



Ark Priory Adaptative Teaching Policy

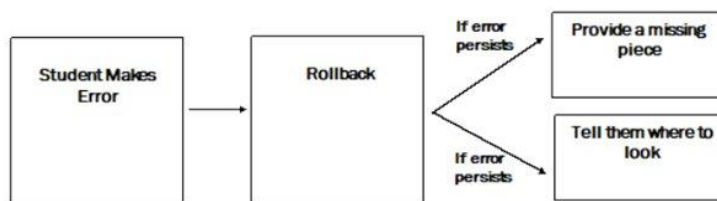
Teacher Standard 5, from the DfE's National Teaching Standards, states that teachers should 'adapt teaching to meet the strengths and needs of all pupils' and that teachers should 'know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively'. Teachers are required to have a 'clear understanding of the needs of all pupils'.

At Ark Priory, we adopt an adaptive teaching model that is centred around evidence-informed teaching practices, task design and feedback (including our approach to marking) to ensure all pupils are able to access our curriculum and succeed in their learning.

Adaptative Teaching Strategies

We use a repertoire of teaching strategies that teachers use to respond to the needs of all pupils to ensure consistent Quality First Teaching. These include but are not limited to:

- **Flexible Grouping and Collaborative Learning** that allows for target adult support and/or peer support based on formative data gathered within the lesson
- **Explicit Instruction** using multiple I-We-You cycles in a lesson
- **Checking For Understanding** of key knowledge, skills and concepts through AfL strategies such as Show Me (mini whiteboard) tasks, multiple choice/agree or disagree questions
- **Breaking down errors** by rolling back (repeating the incorrect response back to the child) and providing cues to encourage them to re-think and try again



- **Cognitive and Metacognitive Strategies** that allow children to plan, evaluate and monitor their learning such as Do Now Activities that allow for knowledge recall and assessment and differentiated Success Criteria
- **Scaffolding** is the temporary support that is provided to pupils to complete tasks independently. Effective scaffolding is available throughout the lesson and may include concrete manipulatives, sentence stems on slides, pre-teaching or re-teaching key learning to groups of children during Do Now Activities, and talk tasks
- **Well-Worn Path – Intentional Monitoring** of key groups of pupils during independent tasks e.g. PP, EAL, SEND, GDS

Where required, targeted interventions are carried out either before (pre-teach) or after a lesson.



Task Design

The value of feedback is determined by the quality of the tasks set. Tasks are designed to support learning and provide challenge for all pupils. Scaffolding is used to enable pupils to access content and become independent and challenge is provided to develop pupils reasoning and mastery skills.

In Maths, independent tasks are designed to assess pupils against the learning objective using the structure of Practise, Apply, Reasoning and Challenge. These increase in difficulty providing access to challenge for all. Where appropriate, a separate scaffolded task sheet might be created for pupils currently working at a level that is pre-key stage. The Maths tasks are aimed to be marked every day, mostly within the lesson through ‘marking over the shoulder’ to provide pupils with feedback and for teachers to gain formative data and respond to misconceptions and errors in the moment. Reasoning and Challenge tasks are sometimes marked but may also be discussed as a whole class during the plenary or with pupils individually.

In English Reading and Writing Lessons, task design varies according to the stage in the writing and reading planning cycle. Explicit teaching and assessing of key features, vocabulary, grammar and punctuation linked to the KPIs of the year group (and any gaps children may have) allow children to practise reading and writing, and teachers to make formative assessments of their progress. Teachers use a range of support and stretch techniques, so all children make progress. Techniques include visual word banks, Widgeits and Colour Semantics, sentence starters and Nelson script font tracing (Year 1), shared and modelled writing, graphic organisers, additional adult support, challenging questions which require pupils to compare and contrast, reason, analyse and evaluate.

In the wider curriculum subjects, tasks often include opportunities for pupils to engage in rich discussion as a whole class, in groups or in pairs. These discussions are designed to engage pupils with the content and skills of the subject. Audio, visuals, scenarios, questions, and case-studies are used to stimulate discussion. To scaffold these discussions, pupils often sit in mixed ability pairs or groups where appropriate, and teachers use targeted questions and provide sentence stems. Pupils practise their oracy skills using Habits of Discussion and Voice 21 Talk Tactics. Non-core task design may include written components which are scaffolded using visual prompts, such as Widgeits and Colour Semantics, sentence stems, word banks, cloze procedure and sorting and matching activities.

Feedback and Marking

Feedback is vital in helping pupils to progress. Marking is an aspect of feedback in our adaptive teaching approach. Teachers prioritise in-the-moment feedback through ‘marking over the shoulder’/intentional monitoring which involves circulating and marking with intention whilst pupils are working on their independent tasks. Although written marking codes are used during intentional marking, verbal feedback is essential for moving pupils forward in their learning. Prior to the lesson, teachers prepare exemplars and model answers to ensure they are equipped to identify



misconceptions and provide challenge when giving verbal feedback. Teachers have a 'well-worn path' of key pupils e.g. PP, SEND, EAL, GDS, that they target for live feedback within the lesson. Other forms of in-the-moment feedback include mini-plenaries to address misconceptions and reminding pupils to use the available learning aids in the classroom such as working walls and worked examples/shared writes, displays and visuals and concrete manipulatives.

Expectations for written feedback for the curriculum subjects are on the following pages.



Maths Marking Policy: KS1



Mathematics Marking Policy KS1



T

Teacher

TA

Support adult

I

Independent

VF

Verbal feedback

	Got it	1	One digit per square
	Check this answer		Number formation
	Miss a column Miss row	PP	Poor Presentation: This presentation is not acceptable. Miss a line and re-write it below.

N.S This symbol needs to be used for a **Next Step** activity. A next step task will be given where appropriate to allow pupils another opportunity to achieve the L.O.

Pupils to respond to in **purple pen**.

The learning objective will be highlighted in yellow if it has been reached during that lesson



Addition



Subtraction



Multiplication



Division




Is equal to






Maths Marking Policy: KS2 Marking

Teachers can plan relevant opportunities for pupils to engage in peer and self-assessment as a mini-plenary or as part of the lesson plenary.



Mathematics Marking Policy KS2



T

 Teacher

TA





 Support adult

I

 Independent

VF

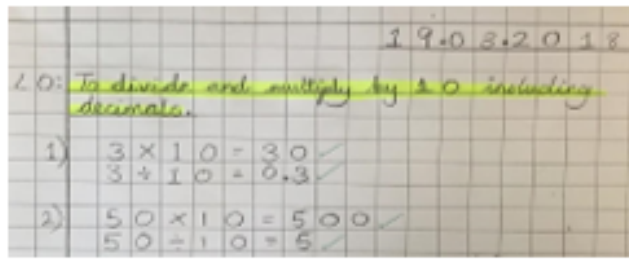
 Verbal feedback

	Got it	1	One digit per square
	Check this answer		Number formation
	Miss a column Miss row	PP	Poor Presentation: This presentation is not acceptable. Miss a line and re-write it below.

N.S This symbol needs to be used for a **Next Step** activity. A next step task will be given where appropriate to allow pupils another opportunity to achieve the L.O.

Pupils to respond to in **purple pen**.

- **The learning objective will be highlighted in yellow if it has been reached during that lesson**
- Short date and learning objective to be underlined








English Reading and Writing Marking Policy: KS1



Ark Priory
Primary Academy

KS1 Marking Codes

Your teacher will sometimes use these symbols to show you where you have made a good point or errors in your written work.

	<u>A Good Point: Well done!</u> You have made a good point here.	VF	<u>Verbal feedback:</u> You and the teacher have discussed your learning and what is needed to improve.
SP	<u>Spelling:</u> You have spelt a word incorrectly. Use a dictionary or word mat to correct the mistake.	CL	<u>A capital letter is missing/used incorrectly:</u> Find the letter which needs to be a capital and correct it.
	<u>Full stop missing:</u> Reread your learning and add the missing full stop.		<u>Finger spaces needed:</u> Your finger spaces are too small or too big. Re-write using your correct finger spaces.
PP	<u>Poor Presentation:</u> This presentation is not acceptable. Miss a line and re-write it below.	NS	<u>Next Steps:</u> Revisit what you have written and correct using the comments and codes alongside.

LO will be highlighted if you have met the learning objective for the lesson.



English Reading and Writing Marking Policy: KS2

Teachers can plan relevant opportunities for pupils to engage in peer and self-assessment as a mini-plenary or as part of the lesson plenary. Peer assessment can include pupils using the lesson Success Criteria to identify a WWW and EBI



Your teacher will sometimes use these symbols to show you where you have made a good point or errors in your written work.




✓	A Good Point: <u>Well</u> done! You have made a good point here.	VF	Verbal Feedback: You and the teacher have discussed your learning and what is needed to improve.
SP	Spelling: You have spelt a word incorrectly. Use a dictionary or word mat to correct the mistake.	P	Punctuation: You are missing a punctuation mark in this line. Find it and add it in.
Gr	Grammar: You have made a grammatical error in this line. Find it and correct it.	Ⓟ	Poor Presentation: This presentation is not acceptable. Miss a line and re-write it below.
^	A word is missing: Find the missing word/s in your sentence and add them using the arrow.	//	Start a new paragraph: There is somewhere in this line where you need to start a new paragraph of the point shown.
~~~~~?	<b>This does not make sense:</b> Read over this line/section and edit it so it makes sense. Think about clarity – make it clearer.	NS	<b>Next Steps:</b> Revisit what you have written and correct using the comments and codes alongside.

**LO** will be highlighted if you have met the learning objective for the lesson.



## Wider Curriculum Marking Policy

In KS1 and KS2, Pupils use purple pen to self-assess knowledge quizzes/Do Now activities and to peer-assess any written 'Checking for Understanding' tasks during the lesson. Teachers and TAs use green pen, verbal feedback and marking codes to mark over the shoulder during independent task.

	Got it
	Check this answer
VF	<b>Verbal Feedback:</b> You and the teacher have discussed your learning and what is needed to improve.
	<b>Poor Presentation:</b> This presentation is not acceptable. Miss a line and re-write it below.