at particularly tense moments of a narrative. It focuses on the characters in a freeze frame, or those from an ongoing drama where the action has been frozen. It involves the rest of the class contributing ideas as if they were speaking the thoughts of one of the characters. These can support or contrast with the words that the characters actually say. The class makes a circle around the character and says their thoughts one at a time, or individual children can stand next to the frozen character and speak their thoughts aloud.

Hot-seating

Hot-seating focuses closely on a character and enables motivation to be explored. It is also a good way of exploring the gaps in a character's story. Hot-seating involves the class in asking questions of someone in role as a character, fictional or historical, who sits in the 'hot-seat'. The questions can be prepared or improvised. This works best if both the role player and the questioners are familiar with the character and the narrative or situation.



Paired improvisation

This strategy helps to get children quickly into a drama. Pairs are given roles or agree them for themselves. They begin a dialogue on a signal, making the conversation up, in role as the characters, as they go along.

Flashbacks and flash forwards

These strategies are effective for getting children to focus on the consequences of action rather than on the action itself. They help avoid the full-scale battle scene, for example! They encourage reflection and discussion. They stop the dramatic action and require the children to refocus on something that happened before, which may have caused a particular event, or happened later, perhaps as a consequence of the action. Other strategies, such as freeze frames, may be used to create the flashback from the perspective of different people or characters.

Think-Pair-Share

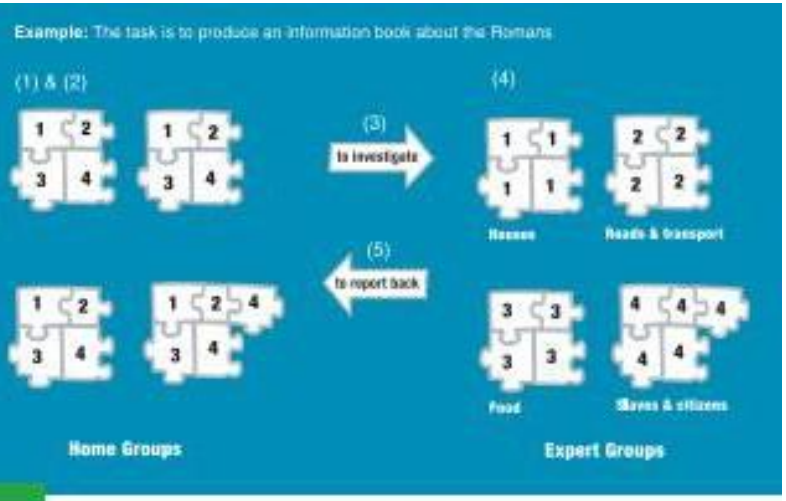
Children are asked to consider an issue or problem individually, such as reading and preparing a response to an information text, or preparing a news item to be read aloud. They then explain their ideas to a partner. After the pairs have discussed the issue, they may join another pair, share views and emerge with a group conclusion or perspective.



Jigsaw

Jigsaw procedure:

- Organise the class into home groups, preferably of equal numbers.
- Number each child in the home group: 1, 2, 3 or 4. If the numbers in a group are uneven, two children can be set the same individual task: 1, 2, 3, 4, 4.
- Assign each child with the same number (i.e. all the number 3s) to one area for investigation.
- The children now rearrange themselves to form expert groups (i.e. all the number 1s together, etc.) to undertake investigations, discuss their work and agree on the main points to report back to the home group.
- Children re-form into their home groups and each individual member reports back on the findings of the expert group.



Snowballing

Children are organised to discuss something or to investigate an issue in pairs. The pairs then join another pair to form a group and share their findings. The small groups then join together to make a larger one, for example:

2 → 4 → 8 → 16 → whole-class plenary/centre

This approach can be useful when controversial material is being read and evaluated, perhaps for bias or for portraying stereotypical images.



Statements game

A group is given a set of cards on which statements are written. The group is asked to agree, through discussion, how to categorise the statements, e.g. either agree or disagree with the statement or place them in order of importance or relevance, when some might be considered of equal importance, using the power triangle:

(x = a statement)



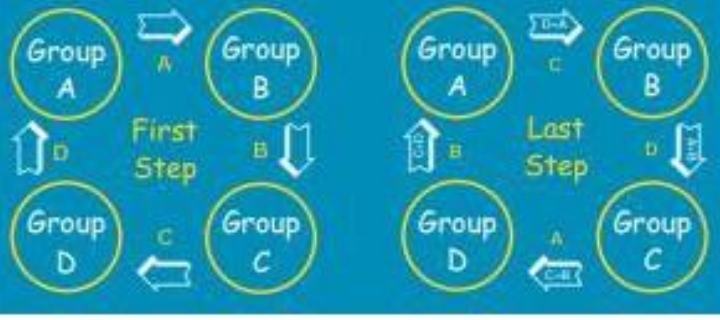


Rainbowing

Each member of a working group is given a colour. When the group task is complete the children form new groups according to their colours. Within the colour groups, children compare findings/discuss what they have achieved. This is a useful way of disseminating and sharing ideas. It helps children to clarify their own understanding and provides an opportunity for them to question others and to seek justification for any viewpoints. It is a useful technique for reading and critical evaluation of fiction or poetry. It can also be used for drafting and redrafting, when children work on a story starter in one group and then, in their colour group, pool ideas and draw out the best features. The process can then be repeated for the next phase of a story.

Envoys

This is a method of disseminating ideas and information that can overcome a more laborious and repetitive procedure of having each group 'report back' to the whole class. Once each group has completed its initial discussion, it sends out one member as an envoy to the next group. Envoys move round all the other groups in turn explaining/sharing ideas gathered from the groups they have visited.





Information gap

Choose a topic that can be divided into two complementary parts, for example, a comparison of the lives of rich and poor children in Victorian times or a discussion of the pros and cons of experiments on animals. Split a small group into two sub-groups and give each group information related to one part of the topic. To complete the task, pupils will need to use talk to share the information and draw it together.

Group discussion – useful classroom techniques

Listening – useful classroom techniques

Babble gabble

The teacher tells the children they are going to listen to a story and afterwards work in pairs and retell it. After the initial telling, one child begins to retell the story to a partner as fast as he/she can, but with as much attention to detail as possible. After a minute the teacher calls, 'Change!' and the listener now has to continue with the tale. This pattern continues for a number of turns. It is important to let the children know they do not have to retell the story in the same words as the teacher. However, they do have to listen carefully in order to remember the plot and the sequence of events.

Barrier games

Barrier games focus on giving and receiving instructions. They prompt children to focus on what they need to complete a task. The speaker has to give clear information and explicit instructions to the listener. The listener has to ask questions to clarify understanding and gain information, while keeping track of what has been said. For example, place children on either side of a screen, so that a speaker can describe an object that the listener has to draw. Alternatively a speaker can give directions from one map while the listener draws the route on a blank version of the same map.

Word tennis

This is a way of making a story with a partner, and emphasises listening for key words, main points and events, focusing on the need to make sense. Each person says one word or phrase in turn so that the story is continually passed backwards and forwards. For example: *once/ there/ was/ a/ queen/ who/ wanted/ to/ fly/ so/ she/ sent/ for/ …*
or: *once there was a girl/who liked writing plays/so she began …*

Draw a story

Read a story while the children sit and listen. Pause at the end of sections, allow some think time and tell children to draw the relevant part of the story. At the end of the story, ask children what the story is about and get them to retell the story from their drawings.

Telephone conversations

To emphasise the need to use language rather than gesture or facial expression, children sit back to back with 'telephones' for conversation. The content of the conversation can vary, for example it might be passing on information, discussing a problem or describing an event. The children must listen carefully to what is said since they cannot see the person speaking.

Ways to listen

Different listening frames can help children focus on what they hear – before a broadcast, for example:

- give the topic and ask children to work out questions they would like answers to;
- guide the listening by giving children headings to help them listen systematically;
- suggest children count on their fingers each time they hear key words; different groups should listen for different words;
- ask children to make a picture in their heads as they listen.

All change!

Select a sentence and say it in a monotone. Now repeat the sentence using different intonation, e.g. as a question and then as an exclamation. What is the impact of the change?
Show that a sentence can mean different things depending on which words are emphasised, e.g. *I didn't borrow my brother's best jacket yesterday.* How does the meaning change? This can be varied to explore the use of gesture, listener eye contact or encouragement.

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Speaking – useful classroom techniques



Glove puppets and shadow theatre

Puppets can be used by children to make and tell stories. Providing a tape recorder while children are rehearsing or developing the script helps them to go through an oral drafting process and understand how they develop and refine their story. Children can reflect on their use of language and voices.
This technique can also be used to explain, instruct or inform.

Talk partners

To enable all children to participate in speaking:

- put children into pairs and allocate time for each to talk to the other at specific points in a teaching sequence, e.g. to share experiences, generate ideas, reflect on what they have just learned;
- retain pairs for a period of time, e.g. up to half a term, so that they establish routines, gain confidence and develop more extended turns.



Debates

Encourage children to stick to a point of view and to use language persuasively. Choose a topic where they need to look for new information and which allows for different points of view. Divide the class into groups to develop their arguments and reasons. They can either choose one person to present their ideas or organise the presentation between them. Share ideas for how to be persuasive in the presentations.



Photos and paintings

Use photographs or paintings to encourage groups to construct a story or report. Help children to tell the story dramatically, using voices for characters and intonation for climax or atmosphere.
Use photos in different subjects:

- geography – photopack of a particular place or environment;
- design and technology – photographs of constructions to discuss how buildings are designed;
- history – compare photographs with artists' impressions of events and objects.



Radio broadcast

To focus on how to sustain talk without the help of gestures, eye contact or help from listeners, ask pupils, in pairs or small groups, to make a radio broadcast. The topic should involve explaining and reasoning, or trying to persuade listeners. After playing back different examples, discuss what makes a good radio broadcast.



Predicaments and problems

Use opportunities from across the curriculum to focus attention on the language needed when problems are difficult to solve, for example:

- an historical figure at a critical turning point;
- scientists considering the consequences of a discovery, discussing pros and cons and ways forward.

As children talk they will need to weigh up alternatives, recognise conflicting points of view and negotiate situations. This can involve role-play.

Just a minute

Give children a topic and ask them to speak without hesitation, deviation or repetition for up to a minute. Others can challenge when the rules are broken and if the challenge is successful the challenger continues the topic to the end of the minute unless challenged!



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Appendix 4: Planning questions using Bloom's Taxonomy

Planning your questions using Bloom's Taxonomy			
	USEFUL VERBS	**SAMPLE QUESTION STEMS**	**POTENTIAL ACTIVITIES OR PRODUCTS**
Creating (Synthesis)	Create Invent Compose Predict Plan Construct Design Imagine Propose Devise Formulate	Can you design a ... to ...? Why not compose a song about...? Can you see a possible solution to...? If you had access to all resources how would you deal with...? Why don't you devise your own way to deal with...? What would happen if...? How many ways can you...? Can you create new and unusual uses for...? Can you write a new recipe for a tasty dish? can you develop a proposal which would...	Invent a machine to do a specific task. Design a building to house your study. Create a new product. Give it a name and plan a marketing campaign. Write about your feelings in relation to... Write a TV show, play, puppet show, role play, song or pantomime about...? Design a record, book, or magazine cover for...? Make up a new language code and write material using it. Sell an idea. Devise a way to... Compose a rhythm or put new words to a known melody.
Evaluating (Evaluation)	Judge Select Choose Decide Justify Debate Verify Argue Recommend Assess Discuss Rate Prioritise Determine	Is there a better solution to... Judge the value of... Can you defend your position about...? Do you think ... is a good or a bad thing? How would you have handled...? What changes to ... would you recommend? Do you believe? Are you a ... person? How would you feel if...? How effective are...? What do you think about...?	Prepare a list of criteria to judge a show. Indicate priority and ratings. Conduct a debate about an issue of special interest. Make a booklet about 5 rules you see as important. Convince others. Form a panel to discuss views, e.g. "Learning at School." Write a letter to ... advising on changes needed at... Write a half yearly report. Prepare a case to present your view about...
Analysing (Analysis)	Analyse Distinguish Examine Compare Contrast Investigate Categorise Identify Explain Separate Advertise	Which events could have happened...? I ... happened, what might the ending have been? How was this similar to...? What was the underlying theme of...? What do you see as other possible outcomes? Why did ... changes occur? Can you compare your ... with that presented in...? Can you explain what must have happened when...? How is ... similar to ...? What are some of the problems of...? Can you distinguish between...? What were some of the motives behind...? What was the turning point in the game? What was the problem with...?	Design a questionnaire to gather Write a commercial to sell a new product. Conduct an investigation to produce information to support a view. Make a flow chart to show the critical stages. Construct a graph to illustrate selected information. Make a jigsaw puzzle. Make a family tree showing relationships. Put on a play about the study area. Write a biography of the study Prepare a report about the area of study. Arrange a party. Make all the arrangements and record the steps needed. Review a work of art in terms of form, colour and texture.
Applying (Application)	Solve Show Use Illustrate Construct Complete Examine Classify	Do you know another instance where...? Could this have happened in...? Can you group by characteristics such as...? What factors would you change if...? Can you apply the method used to some experience of your own...? What questions would you ask of...? From the information given, can you develop a set of instructions about...? Would this information be useful if you had a ...?	Construct a model to demonstrate how it will work. Make a diorama to illustrate an important event. Make a scrapbook about the areas of study. Make a paper-mache map to include relevant information about an event. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game using the ideas from the study area. Make a clay model of an item in the material. Design a market strategy for your product using a known strategy as a model. Dress a doll in national costume. Paint a mural using the same materials. Write a textbook about.. for others.
Understanding (Comprehension)	Explain Interpret Outline Discuss Distinguish Predict Restate Translate Compare Describe	Can you write in your own words...? Can you write a brief outline...? What do you think could have happened next...? Who do you think...? What was the main idea...? Who was the key character...? Can you distinguish between...? What differences exist between...? Can you provide an example of what you mean...? Can you provide a definition for...?	Cut out or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events. Write and perform a play based on the story. Retell the story in your words. Paint a picture of some aspect you like. Write a summary report of an event. Prepare a flow chart to illustrate the sequence of events. Make a colouring book.

Remembering (Knowledge)	Tell List Describe Relate Locate Write Find State	Name What happened after...? How many...? Who was it that...? Can you name the...? Describe what happened at...? Who spoke to...? Can you tell why...? Find the meaning of...? What is...? Which is true or false...?	Make a list of the main events.. Make a timeline of events. Make a facts chart. Write a list of any pieces of information you can remember. List all the .... in the story. Make a chart showing... Make an acrostic. Recite a poem.