

Used by...	RED	AMBER	GREEN
<b>The teacher or learning support assistant:</b>	I think you are confused or don't understand... <b>STOP and get help...</b>	I think you are getting there... we will keep an eye on you... <b>CONTINUE with care...</b>	I think you understand fully and you are ready for the next challenge... <b>GO and keep GOING!</b>
<b>The child:</b>	I am confused or don't understand... <b>I need some help!</b>	I am getting there and understand most of this work... <b>Please keep an eye on me!</b>	I understand this fully and I am ready for the next challenge... <b>Give me the next challenge!</b>

During the lesson	After the lesson						
<p><b>WALT... Share the purpose of the learning</b></p> <ul style="list-style-type: none"> <li>What? Why? How? We are learning to/that... (WALT)</li> <li>KS2 write WALT statements in books/on work</li> <li>KS1 teachers stick WALT statements in – Y2 write own as they are able.</li> </ul> <p><b>Teach</b></p> <ul style="list-style-type: none"> <li>Know the subject</li> <li>Use range of questions to gauge learning</li> <li>Adapt as necessary</li> <li>Equality of access</li> <li>Keep teacher talk to a minimum</li> <li>Keep children mentally and physically active</li> </ul> <p><b>Observe</b></p> <ul style="list-style-type: none"> <li>Stop talking!</li> <li>Stand back</li> <li>Observe and listen</li> <li>Don't interrupt</li> <li>Give children time</li> <li>Don't leap in</li> </ul> <p><b>Self-Review</b></p> <ul style="list-style-type: none"> <li>At key points in lesson (and at the end)</li> <li>Ask the child/children to RAG rate – colour dot</li> <li>Take appropriate action                             <ul style="list-style-type: none"> <li>RED – learning conversation</li> <li>AMBER – let them get on, but keep an eye</li> <li>GREEN – learning conversation leading to reinforcement or further challenge</li> </ul> </li> </ul> <p><b>Talking it through</b></p> <ul style="list-style-type: none"> <li>Learning conversation</li> <li>Open ended questions or conversation openers                             <ul style="list-style-type: none"> <li>Tell me how you...</li> <li>Explain your thinking...</li> <li>Teach me to...</li> <li>Why did you...?</li> </ul> </li> <li>RAG rate the child's learning accordingly – colour dot. Explain the rating to the child.</li> <li>Target learning conversations according to observation</li> <li>Aim to 'touch base' with every child at least once a week.</li> <li>NO RECORDING – evidence in learning outcomes and progress, monitoring of teaching and children's ability to articulate learning with others.</li> </ul> <p><b>Adapt as necessary</b></p> <ul style="list-style-type: none"> <li>Respond to on-going assessment</li> <li>Change teaching/lesson as necessary</li> </ul>	<p><b>Scan and sort</b></p> <ul style="list-style-type: none"> <li>Review physical outcomes and sort into piles</li> </ul> <table border="1"> <thead> <tr> <th>RED</th> <th>AMBER</th> <th>GREEN</th> </tr> </thead> <tbody> <tr> <td>Children who need specific help/support before or in the next lesson. This is recorded in an 'Intervention Record Book' used by the teaching team to ensure that action is taken and impact recorded.</td> <td>Children who we will need to keep a particular eye on during the next lesson to ensure that they understand.</td> <td>Children who need the next level of challenge in order to deepen or further their learning.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>RAG rate using dots</li> <li>If more than one dot – state why e.g.                             <ul style="list-style-type: none"> <li>● Handwriting</li> <li>● Use of punctuation</li> </ul> </li> </ul> <p><b>Identify intervention/support</b></p> <ul style="list-style-type: none"> <li>Note down child/children who need intervention before next lesson to address misconceptions or to 'diminish differences'/close gaps USE INTERVENTION RECORD BOOK</li> </ul> <p><b>Write immediate action on child's work as necessary</b></p> <ul style="list-style-type: none"> <li>Address IMMEDIATE action for child to improve work/apply learning by using NOW statements e.g.                             <ul style="list-style-type: none"> <li><i>'Now copy out the last sentence using neatly, joined handwriting.'</i></li> <li><i>'Now complete 2 more calculations showing working out.'</i></li> <li><i>'Now go back and correct the spelling errors I have underlined.'</i></li> <li><i>'Now go back and correct the 3 places where you have not used capital letters.'</i></li> </ul> </li> <li>Do not address longer term targets using NOW statements e.g. 'Now focus on punctuation' is not appropriate as it is not an immediate 'fix'.</li> </ul> <p>NB: Must give children time to read and take action before next lesson. Ask children to double tick to show that they have read the comment and carried out the action.</p> <p><b>There is no requirement to write anything else. Teachers can write a 'well-being' comment if they wish e.g. <i>Lovely!/ Well done!/ Super work!/ You have tried hard./ I enjoyed reading this.</i></b></p>	RED	AMBER	GREEN	Children who need specific help/support before or in the next lesson. This is recorded in an 'Intervention Record Book' used by the teaching team to ensure that action is taken and impact recorded.	Children who we will need to keep a particular eye on during the next lesson to ensure that they understand.	Children who need the next level of challenge in order to deepen or further their learning.
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**PLAN**

Teachers must use the information gained from the assessment processes outlined above to plan. The 'golden' principles of planning are:

KEEP IT SIMPLE	EQUALITY	DEPTH - BAD teaching
Planning is for the teacher to enable them to ensure that they teach the curriculum and respond to the outcomes of the children's previous learning identified in the review/marking or from assessment outcomes. It does not have to be written down in any specific format. Whilst teachers may have an overview of what they may cover during a week they should not plan for a week as this will prohibit responsive planning according to children's needs.	All children are entitled to access the curriculum for their year group (unless specified needs within a PIP and/or EHC plan) Differentiation through targeted support as necessary e.g. pre-learning and/or intervention to 'diminish the differences' that may be a barrier to learning for individuals. Support should be targeted and focused with the intention that it will have impact.	Ensure that teaching and activities enable depth of learning (see over leaf) BAD teaching refers to Basic, Advancing and Deep learning. Ensure that this is carefully thought about when planning to enable all children the opportunity to secure deeper learning over time and with appropriate challenge.

## Depth of Learning

Depth of Learning	Cognitive Challenge	Predominant Teaching Style	Typically, children will...
<b>BASIC</b>	Low level cognitive demand. Following instructions.	Modelling Explaining	... name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.
<b>ADVANCING</b>	Higher level cognitive demand. Mental processing beyond recall. Requires some degree of decision making.	Reminding Guiding	... apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.
<b>DEEP</b>	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Coaching Mentoring	... solve no-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.