Kibworth CE Primary School

Let Your Light Shine

Matthew 5:16

Looking For Learning Handbook and Feedback Policy

The aim of this handbook is to help the reader understand what we expect to see in every classroom to help children engage within an effective learning environment, where effective feedback is key in order for children to make outstanding progress.

Please read the information carefully and apply the principles within your classroom, please seek advice if you would like to develop further understanding.

Happy Learning!

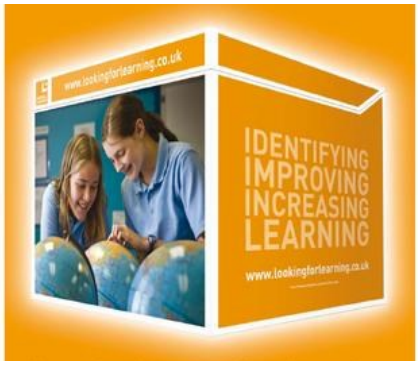
Kibworth CE Primary School

Let Your Light Shine

Matthew 5:16

Looking For Learning Handbook

Our whole school approach towards a learning focused environment and the use of effective feedback.



What did you think when you left your classroom at the end of the day yesterday?

What do you remember doing at Primary School?

What do you remember learning?

Which lesson do you remember the most and why?

Looking for Learning

At Kibworth Primary School we have created a learning focussed environment in which we strive for every child to achieve and be engaged within their own learning journey. As a staff, we are dedicated to the

belief that learning should be at the heart of everything we do.

Our school's definition of learning:

'Learning is a memorable journey of acquiring, understanding, consolidating and applying new skills and knowledge.'

Please ensure this is displayed in your learning area.

Looking for Learning

What's it all about?

Instead of focussing all our efforts on teaching, curriculum , resources and management and hoping that learning will appear in the centre, why don't we start with learning and work outwards?

Learning should not be seen as a lucky by product of school activity; it should be it's core purpose.

A school for

Teaching for learning

Ethos for learning

Structures and systems for learning

We aim for everything we do at the school to have learning as the purpose. We strive for all aspects of school life to be learning focussed. In our decision making we have learning at our heart.

Learning!

Students for learning

Community for learning

Curriculum for learning

Leadership for learning

Looking for Learning helps to establish in our school a shared sense of what matters by focusing everybody's minds from the start on whether there is any learning going on.

Where learning is happening we celebrate, where it is not we look at why?

So...at the end of the day try to ask yourself and your colleagues:

What learning took place in my/your class-room today?

How much learning took place in my/your classroom today?

What did I do to help the learning in my class today?

Was there sufficient learning in school today?

It is easy to lose our core purpose and get wrapped up in 'stuff'.

Learning Language

In every learning focussed classroom we expect children to understand and use the following language to help them articulate their learning. These words should be displayed and talked about in each classroom. They should be used by the children and by adults in their feedback and discussions about learning.

Beginning, Developing, Mastery —learning is a process, it has a start point and an infinite number of recognisable end points, depending on what we are learning and at what stage.

Consolidating—automatic, established. The pathway is clear for all to see. Happens with knowledge and skills. Can be slower with skills. Steadily more and more secure.

New Learning—Insecure, fuzzy, unstable. It is what we should expect to see in every classroom.

Treading Water—No amount of revisiting will improve the learning. Appear on task, working hard. Activity rather than learning.

Drowning

(Or other suitable word for younger children)

Children may be struggling when:

We interrupt new learning

We are moving on too quickly.

A state of confusion, occurs when real learning has not had a chance to become embedded.

It can be a positive struggle but also negative.

(makes links)

(consolidation is being unravelled)

How do we make this careful judgement when looking for learning?

Kinds of Learning

We expect children to know and understand the kinds of learning that will be taking place. At the beginning of the learning we need to make it clear the kind of learning it is and at what stage we are learning it. For example a group of children may be consolidating a skill, another group might be learning new knowledge.

Skills– Skills are practical, knowing how.

Essence of many disciplines, relatively few and consistent over time, developmental, different to access, can be new or consolidated but also there are processes, beginning, developing and mastery.

Knowledge—knowing 'that'. Knowledge is continually expanding, often right or wrong, easily accessible.

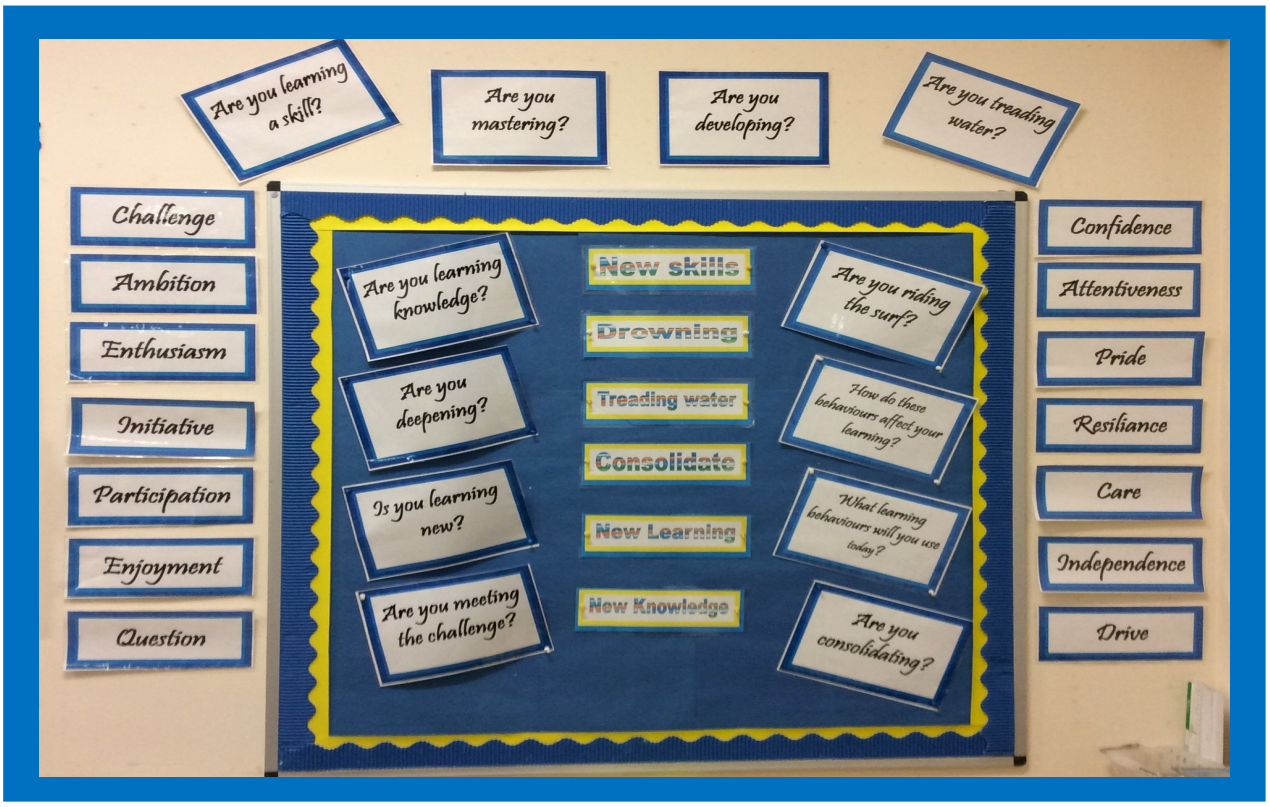
Knowledge can be essential, motivational transformational.

Understanding—the steady incorporation of ideas and concepts into our overall scheme of how things are. Understanding is when complex, multiple connections of neuronal pathways are made.

Hard to assess and evaluate.

Understanding can often be seen during the application of skills and knowledge within context.

Look on the web at explanations for children about how we learn, there are many good videos



Helping children to engage with their learning and to reflect on their Learning Journey.

In all subjects we aim for the children to be able to reflect on their learning and articulate what they have learnt, at what stage they are and what they need to do to improve. Effective feedback can happen at anytime during the lesson and doesn't always have to be written. Oral feedback at the point of learning is vital, conversations throughout the lesson about learning have great impact on progress during the lesson. Feedback may be written and ready for the start of the next lesson. Children will be given time to do their own reflections and to read reflections written by an adult.

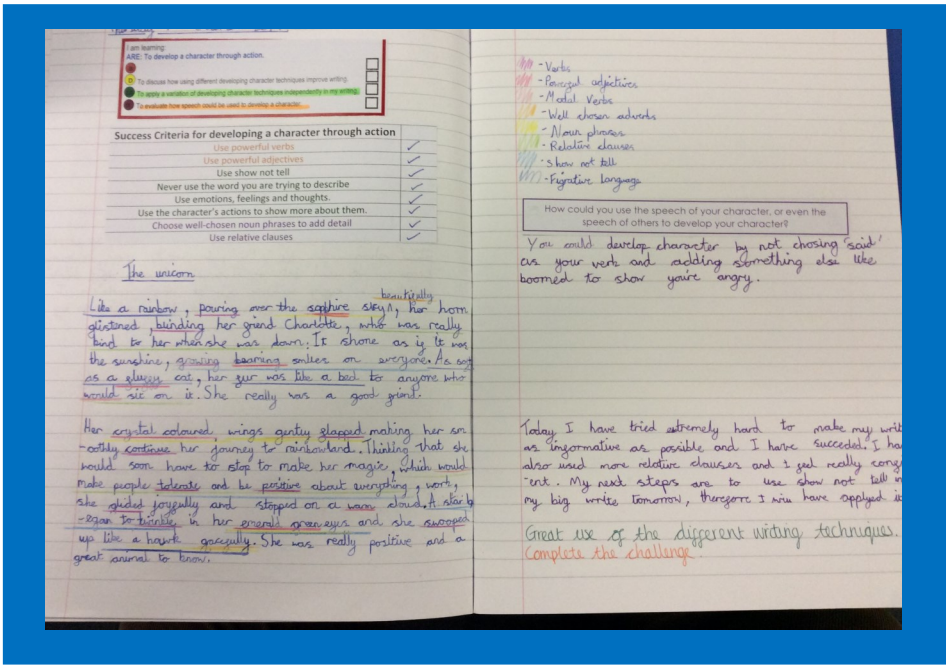
Children will have access to all of their end of year expectations either in their books or within the classroom environment.

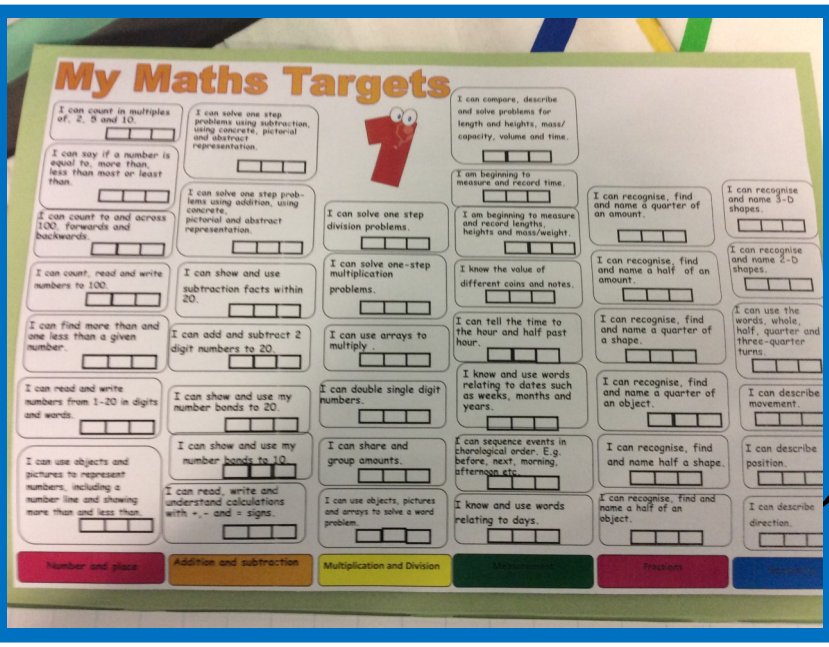
Effective Feedback

Staff use lots of different ways to help engage children in their learning. Within this handbook each year group has set out the methods they use, including effective feedback frames, called successful learning grids. These are used at the start, during and end of new units of learning. They also help the adult make assessments and decide if the child is working towards, met or exceeded the ARE's. This information is then fed into the schools assessment tool.

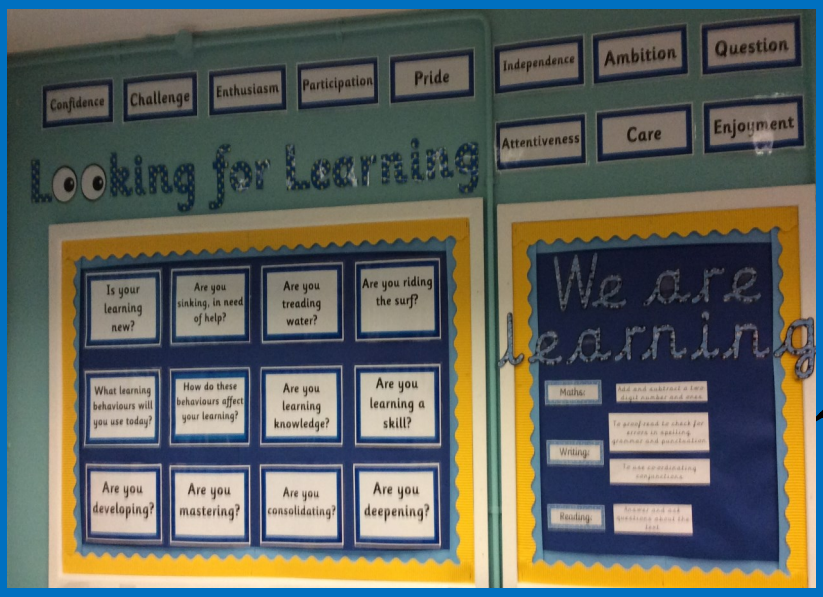
It is important to get a balance of effective feedback, oral and written. Always think about the impact of your feedback and how it will be accessed and acted upon.

Be an excellent role model in your feedback, model good use of vocabulary, model examples, use clear, legible and cursive handwriting.

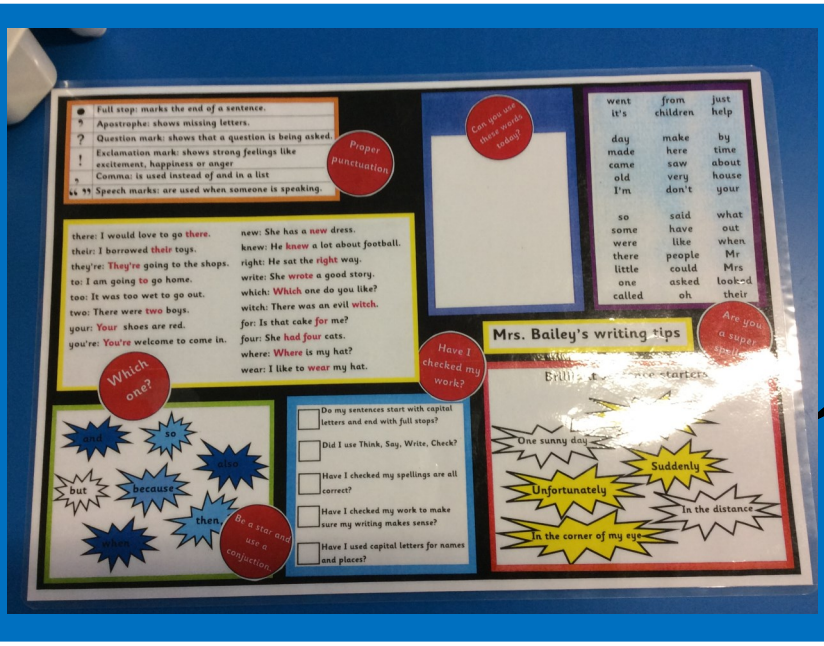




Age related expectations displayed in the front of books so that children can reflect against these.



Looking for Learning displays in every room, displays all of the vocabulary and the ARE's. The display can be creative and needs to grab children's attention



Tables have success criteria and learning prompts for children to refer to.

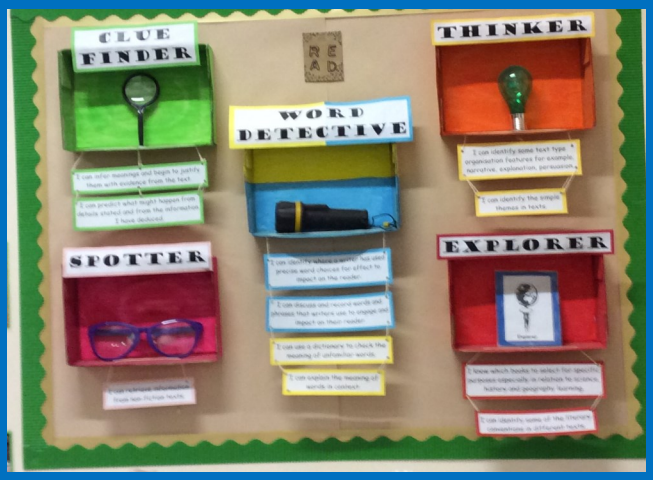
The Learning Environment

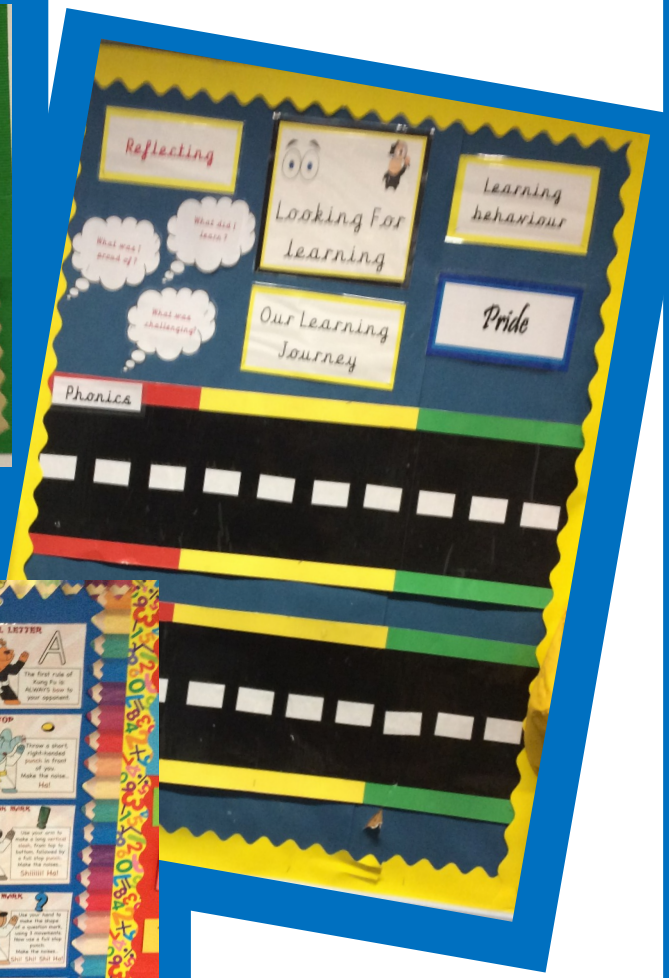
In order for children to successfully engage in their learning we want to provide a place that is stimulating, interactive and full of resources to help children engage effectively in their learning.

These are non negotiable and we expect to see them in every classroom.

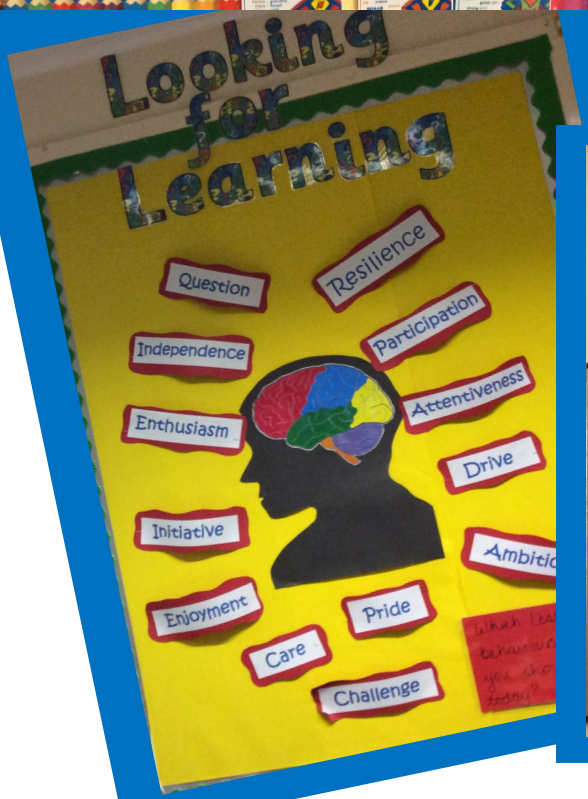
- Looking for Learning area with vocabulary and ARE's on display
- ARE's in books for core subjects.
- LFL Successful learning grids used at the start and end of new learning
- Feedback to be clear and well modelled.
- Cursive script used by adults and children
- Resources available such as sound mats, dictionaries, number lines, writing equipment, rulers etc.

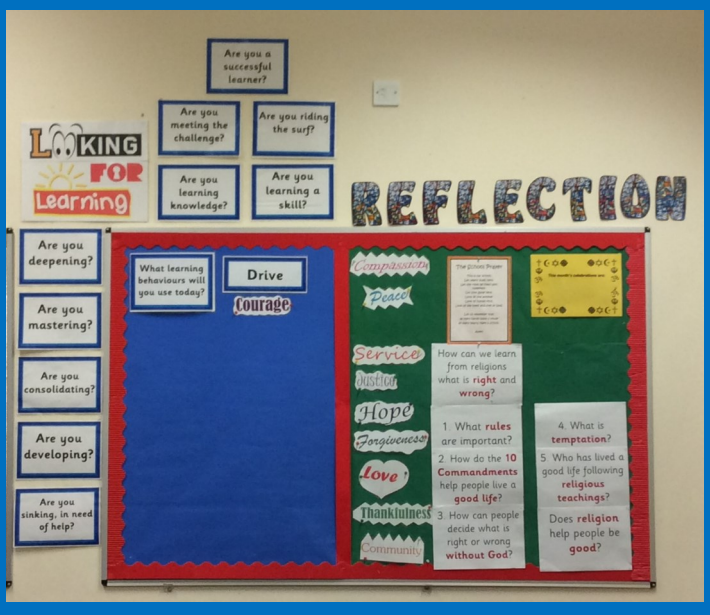
FOR HANDWRITING PLEASE SEE THE SCHOOL'S HANDWRITING POLICY


CLUE FINDER
READ
THINKER
WORD DETECTIVE
SPOTTER
EXPLORER


Reflecting
Looking For learning
Learning behaviour
Our Learning Journey
Pride
Phonics

English
-s & -es
plural
-ed
past tense
-ing
present tense
un-
not
The
sun
is
bright.
A
hungry
lion
is
watching
its
prey.
CAPITAL LETTER
FULL STOP
EXCLAMATION MARK
QUESTION MARK
COMMA
NOUN
VERB
ADJECTIVE


Looking for Learning
Question
Resilience
Independence
Participation
Enthusiasm
Attentiveness
Drive
Initiative
Enjoyment
Pride
Care
Challenge


Are you a successful learner?
LOOKING FOR Learning
Are you meeting the challenge?
Are you riding the surf?
Are you learning knowledge?
Are you learning a skill?
REFLECTION
Are you deepening?
Are you mastering?
Are you consolidating?
Are you developing?
Are you sinking, in need of help?
What learning behaviours will you use today?
Drive
Courage
Compassion
Peace
Service
Justice
Hope
Forgiveness
Love
Thankfulness
Community
How can we learn from religions what is right and wrong?
1. What rules are important?
2. How do the 10 Commandments help people live a good life?
3. How can people decide what is right or wrong without God?
4. What is temptation?
5. Who has lived a good life following religious teachings?
Does religion help people be good?

The seven Looking for Learning Questions.

There are times when we look at learning in each class using a lesson study type approach as outlined in the L4L toolkit. When we join together for lesson study we use the seven L4L questions to evaluate the effectiveness of learning happening. We also use these questions when observing individual teachers. Examples of these sheets can be found at the back of this pack.

There is also a L4L questionnaire for you to complete to help you judge how learning focussed is your classroom environment and your teaching.

The seven LfL questions

These are used to evaluate learning in your classroom.

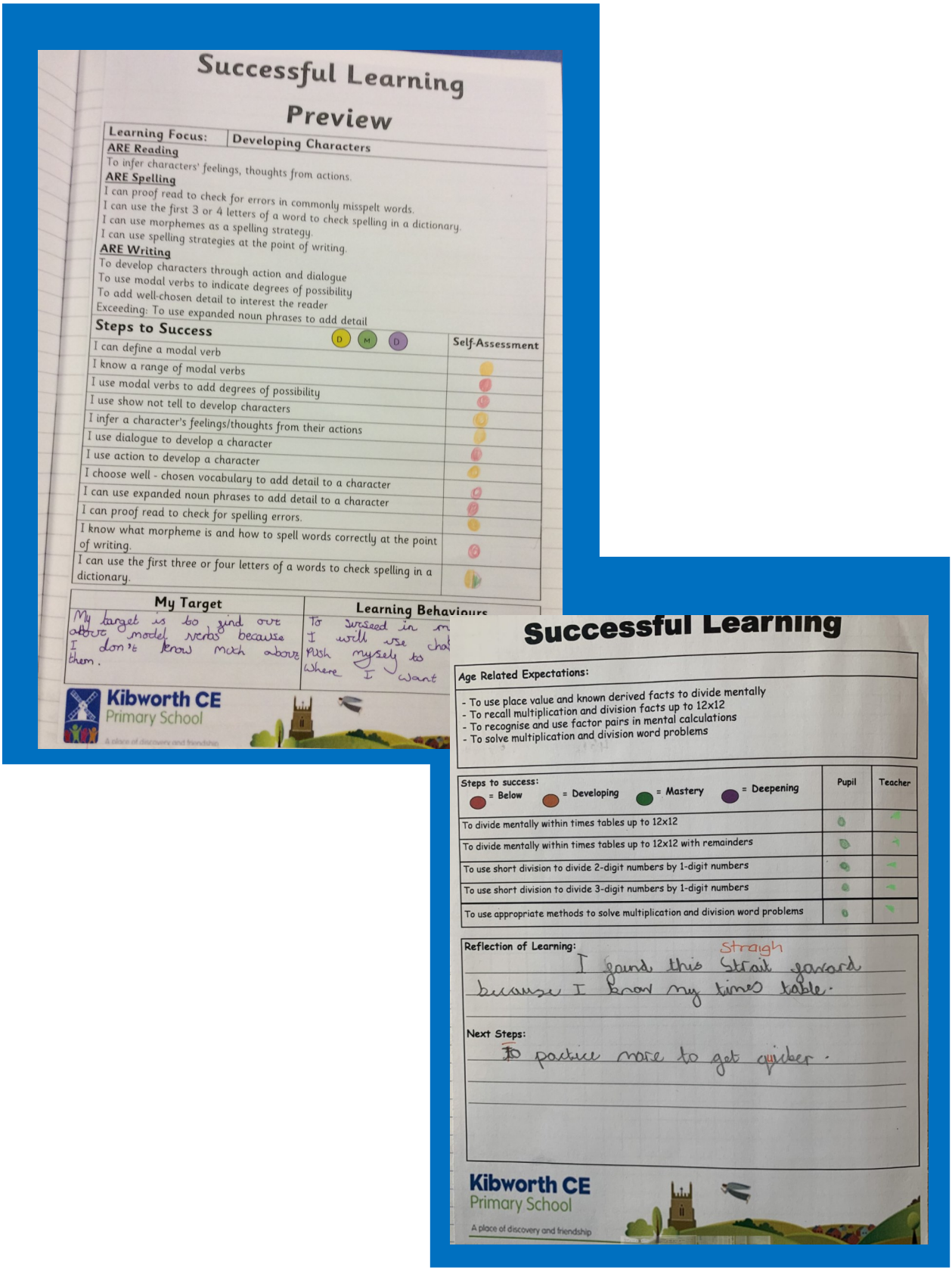
1. Is there any learning going on?
2. Is the learning appropriate?
3. Is the learning sufficient?
4. Is the learning engaging?
5. What are the adults doing to help learning in the classroom?
6. What is the school doing to help/hinder learning in the classroom?

For more detail about these questions please refer to the guidance at the back of this pack.

There is also information about how to make L4L observations and how to use the observation forms.

Looking for Learning In Action

The following section gives specific detail about how effective feedback looks in each year group. The aim is for each year group to be consistent with the L4L philosophy but to have their own effective ways to engage children in their learning journey and provide effective feedback across the year group.



Successful Learning Preview

Learning Focus:	Developing Characters

ARE Reading

To infer characters' feelings, thoughts from actions.

ARE Spelling

I can proof read to check for errors in commonly misspelt words.
I can use the first 3 or 4 letters of a word to check spelling in a dictionary.
I can use morphemes as a spelling strategy.
I can use spelling strategies at the point of writing.

ARE Writing

To develop characters through action and dialogue
To use modal verbs to indicate degrees of possibility
To add well-chosen detail to interest the reader
Exceeding: To use expanded noun phrases to add detail

Steps to Success (D M D)	Self-Assessment
I can define a modal verb	
I know a range of modal verbs	
I use modal verbs to add degrees of possibility	
I use show not tell to develop characters	
I infer a character's feelings/thoughts from their actions	
I use dialogue to develop a character	
I use action to develop a character	
I choose well - chosen vocabulary to add detail to a character	
I can use expanded noun phrases to add detail to a character	
I can proof read to check for spelling errors.	
I know what morpheme is and how to spell words correctly at the point of writing.	
I can use the first three or four letters of a words to check spelling in a dictionary.	

My Target	Learning Behaviours
My target is to find out about model verbs because I don't know much about them.	To succeed in m I will use cha Push myself to where I want

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Successful Learning

Age Related Expectations:

- To use place value and known derived facts to divide mentally
- To recall multiplication and division facts up to 12x12
- To recognise and use factor pairs in mental calculations
- To solve multiplication and division word problems

Steps to success: = Below = Developing = Mastery = Deepening	Pupil	Teacher
To divide mentally within times tables up to 12x12		
To divide mentally within times tables up to 12x12 with remainders		
To use short division to divide 2-digit numbers by 1-digit numbers		
To use short division to divide 3-digit numbers by 1-digit numbers		
To use appropriate methods to solve multiplication and division word problems		

Reflection of Learning:

I found this Straigh Strait forward because I know my times table.

Next Steps:

~~To~~ practice more to get quicker.

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EYFS Looking for Learning

Teacher Assessment

Each unit of work recorded in maths or English books should have a 'Looking for Learning sticker' showing an objective for skills and knowledge linked to the Early Years Foundation Stage Development Matters document. Steps for learning should be identified and highlighted with a green pen if they are met or an orange pen if they are not. All L4L labels need to be dated.

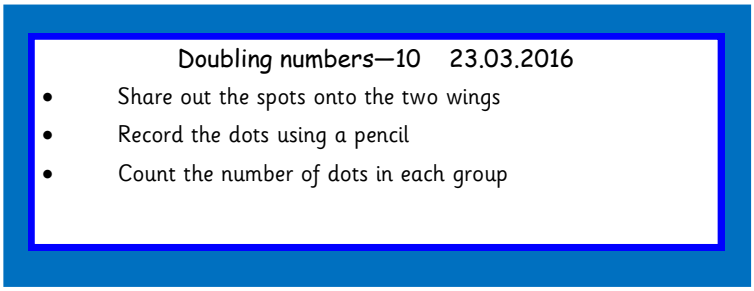
Learning Objective- 10/3/21

- I can add 2 numbers together
- I can add by counting on
- I can subitise numbers to 5

Learning Objective– 2/3/22

- I can write CVC words independently

For recorded activities which are part of the learning journey to achieve each learning goal a smaller sticker will be used to describe the process success criteria.



Written feedback

All written feedback should be presented in cursive script.

In line with the schools marking policy a green pen should be used to highlight successes and an orange pen used for development points. Marking should focus specific learning points and not be overly detailed.

When the piece of work is assessed the following must be selected and noted in Green Pen.

I – Independent

T – Teacher Led

TA – TA Led

Initials of person marking the work must be provided.

Written marking should be done in the presence of the child where possible with verbal feedback including a positive comment and a next step.

When an observation is made; pupils are assessed against development matters, characteristics of effective learning and Leuvens well being and involvement scales which are recorded within Tapestry Online Learning Journal. This is shared with children and parents at points throughout the year.

Verbal feedback

Verbal feedback is consistently given by the supporting adult and provides the best feedback for EYFS children

Verbal feedback should allow the child to recognise strengths in their approach and areas for extending their learning and deepening understanding.

Children use visuals to communicate their assessment of their learning in an activity they have completed or are engaged in. They will be encouraged to identify their confidence level by selecting how far along the road they have travelled.

At the end of a unit or theme the children will complete a self assessment grid. Key skills of capital letters, finger spaces, full stops, handwriting and thinking of sentences before writing are self assessed at the end of every unit

Self-Assessment

'The Road to Success'

Children use visuals to communicate their assessment of their learning in an activity they have completed or are engaged in. They will be encouraged to identify their confidence level by selecting how far along the road they have travelled.

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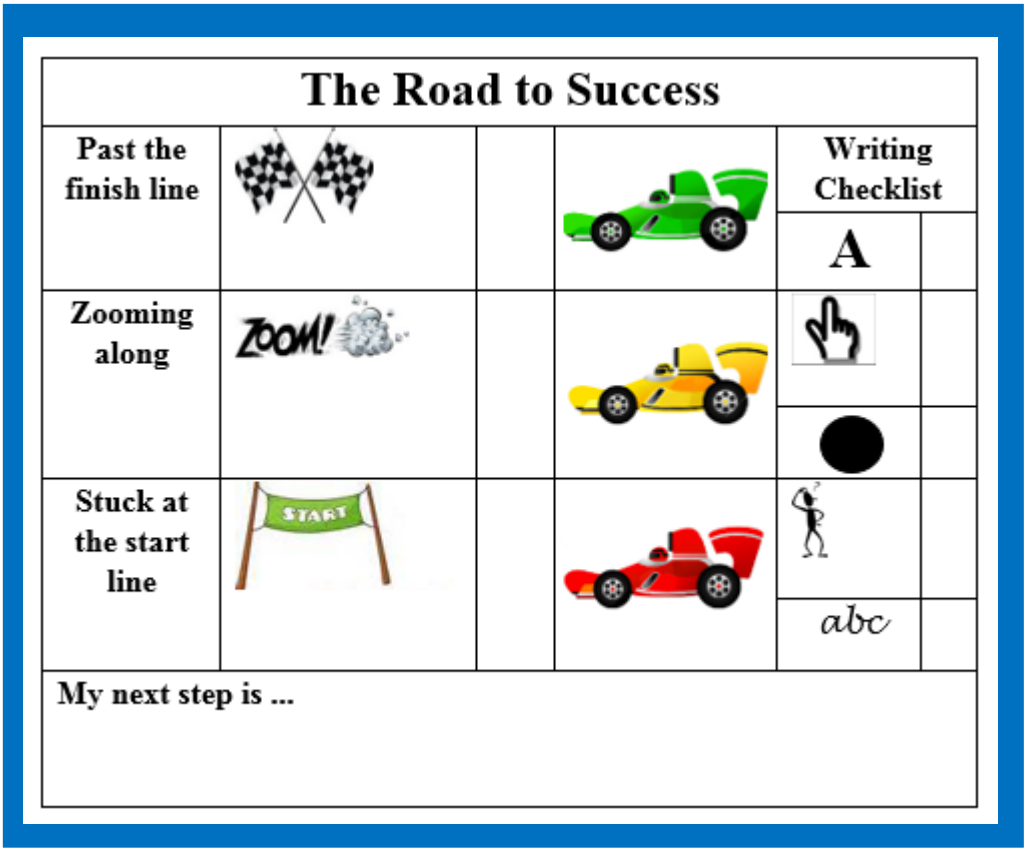
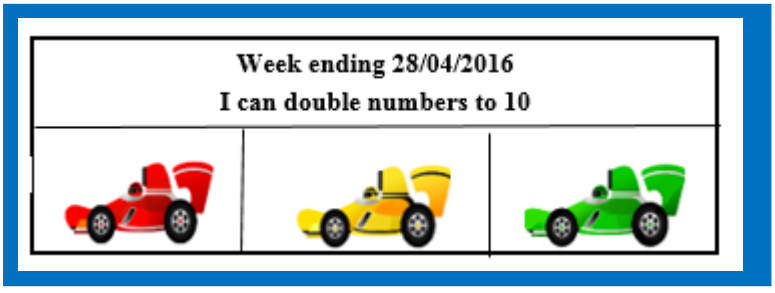


All recorded work is self assessed either by children highlighting a sticker.



Or choosing which box children place a personalised car in the Red, Amber or Green card.

Tapestry

All children will have a personal on-line Learning Journey, hosted by Tapestry, which records photos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of each child's experiences and learning

It is expected that a core subject post will be made every week for each child.

Classroom displays will include

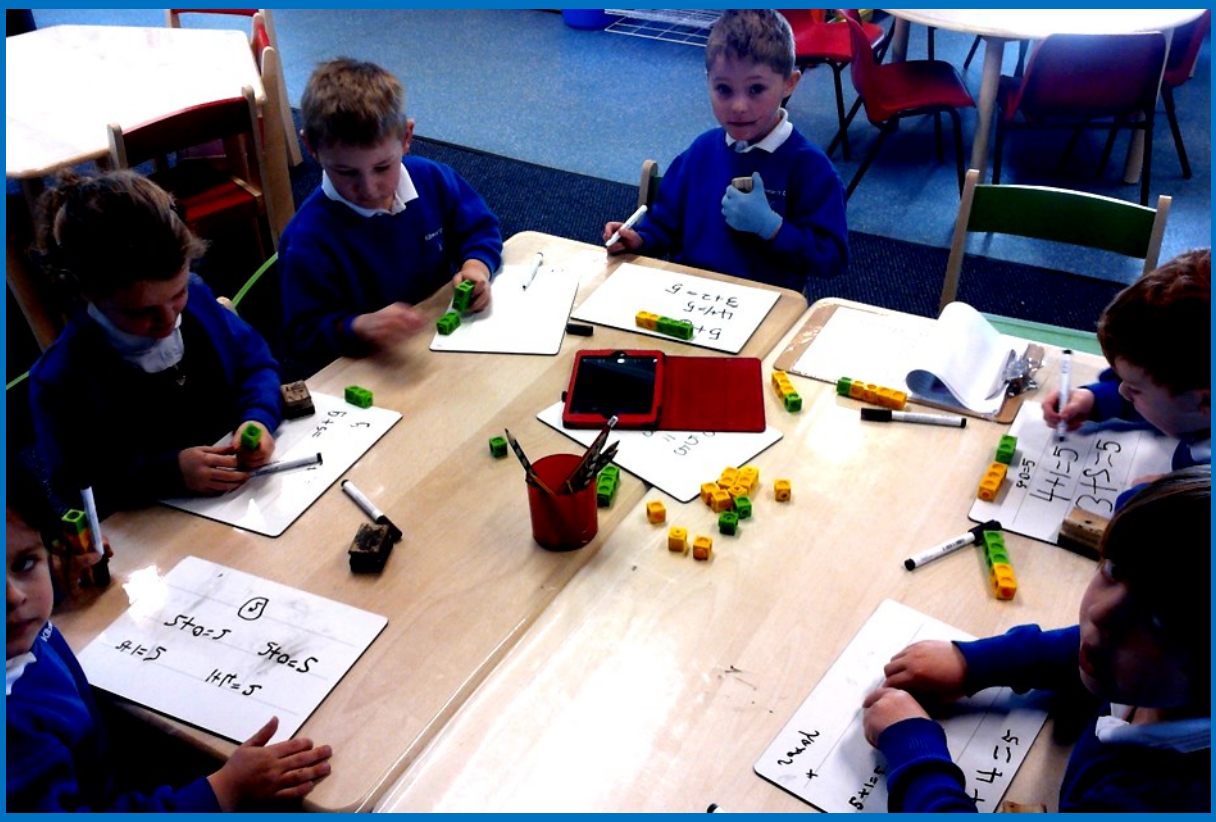
End of year Age Related Expectations drawn from the Early Years Foundation Stage Development matters document

A 'Looking for learning' board showing a road depicting 'The road to success'. This should outline current learning objectives, key skills and individual targets

Relevant phonemes for the phases children are currently working towards
High frequency and tricky words
A number line
A display celebrating children's success

Resources available for each child will include

Phonics phase mat
Number track
Full name card



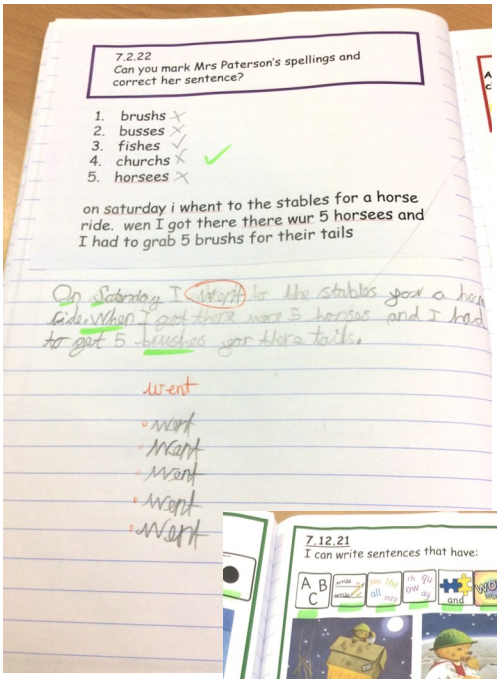
Year 1
Looking for Learning

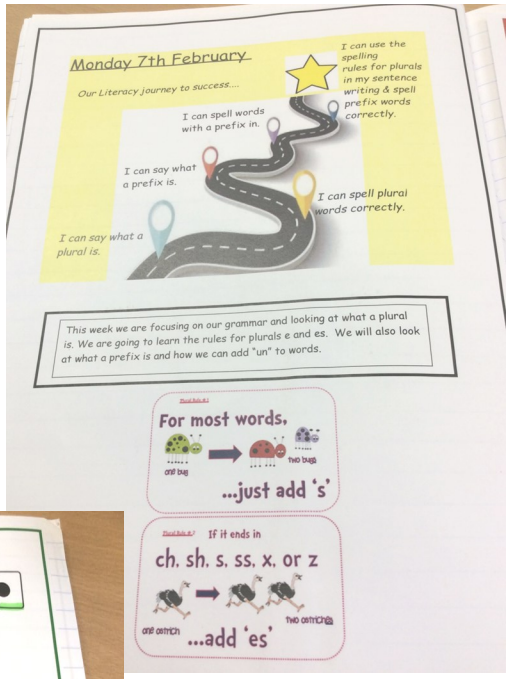
Teacher assessment

All pieces of writing marked should be done so in cursive script. Green for a positive comment and orange for an area that needs to be improved.

English

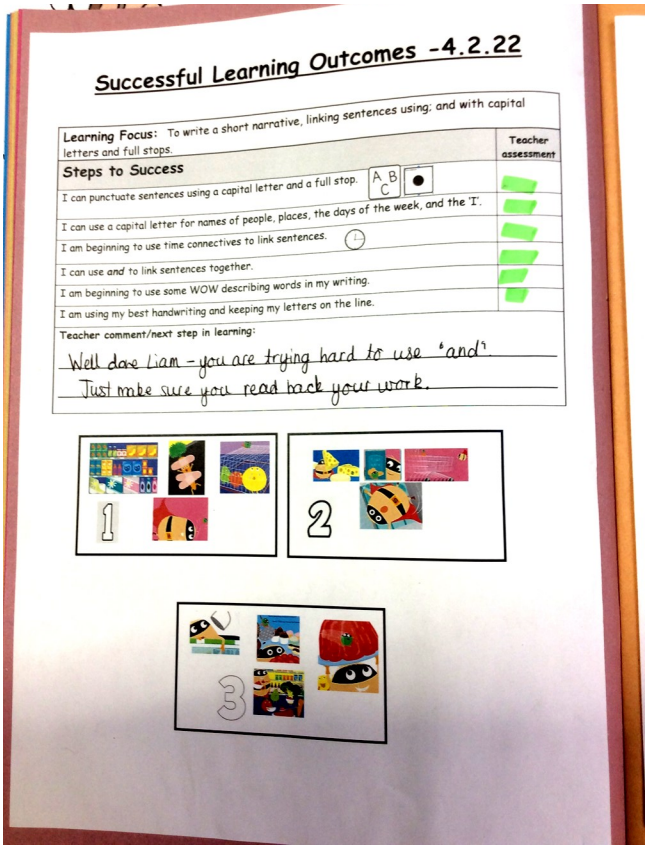
At the beginning of a new unit of work, a learning journey will be displayed (see example) and for each piece of work a pictorial success criteria is displayed as a visual prompt so children know what needs to be included in their writing. The teacher will mark against the pictures using a green and orange highlighter. We encourage Children to respond to the orange pen feedback.





Independent writing journals

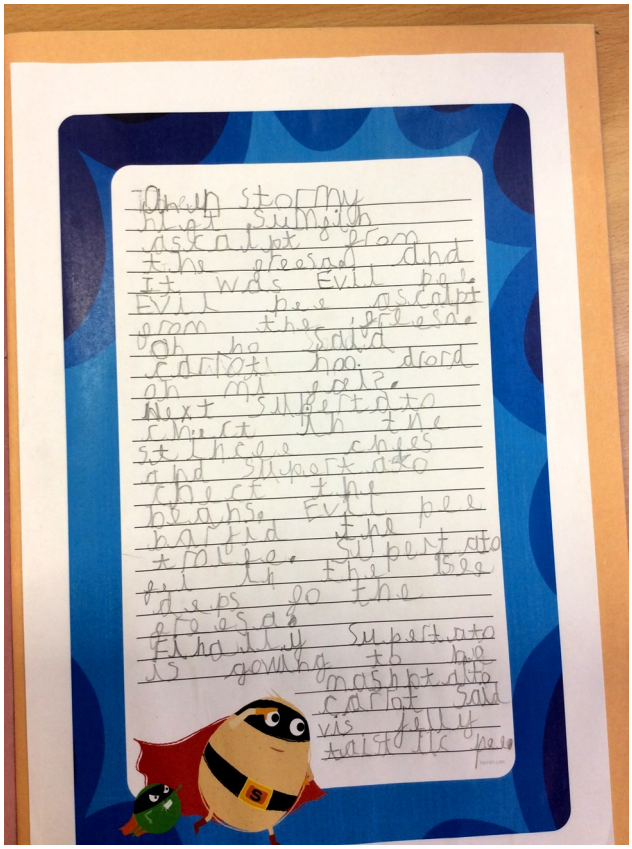
At the end of each writing unit the children will write up a piece of independent writing and this will be marked against a success criteria and a next step given.



Successful Learning Outcomes -4.2.22

Learning Focus: To write a short narrative, linking sentences using; and with capital letters and full stops.	Teacher assessment
Steps to Success	
I can punctuate sentences using a capital letter and a full stop.	
I can use a capital letter for names of people, places, the days of the week, and the 'I'.	
I am beginning to use time connectives to link sentences.	
I can use *and* to link sentences together.	
I am beginning to use some WOW describing words in my writing.	
I am using my best handwriting and keeping my letters on the line.	

Teacher comment/next step in learning:
Well done Liam - you are trying hard to use 'and'.
Just make sure you read back your work.

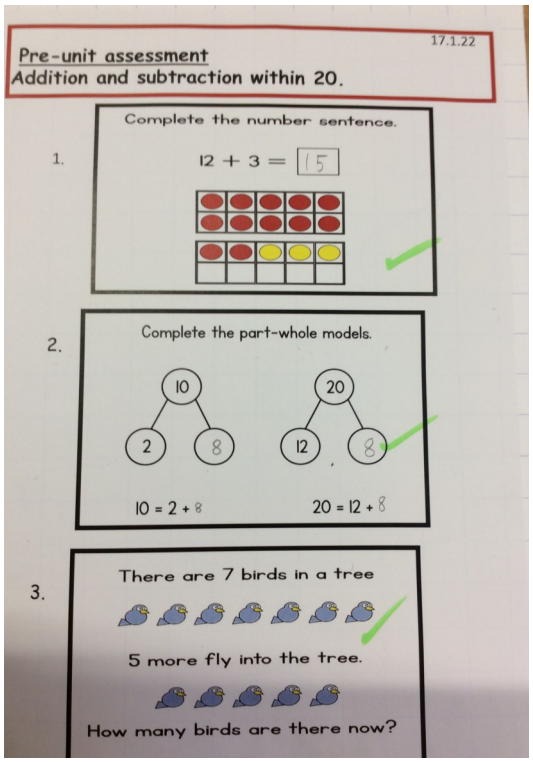


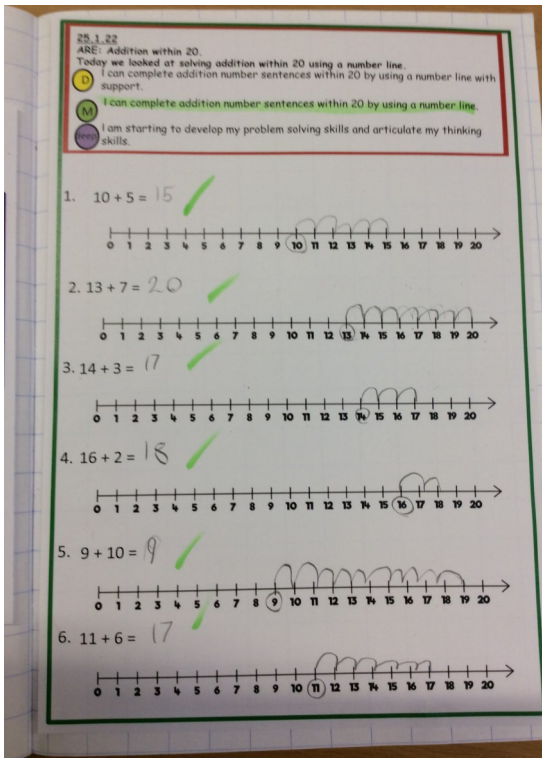
Maths

At the start of a new unit in Maths the children will do a pre-assessment so we can find out what children already know and what gaps/misconceptions to address.

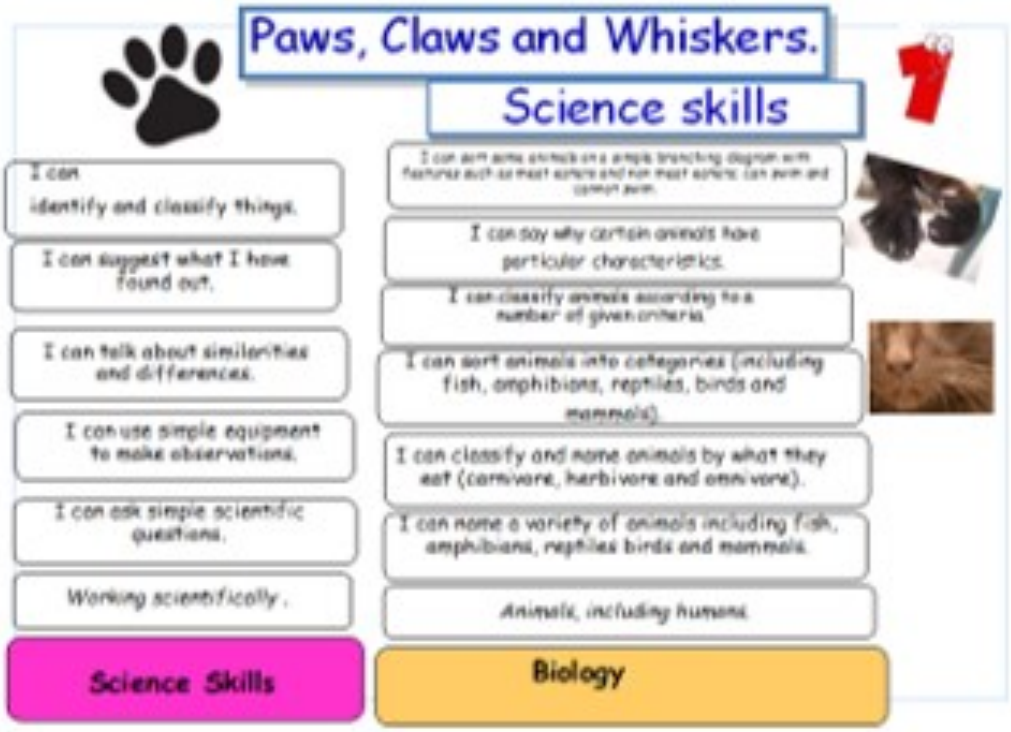
We then have an ARE which links to the national curriculum and we then highlight using a green or orange pen.

Misconceptions and errors such as number formation should be picked up and corrected by the teacher. A post assessment is carried out at the end of the unit.





Beginning of ever new unit of work a cover page to be attached and a skill sheet, indicating the main areas of skills to be taught.



Once a skill has been taught it is to be highlighted. Every lesson, a sticky label to be attached and highlighted by the class teacher.

As a designer I can cut food safely. 17.11.2017

Context: Alien Cous Cous.

Steps to success:

I can explain how to be safe when cooking.
I can cut food using the claw and bridge method.
I can blend to read a recipe.
I can follow a recipe successfully.
I am learning to use scales to measure.
I can show good teamwork and co-operation.

Year 2 Looking for Learning

Maths and English

At the beginning of each learning journey the children are given the opportunity to preview the learning from the coming unit.

Guided by the teacher (giving clear examples) they look at each step in the learning journey to gain understanding of this connects with their previous learning.

Successful Learning Preview

5.1.22
Learning Focus: Use of question and exclamation marks
Text: George's Marvellous Medicine – Roald Dahl
Purpose: To entertain. Writing a descriptive narrative – 'Grandma Gets the Medicine'.

Steps to Success	D	M	D
I can join in discussion about books; taking turns and listening to what others say			
I can answer and ask relevant questions about a text			
I can predict what might happen using what I have read so far			
I understand that sentences have different forms: statement, question, exclamations			
I can identify and use statements, questions and exclamations			
I can use question marks to punctuate questions			
I can use exclamation marks correctly			
I can plan and discuss the content of writing and record my ideas			
I can write a descriptive narrative			
I can evaluate my own writing independently, with friends and with an adult			
I can edit my work to check for errors and make improvements			

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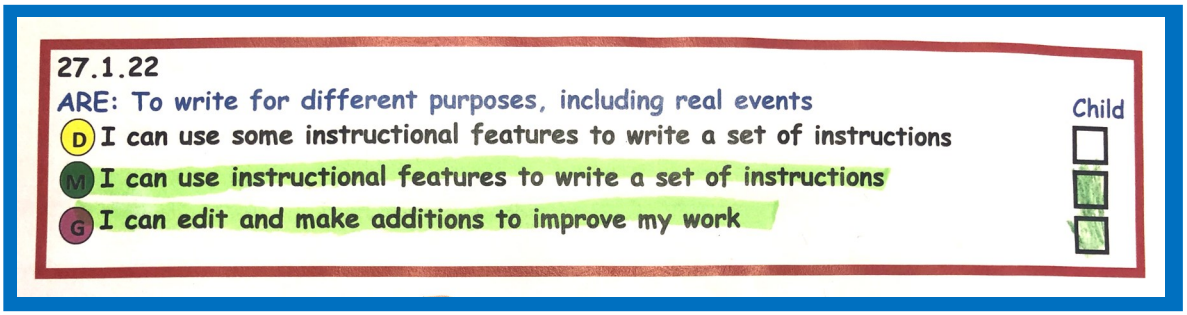
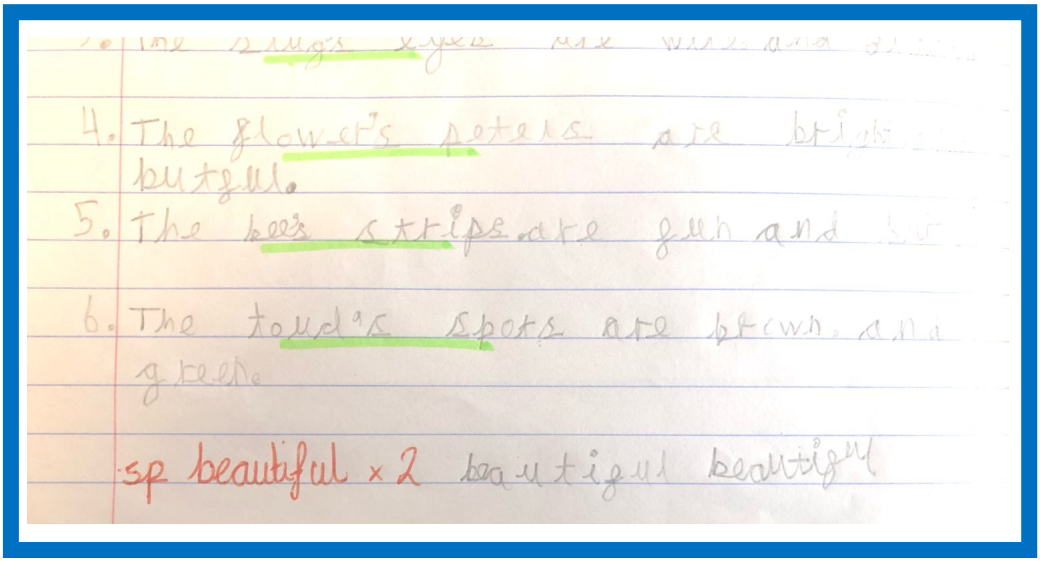
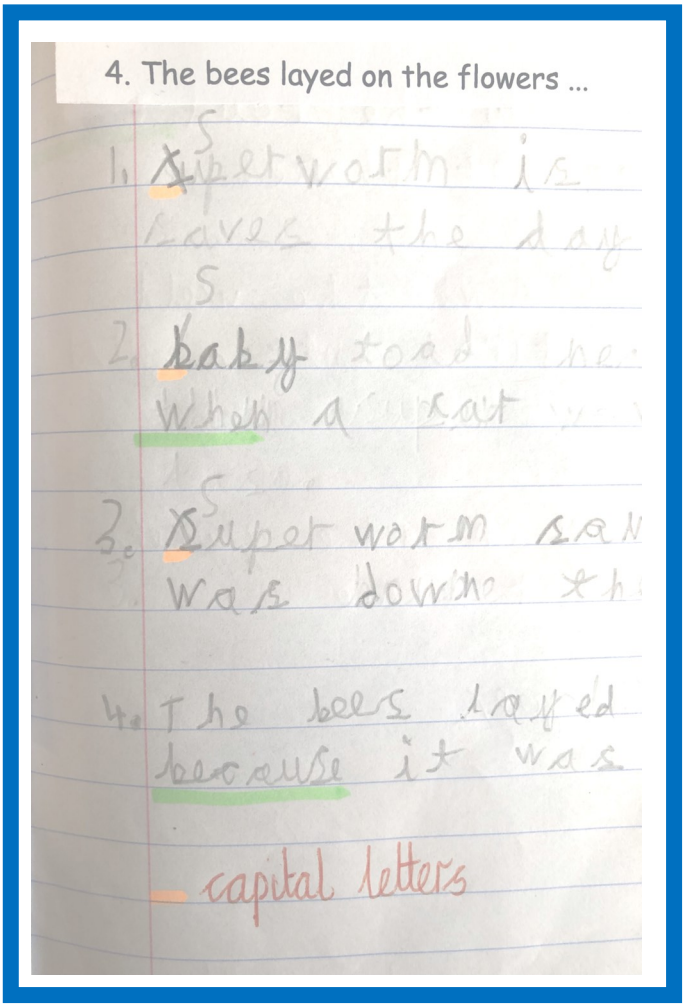
A place of discovery and friendship

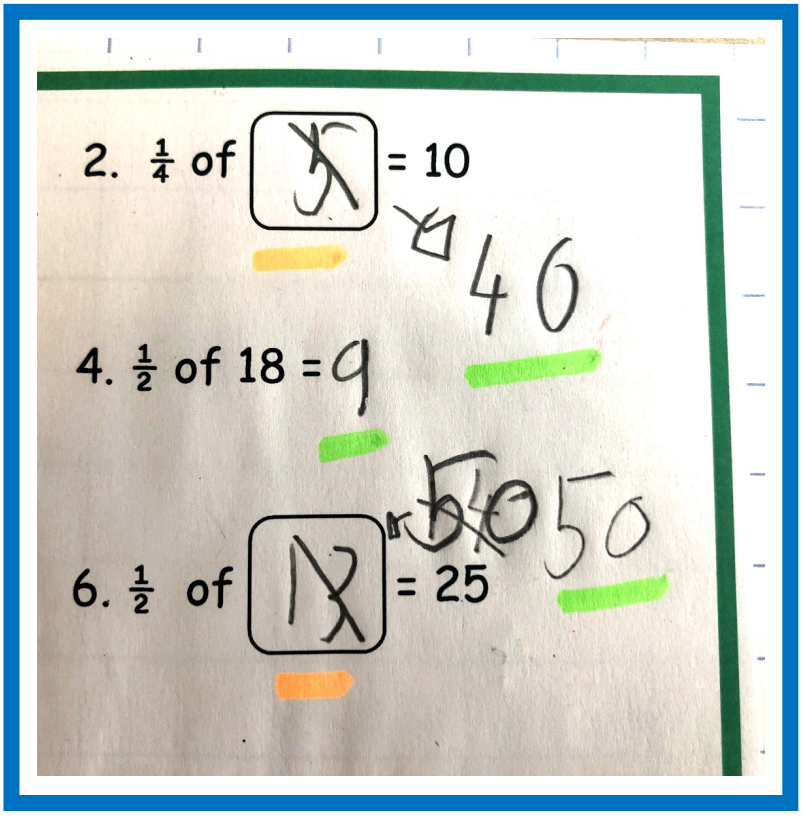
For each Maths and English lesson the children have a targeted learning objective showing which ARE they will be working on during that lesson or sequence of lessons. The ARE is broken down into Developing, Mastery and Greater depth statements which enables the children to clearly assess (again using colour) what depth of learning they have achieved that lesson.



The children's independent tasks are marked using orange and green pens in line with the school's marking policy. When appropriate, next steps may be given for the children to respond to independently or with support if needed. Spelling is marked in all subjects and children are expected to - look, cover, say, check – the corrected spelling twice in their books.



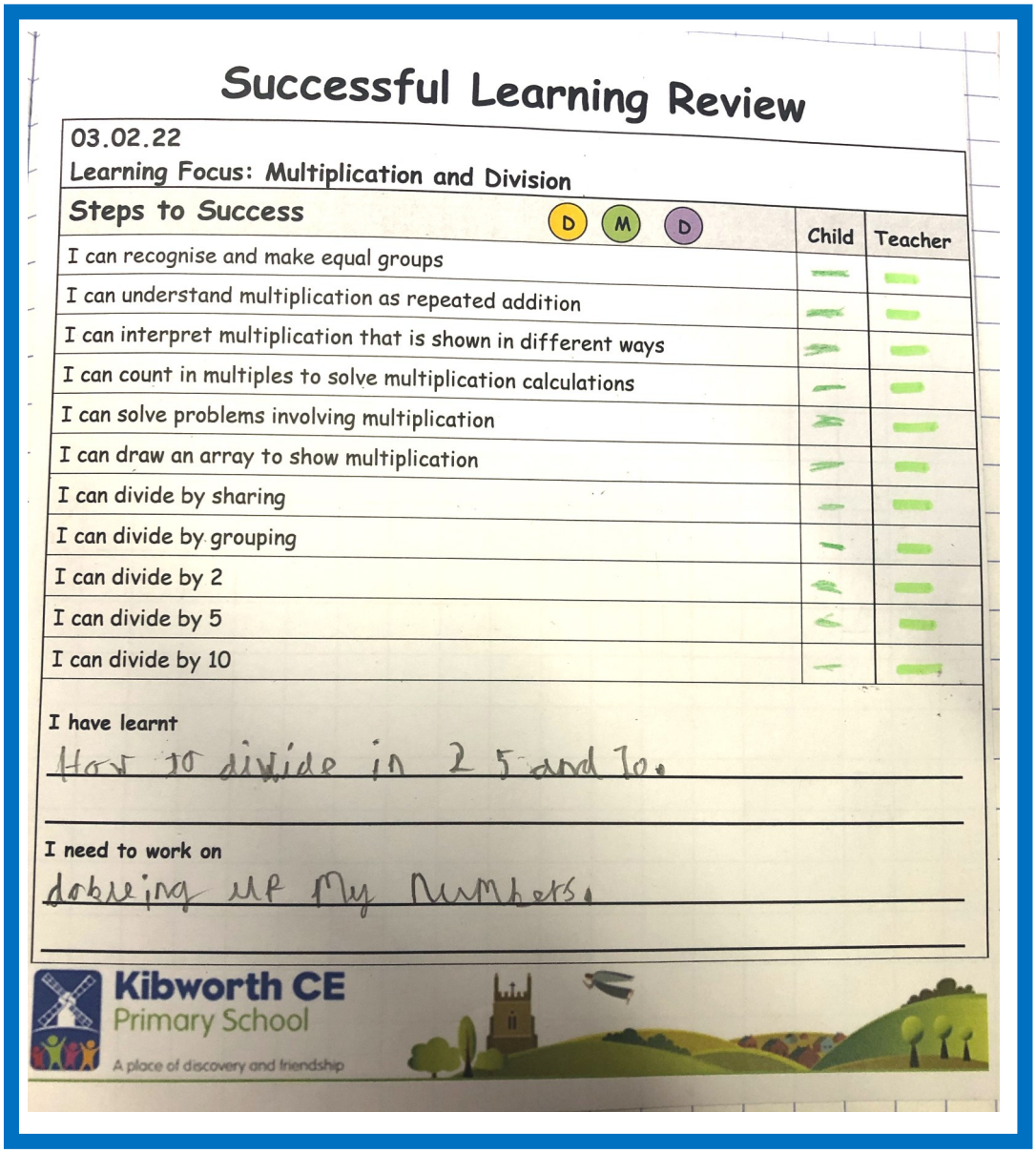

4. The bees layed on the flowers ...
capital letters


2. ¼ of 40 = 10
4. ½ of 18 = 9
6. ½ of 50 = 25

At the end of the learning journey, the children are given the opportunity to reflect on the same objectives now that they have had the relevant teaching. The teacher also has the opportunity to reflect on the child's learning and assess each step in the learning journey at a Developing, Mastery or Greater Depth level.

The children also reflect on their learning as a whole; identifying some new learning they have secured and a next step for themselves. The teacher gives general feedback with regards to success and the way forward.

This end reflection is important as the children are able to see and record their progress from the beginning of the journey and understand how to move their learning on.



Successful Learning Review

03.02.22

Learning Focus: Multiplication and Division

Steps to Success (D M D)	Child	Teacher
I can recognise and make equal groups		
I can understand multiplication as repeated addition		
I can interpret multiplication that is shown in different ways		
I can count in multiples to solve multiplication calculations		
I can solve problems involving multiplication		
I can draw an array to show multiplication		
I can divide by sharing		
I can divide by grouping		
I can divide by 2		
I can divide by 5		
I can divide by 10		

I have learnt

How to divide in 2 5 and 10.

I need to work on

doubling up My Numbers.

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Years 3 and 4

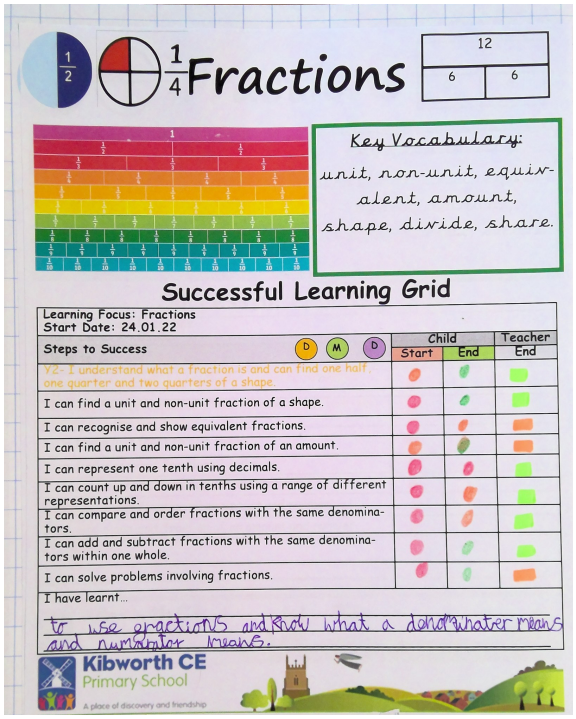
Looking for Learning

Teacher Assessment

All work recorded in English and Maths books should have a title that clearly shows Age Related Expectation being worked towards in that lesson. At times there will be a list of steps to success being learnt, this might be published before the learning takes place.

At the beginning of each learning journey the children are given the opportunity to preview their learning.

They self assess where they think they are on the journey at the beginning, give themselves targets and think about the Learning Behaviours they will need.



Fractions

12 | 6 | 6

Key Vocabulary:
unit, non-unit, equivalent, amount, shape, divide, share.

Successful Learning Grid

Learning Focus: Fractions
Start Date: 24.01.22

Steps to Success (D M D)	Child Start	Child End	Teacher End
Y2- I understand what a fraction is and can find one half, one quarter and two quarters of a shape.			
I can find a unit and non-unit fraction of a shape.			
I can recognise and show equivalent fractions.			
I can find a unit and non-unit fraction of an amount.			
I can represent one tenth using decimals.			
I can count up and down in tenths using a range of different representations.			
I can compare and order fractions with the same denominators.			
I can add and subtract fractions with the same denominators within one whole.			
I can solve problems involving fractions.			

I have learnt...
to use fractions and know what a denominator means and numerator means.

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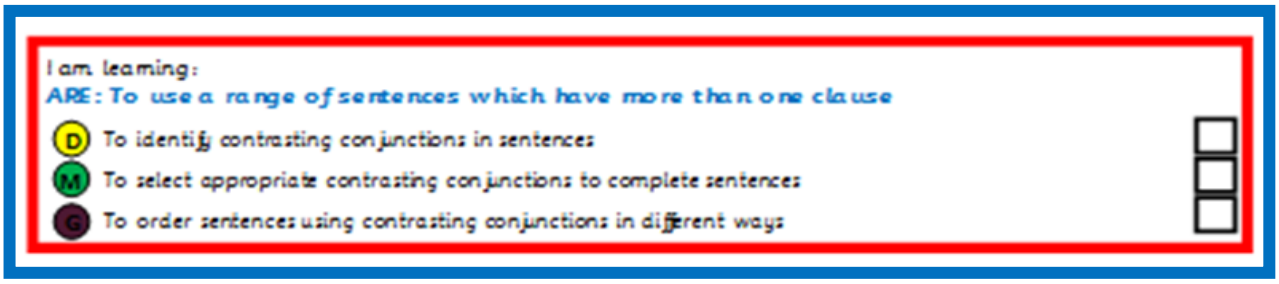
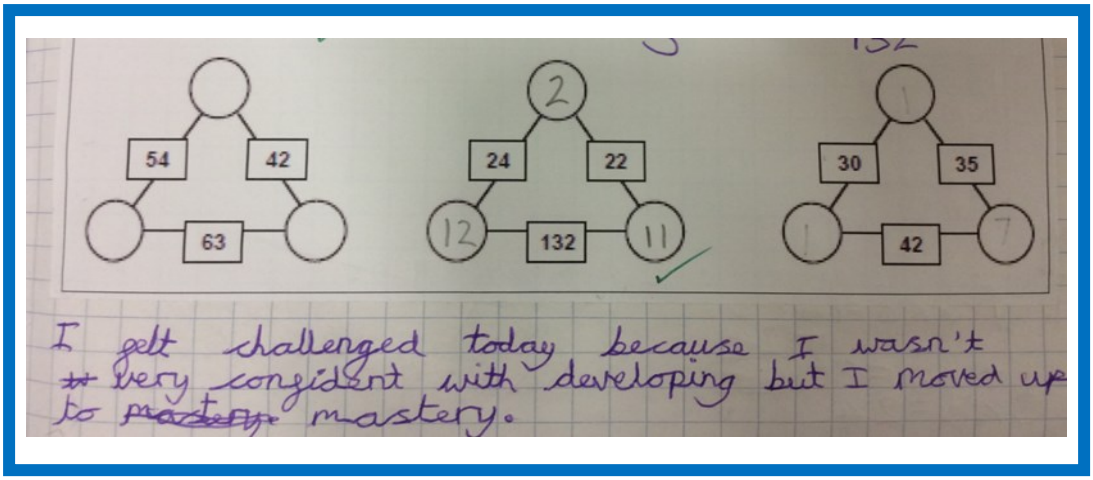
For each Maths and English session the children have a targeted Learning objective. This helps the children to evaluate their depth of learning against Developing, Mastery and Greater depth statements.

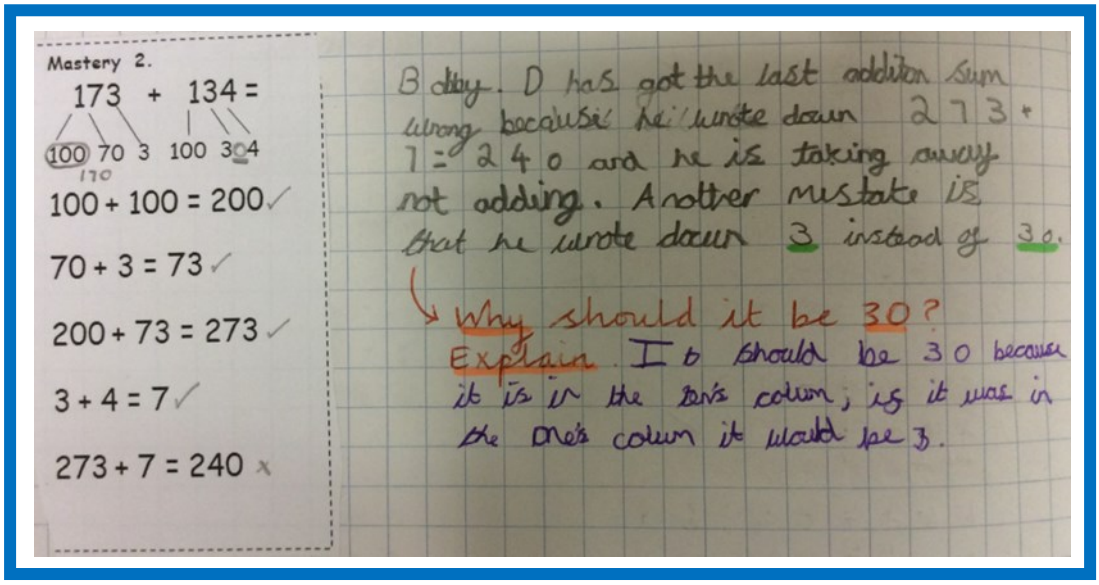


Written Feedback

The children's independent tasks are marked in line with the school's marking policy. All written feedback is presented in a cursive script. When appropriate, steps for successful learning are identified and highlighted.

- Written marking should be done, where possible, in the presence of the child. It may represent a later recording of verbal feedback which has taken place in the lesson.
- A green pen is used to identify successes and an orange pen is used for developmental points, which show children how to move their learning on.
- Spellings and all non negotiable words are corrected if spelt incorrectly in any area of the curriculum.
- Children are given the opportunity to reflect on their learning using a purple pen following some of the lessons.



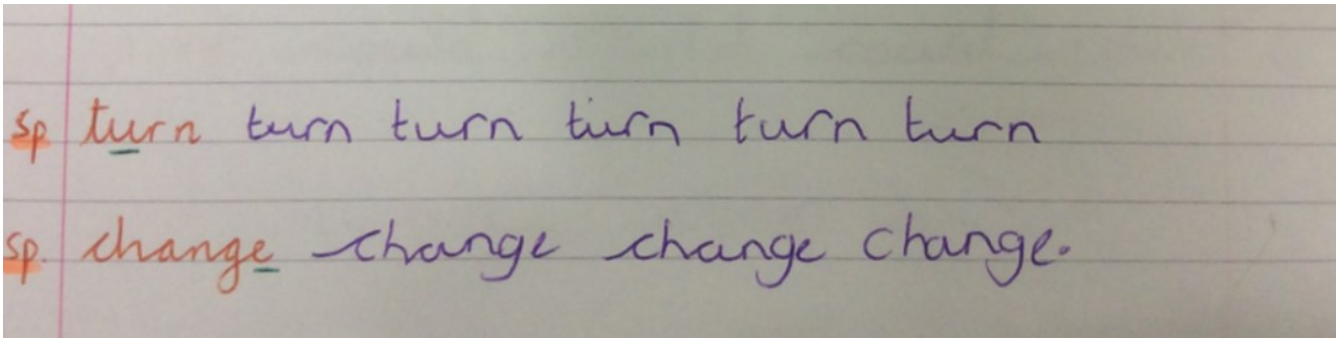


At the end of the learning journey, the children are given the opportunity to reflect on the same objectives now that they have had the relevant teaching. The teacher also has the opportunity to reflect on the child's learning and assess them against Developing, Mastery and Greater Depth.

The Children also reflect on their learning as a whole and the teacher gives feedback with regards to success and the way forward. The child's reflections will be based on their understanding of the schools learning behaviours.

This end reflection is important as the children are able to see and record their progress and understand how to move their learning on.

Sometimes the children will use a sheet which enables them to preview and review their learning on the same sheet.



I am Warrior!
What would I like to learn?
I would like to learn about the Roman Numerals and to understand it
I would also like to learn about the Orb and what it does.
Europe
Weaver
Formation
Gladius
Aqueduct
Italy
Spinner
Testudo
Scutum
Roman Road
Rome
Blacksmith
The Orb
Pugio
Roman Numerals
Celts
Roundhouse
Triple Line
Helmet
Boudicca
Potter
Wattle
The Wedge
Empire
Iceni Tribe
Farmer
Daub
Pilum
Democracy
Legacy
Steps to Success
Before
After
Teacher
Fractions
12
6
6
Key Vocabulary:
unit, non-unit, equivalent, amount, shape, divide, share.
Successful Learning Grid
Learning Focus: Fractions
Start Date: 24.01.22
Steps to Success
Child
Start
End
Teacher
End
Y2- I understand what a fraction is and can find one half, one quarter and two quarters of a shape.
I can find a unit and non-unit fraction of a shape.
I can recognise and show equivalent fractions.
I can represent one tenth using decimals.
I can count up and down in tenths using a range of different representations.
I can compare and order fractions with the same denominators.
I can add and subtract fractions with the same denominators within one whole.
I can solve problems involving fractions.
I have learnt...
to use fractions and know what a denominator means and numerator means.
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Years 5 and 6 Looking for Learning

Teacher Assessment

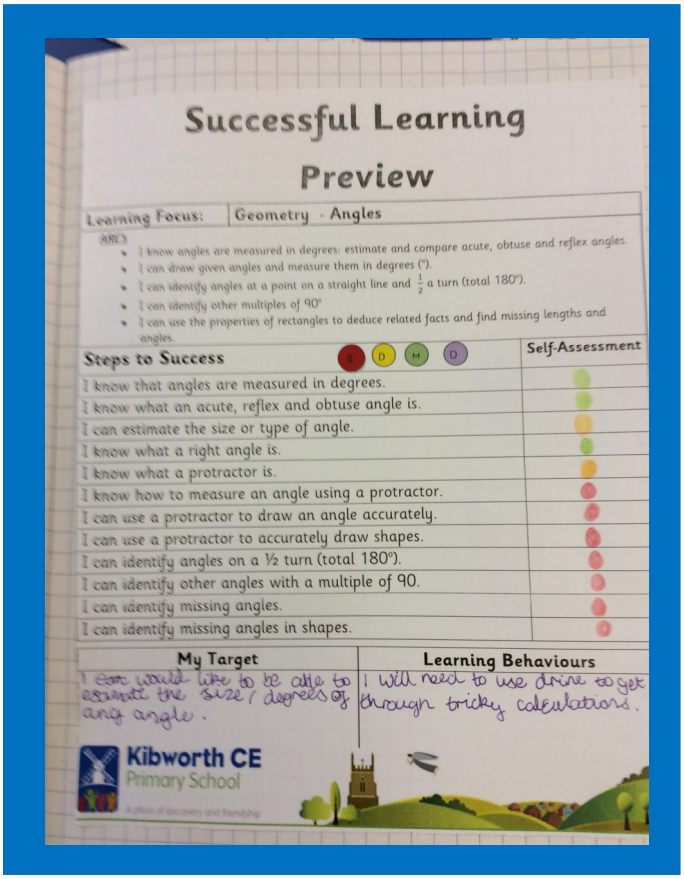
English, Maths, Reading AREs are to be displayed within the classroom. These are for the children and adults to refer to when talking about learning. They will be a point of reference for both the teacher and child to make judgements against. In the Foundation Subjects, the ARE will also be referred to and assessed against.

Successful Learning Grids

Successful learning grids are used at the start, during and end of units. These can be referred to by the child and adult to track progress being made, they also provide effective assessment evidence. Children use them to identify their current level of understanding of the objectives being taught within units. The preview sheet is to self evaluate their prior learning, whilst the review sheet allows them and the teacher to identify their progress within that learning journey.

In Foundation subjects, Successful Learning sheets are used at the beginning and end of topics. The preview sheet identifies what children would like to learn, whilst the review allows them to outline their key learning throughout the topic.

Maths and English



Successful Learning Preview

Learning Focus:	Geometry - Angles

ARE:
- I know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
- I can draw given angles and measure them in degrees (°).
- I can identify angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°).
- I can identify other multiples of 90°
- I can use the properties of rectangles to deduce related facts and find missing lengths and angles.

Steps to Success (B D M D)	Self-Assessment
I know that angles are measured in degrees.	
I know what an acute, reflex and obtuse angle is.	
I can estimate the size or type of angle.	
I know what a right angle is.	
I know what a protractor is.	
I know how to measure an angle using a protractor.	
I can use a protractor to draw an angle accurately.	
I can use a protractor to accurately draw shapes.	
I can identify angles on a ½ turn (total 180°).	
I can identify other angles with a multiple of 90.	
I can identify missing angles.	
I can identify missing angles in shapes.	

My Target	Learning Behaviours
I ~~can~~ would like to be able to estimate the size / degrees of any angle.	I will need to use drive to get through tricky calculations.

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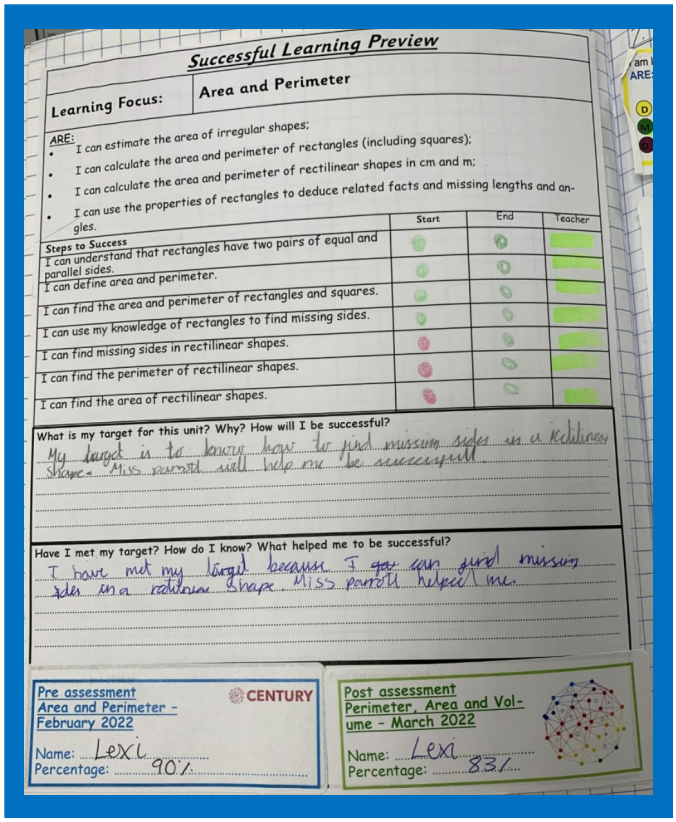


Successful Learning Preview

Learning Focus:	Area and Perimeter

ARE:
- I can estimate the area of irregular shapes;
- I can calculate the area and perimeter of rectangles (including squares);
- I can calculate the area and perimeter of rectilinear shapes in cm and m;
- I can use the properties of rectangles to deduce related facts and missing lengths and angles.

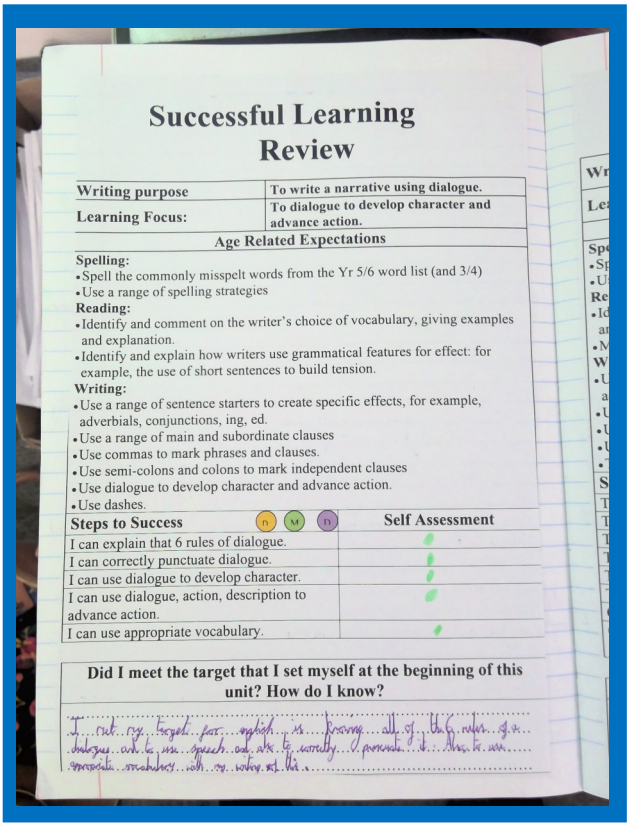
Steps to Success	Start	End	Teacher
I can understand that rectangles have two pairs of equal and parallel sides.			
I can define area and perimeter.			
I can find the area and perimeter of rectangles and squares.			
I can use my knowledge of rectangles to find missing sides.			
I can find missing sides in rectilinear shapes.			
I can find the perimeter of rectilinear shapes.			
I can find the area of rectilinear shapes.			

What is my target for this unit? Why? How will I be successful?
My target is to know how to find missing sides in a rectilinear shape. Miss parrott will help me be successfull.

Have I met my target? How do I know? What helped me to be successful?
I have met my target because I ~~gat~~ can find missing sides in a rectilinear shape. Miss parrott helped me.

Pre assessment
Area and Perimeter - February 2022
CENTURY
Name: Lexi
Percentage: 90%

Post assessment
Perimeter, Area and Volume - March 2022
Name: Lexi
Percentage: 83%



Successful Learning Review

Writing purpose	To write a narrative using dialogue.
Learning Focus:	To dialogue to develop character and advance action.

Age Related Expectations

Spelling:
- Spell the commonly misspelt words from the Yr 5/6 word list (and 3/4)
- Use a range of spelling strategies

Reading:
- Identify and comment on the writer's choice of vocabulary, giving examples and explanation.
- Identify and explain how writers use grammatical features for effect: for example, the use of short sentences to build tension.

Writing:
- Use a range of sentence starters to create specific effects, for example, adverbials, conjunctions, ing, ed.
- Use a range of main and subordinate clauses
- Use commas to mark phrases and clauses.
- Use semi-colons and colons to mark independent clauses
- Use dialogue to develop character and advance action.
- Use dashes.

Steps to Success (D M D)	Self Assessment
I can explain that 6 rules of dialogue.	
I can correctly punctuate dialogue.	
I can use dialogue to develop character.	
I can use dialogue, action, description to advance action.	
I can use appropriate vocabulary.	

Did I meet the target that I set myself at the beginning of this unit? How do I know?

I met my target for english is knowing all of the 6 rules of a dialogue and to use speech and also to correctly punctuate it. Also to use appropriate vocabulary with my writing of this.

Foundation Subjects

Off with Her Head!

What would I like to learn?

I would like to learn why Henry VIII had 6 wife and he is Henry VII is?

Steps to Success	Before	After	Teacher
I can sequence events and periods through the use of appropriate terms relating to the passing of time.			
I can compare two or more historical periods; explaining things which changed and things which stayed the same.			
I can start to recognise why some events people and changes might be judged as more historically significant than others.			
I can explain how Parliament affects decision making in England.			
I can organise line, tone, shape and colour to add detail to figures			

Three things I have learnt or found incredibly interesting in this topic.

I have learn't that Henry VIII had 6 wives.
I have learn't that Henry had 3 children.
I have learn't about how the Mary Rose sank.

Scream Machine

What would I like to learn?

How do rollercoaster stay on the tracks?
Why can only one rollercoaster go at a time?
Why is there a pole beaneth the tracks?

Steps to Success	Before	After	Teacher
I can explain what gravity is and its impact on our lives.			
I can identify and explain the effect of air resistance.			
I can identify and explain the effect of friction.			
I can explain how levers, pulleys and gears allow a smaller force to have a greater effect.			
I can describe and explain how motion is affected by forces, for example, gravitational attractions and friction.			
I can plan different types of scientific enquiry, controlling variables and measuring accurately using a range of equipment.			
I can explain how a location fits into its wider geographical location with reference to human and economical features.			
I can use a range of tools and equipment competently.			
I can gather ideas from existing products to design a new one and evaluate its effectiveness against a set criteria.			
I can use digital devices to design and make models.			

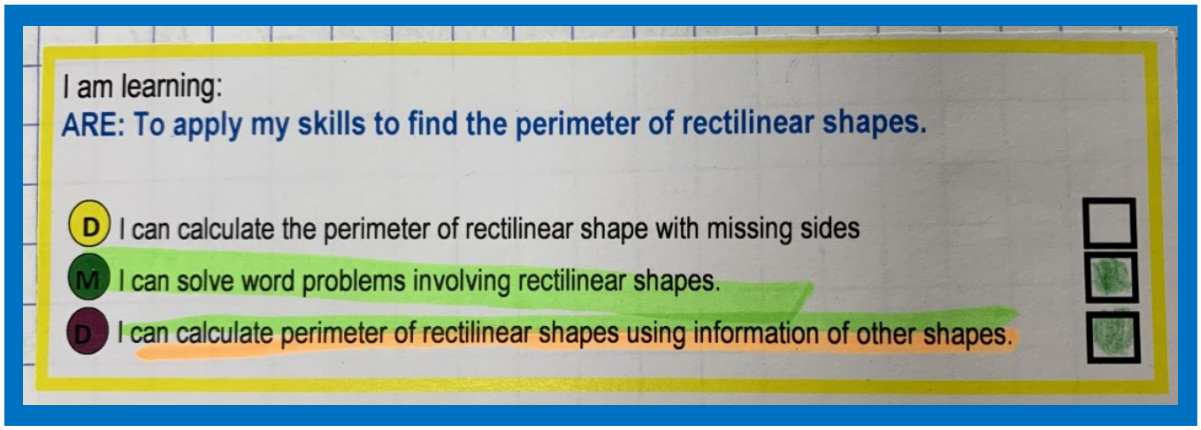
What have I learnt in this topic?

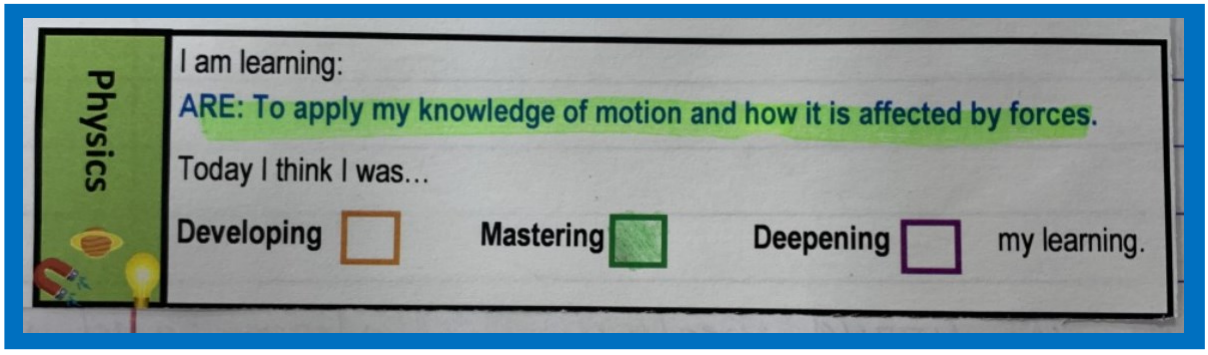
I have learnt what air and water resistance are, how to use a Newton Meter and how to make a pulley with a motor.

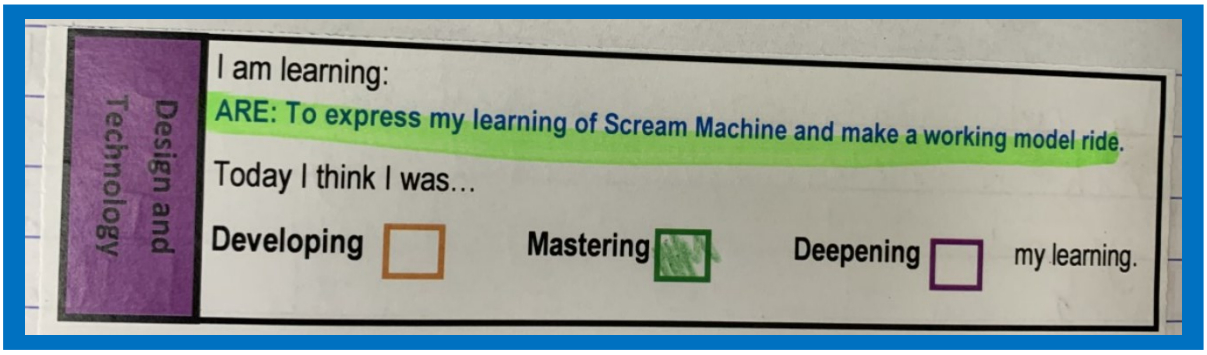
Daily Learning Sheets

All work recorded in maths or English books should have a date and sheet that clearly shows the Age Related Expectation being worked towards during that sequence of lessons. These will also identify the small steps needed to meet each stage of the journey and beyond, this will usually be typed out before the learning takes place.

In Foundation subjects, the ARE will be used and an opportunity for the children to identify the stage of learning they feel they are at and a self assessment using colours to identify confidence.



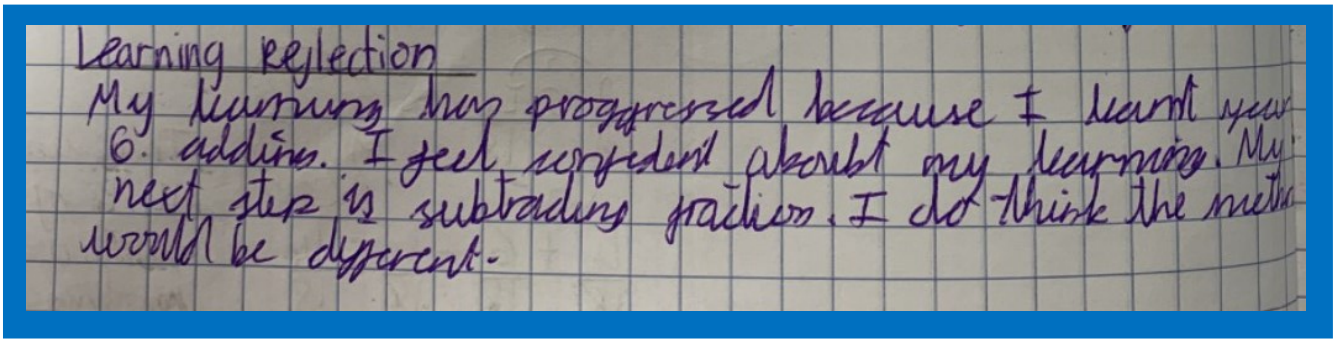


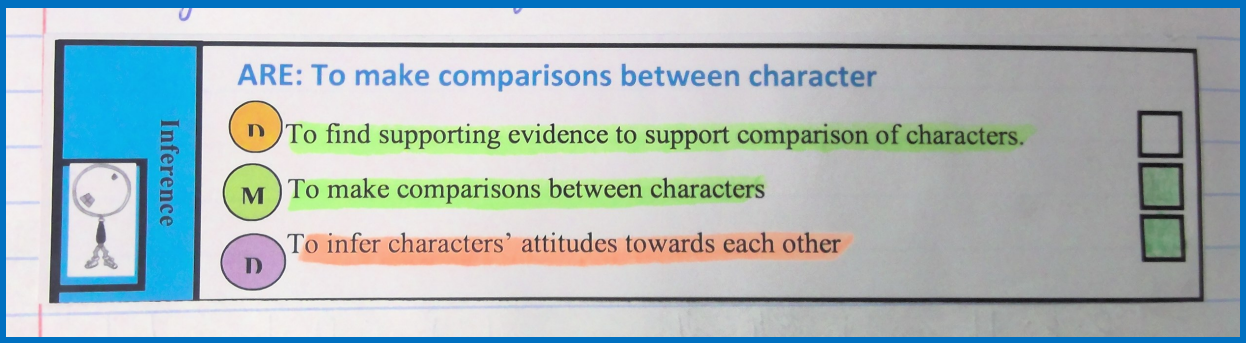


Reflections

Children will be given the opportunity to reflect on their level of understanding and confidence in every session. This could be through written reflections; responses to teacher's feedback; self-assessment against the ARE; answers to hinge questions; or verbal responses such as thumbs up.

When there are written reflections, these will be completed neatly, in purple pen. Children will have questions to help structure these and will use the school's language for learning to explain their thoughts.





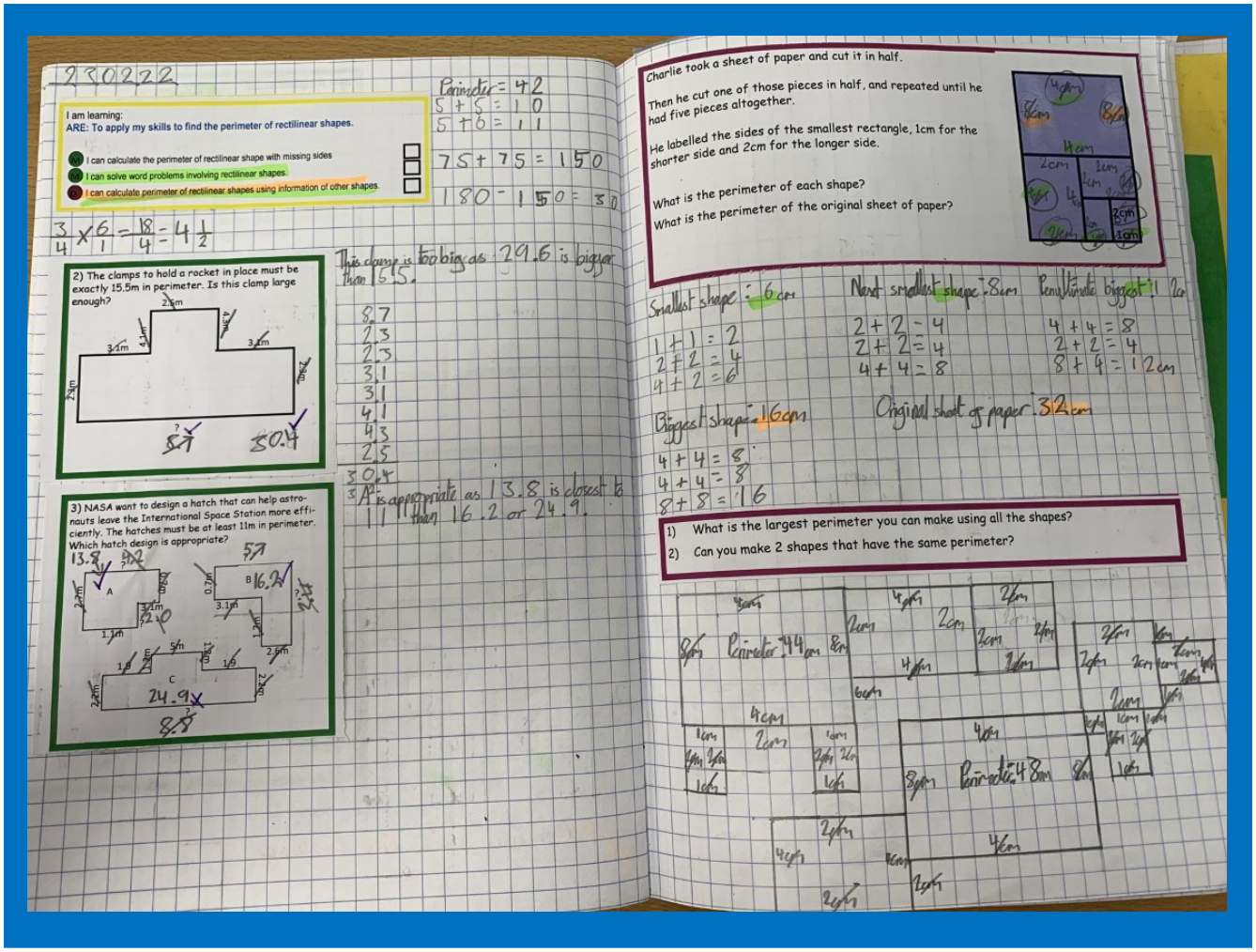
Feedback

Children will receive feedback, this could be written or verbal, on all work they produce. Feedback should identify how successful children have been and areas for development or consolidation.

Daily learning sheets will be highlighted using green and orange to identify the stage of learning and the children's developing understanding.

As appropriate, written feedback will be provided identifying successful learning; highlighting work using a green highlighter; or making comments on what the child has done well. Orange pen or highlighter will be used to suggest ways in which the children can move their learning on or to remodel misconceptions. Next steps in learning may be identified or challenge offered. All written feedback should be presented in cursive script.

Children will be given time to respond to their feedback in purple pen.



Learning Behaviours at Kibworth

Enthusiasm

PRIDE

Confidence

Inquisitiveness

Ambition

Drive

Participation

Attentiveness

Initiative

Independence

CHALLENGE

Resilience