



The Outwood Way

To ensure all of our children reach the highest standards and make the best possible progress we have devised '**The Outwood Way**'. This is the Outwood expectations for all learning as set out below:

Learning

- The ACORN values should underpin all teaching and learning.
- Subject specific **Learning Intentions** should be shared with pupils and set out on each piece of work. These should focus on knowledge and skills for the subject that is the main focus of the lesson and provide challenge for all children.
- Each lesson has the following structure: Remember it (Quizzes, can you still...? and Working While We Wait), Do It, Twist It, Deepen It, Check It
- Teacher's use high quality questioning to challenge and deepen the children's learning. Children are encouraged to think through questions using the "turn to your partner approach and the silent signal (TTYP)".
- Staff and children take great pride in their workbooks and all children are keen to share their learning. We showcase work through single- and double-page spreads and ensure that we "think books" first before we use photocopied sheets.
- All classes to display 'Learning Journey Walls' which displays the examples of pupils' learning including the dilemma the children wade through.
- All classes to have consistent whole school displays which include: ACORN Values, Growth Mindset, Class Charter, British Values and Zones of Regulation.
- Children will work in mixed ability pairs or groups. It may be sometimes necessary to have ability/SEN groups for some teaching situations.
- Impeccable behaviour for learning is established and maintained through consistent use of the Outwood Golden Rules:

We are kind

We are gentle

We are ready to listen

We value others

We challenge ourselves

And growth mindset is embedded in all year groups.



Presentation

- All the children's work is to go into Maths, English, Humanities, STEM, Art Sketch Books, PSHE and RE floor books and google drive on the computers.
- The children must take pride in all pieces of work as promoted by the high expectations of the teacher.
- Start all work using DUMTUM (Date/LI on the left). From year 1 summer term upwards, the children are expected to write the date for all pieces of work unless not appropriate. Long date in English and foundation subjects, the short date in maths (written in Roman numerals) and science.
- Learning Intentions (LI) should be clear on the top of each piece of work. These can be stuck into books in EYFS and KS1 and reasonable adjustments made for children within KS2 if necessary. In maths, the maths toolkit used is written. In Science, the Scientific enquiry used is written.
- Children to self-assess next to LI using traffic light system teacher to correct if needed.
- "Think books" approach where a preference is for the work to be put directly into workbooks whenever possible. If worksheets are needed then these should be trimmed, firmly glued and stuck into books.
- Handwriting: letter formation is taught in EYFS and year 1, pre-cursive writing is taught in Year 2 moving towards cursive writing when ready. When pupils display a consistent cursive script, they will be given a black pen.
- Corrections should be made with a single line using a ruler. Editing and corrections should be made in a blue pen. Rubbers should only be used in errors when drawing.
- In Maths, 1 digit should be written in each square.

Feedback

Teachers are not expected to make written comments on all pieces of work. In order to keep feedback manageable and meaningful, these guidelines should be followed:

- Conversational marking with pupils during the lesson should be encouraged as this gives immediate feedback. This may be verbal or written (in pink).
- Pupils will respond to marking or verbal feedback in blue pen (Blue for you). This could be a correction, improvement or reflection.
- Work that is not completed directly with the teacher or TA is not expected to be marked. The pupils can self-assess or peer mark this work if appropriate.
- Children need to be shown how to assess their own and each other's work in relation to LI ('remember points'). They will need to have training and modelling in giving effective feedback.



- Marking Codes to be used:

SP	Spelling	CL	Capital Letter	IW	Independent Work
P	Punctuation	FS	Full Stops	S	Supported
^	Omission				

Assessments

- Questioning is used to check understanding against the learning intention using Blooms taxonomy: questions that encourage children to remember, to understand, to apply, to analyse, to evaluate and to create.
- NFER summative tests are carried out at the end of each term.
- Teachers make a judgement as to whether pupils are on track to reach the expected standard for their year group using both formative and summative assessments at the end of the autumn and spring terms. This is then shared with the head teacher in pupil progress meetings meaning that any targeted support or intervention can be planned or adapted accordingly for those pupils not on track. End of year judgements are made in the same way. Teachers agree on judgements in end of year transition meetings. Time is given for these in the school day. Parents and carers are informed about the progress and attainment of their child during teacher/parent progress meetings, targets sent home and annual reports to parents/carers.
- Foundation subject assessments are tracked every term to make sure that pupils are on track to achieve or exceed the ARE for each subject.

The Outwood Way should be shared with student teachers and supply staff