



WOODTHORNE PRIMARY TEACHING AND LEARNING POLICY

Document Control Table

Title	Woodthorne Primary Teaching and Learning Policy
Author	Tom Hinkley (Headteacher)
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Document History

Date	Author	Note of Revisions
July 2018	AKC	Pg 3 – Point 6 added to table, point 10 changed from 'statement of educational need' to 'additional educational need'.
July 2018	AKC	Pg 4 – Additional point 9
July 2018	AKC	Pg 5 – Additional last bullet point
July 2018	AKC	Pg 6 – Added 'Medical Information' to class details. Additional points added to Assessment Information and Long Term Planning and to Medium Term Planning
July 2018	AKC	Pg 16 – Removed last point under EYFS ... (Reception to use FSP's)
July 2018	AKC	Pg 19 – Added last point under High Expectations, added last point under Efficient Assessment Approach
July 2018	AKC	Pg 20 – Added point 8 and 20 to Excellent Behaviour Management, Added last point to Appropriate Organisation
July 2018	AKC	Pg 21 – Added last point to Reflection and Evaluation
July 2019	TH/KT	Appendices added to reflect practice at Woodthorne Primary.

This document outlines the procedures and practices in relation to teaching and learning at the Perry Hall MAT schools.

We have a core belief that teaching and learning is defined as follows:

Statement of Teaching

Teaching is facilitating, managing, sharing and developing the learning process in a purposeful direction by enthusing, engaging and motivating the learner.

All of this is relatively straight forward and we would all want to celebrate these aspects of effective teaching: -

Planning is clear and effective with appropriate learning objectives that pupils understand
Teachers plan for opportunities to allow pupils to master their learning/work at greater depth.
The teacher has good subject knowledge
There is an appropriate pace to the lesson
Resources are appropriate and used effectively
Children 's tasks fulfil and consolidate the learning objective and are appropriately differentiated
On-going assessment is used to inform planning and move children's learning forward
Questioning builds on prior learning, encourages thinking and moves learning forward

Focused teaching is in appropriate proportion to independent learning
Teaching style chosen is appropriate to lesson content and enables all pupils to learn effectively
The teacher is enthusiastic about the lesson content and this is transmitted to the children
The classroom is well organised with resources readily available to the children
The children are secure in their understanding of classroom routines
The teacher provides a positive role model for the children who are motivated to learn as a result. The teacher challenges and inspires children
Behaviour is managed appropriately, following the school's behaviour policy
Effective use is made of opportunities for learning are created and utilised

Time is well managed and teaching assistants are used appropriately to support pupils
The relationship between the teacher and the pupils is a positive one based on mutual respect
The teacher sets high expectations of pupils both in terms of behaviour and standard and presentation of work
The learning environment is stimulating, reflecting all children's achievements and covering agreed subjects and standards

Statement of Learning

Learning is an ongoing process of the acquisition of knowledge, understanding, habits and skills; and applying them to new situations.

What evidence do you have to show that effective learning takes place in school?

Consider this checklist: -

Children are motivated and enthusiastic about their learning
Children are able to work independently and collaboratively, as appropriate
Children are able to proof read and edit their own work effectively
Children are able to carry out learning tasks effectively, sustaining concentration
Children are able to explain the purpose of learning tasks and links to previous learning
Children understand the real life propose / context for which their work is appropriate
Children are given tasks which, whilst being achievable, are challenging and move their learning forward
Children are sure in the knowledge that their work is valued and confident that they are achieving their full potential
Children are able to understand what they are doing, how well they have done, and how they can improve
Children are catered for with regard to any additional educational need they may have or the requirements of any IEP which has been written to assist their progress
Through the plenary, learning is either extended or consolidated by using focused activities which both inform and assess children's learning
Evidence through pupils' knowledge, understanding and their books show that progress has been made.
Frequent opportunities to allow pupils to master their learning/work at greater depth

Aims

- 1) Promote all round development of each individual child (physical, emotional, social, spiritual and cognitive).
- 2) Create a happy, secure and stimulating environment with a structured, purposeful way of learning for this is how children learn best.
- 3) Help children to become more aware of the needs and rights of others.
- 4) Encourage children and parents to take a responsible attitude to schooling and to have confidence in themselves.
- 5) Assist parents in helping their children to prepare for adult life at home, at work, at leisure and as caring contributing citizens within society.
- 6) Provide equality of opportunity for all pupils to experience a variety of learning styles.
- 7) Through a partnership approach, encourage parents to take an active part in their child's education.
- 8) To give children a good grounding on the start of their journey to be lifelong learners.
- 9) To promote British Values and Spiritual, Moral, Social and Cultural development.

These aims form the basis of the **Teaching and Learning Policy**. All our teaching should be targeted to fulfilling these aims. Children learn in many ways. As teachers we should remain 'open-minded', accepting individual differences and devising teaching methods and strategies which enable us to develop each child towards their full potential.

The purpose of this policy is to describe the teaching methods and strategies which will enable the learner to consistently produce quality work.

Successful Learning Environments in School

Some of the adopted principles of Accelerated Learning can help to make a successful learning environment and should include the following:

- A 'Can do' philosophy across the School to enable children to know what is expected of them. This expectation should develop the whole child, their self esteem and encourage self motivation to always try their best.
- Success criteria (Appendix 3) should set out what is expected and achievable within the lesson. Success criteria should be shared and children encouraged to start thinking of their own targets and goals. This helps children to recognise what they can do and identify their own next steps in their learning journey.
- Successful classrooms are well organised, stimulating and efficient. Everyone in the classroom knows what they are doing and why they are doing it, what resources are needed and where they can be found. There should be an ethos in the classroom that any resource is valued and put away in the correct place.

The Classroom Environment

The classroom should:

- Reflect, support and challenge the current learning;
- Empower the children to be active learners with a sense of responsibility, ownership and independence;
- Convey high expectations about standards, progress and achievement;
- Be well organised, with trays labelled, equipment stored in a tidy manner, readily available and accessible to pupils;
- Have attractive stimulating displays and / or interest areas where labelling is informative and the questioning open ended;
- Be prepared before the start of any term, with a range of reading materials, maths equipment, labels, exercise books, interesting posters identifying major topic, artefacts etc;
- Be language rich – spellings, word banks, posters, books, poems, stories, labelling etc;
- Have evidence of all areas of the curriculum where relevant;
- Promote the school's core values.

The organisation of the classroom should enable children to:

- Find and use equipment easily;
- Engage in learning opportunities at all times;
- Work efficiently and manage time well;
- Be ready to learn;
- Allow children to select their own tools to aid their learning.

The learning environment should make children feel safe and secure. Furniture should be arranged to allow children and staff to work safely and independently. Displays should be stimulating, colourful and interactive where possible. Clearly labelled and language rich displays should reflect the cultural diversity of the school and wider community.

It is the class teacher's responsibility to report any Health and Safety issues that may affect the learning environment and the well being of all.

Within the classroom and around school, the school rules and core values should be continually reinforced and children positively encouraged to have high standards of behaviour. Every classroom should display and refer to the class charter, rules which should be reviewed on an annual basis with input from the School Council

Teaching File

- ❖ SLT Monitoring Sheet
- ❖ Class Details
 - Class list, with identified SEN & G&T & PP
 - Medical information
- ❖ Class Timetable
 - With identified support
 - PPA time
 - When someone else is taking your class
 - Intervention sessions marked on
- ❖ Intervention
 - Year group intervention grids (updated half termly)
 - Intervention evaluations for the groups you are responsible for (completed on the school proforma)
 - IEPs for the pupils in your class
 - Assessment of your own set list for Maths and Writing (Reading if you set)
 - Teacher assessment - updated each half term on Scholar Pack
- ❖ Assessment information
 - Stages of progression within the ARE (Scholar Pack)
 - On-going summative and formative assessment
 - RAPs
 - Progress reports
 -
- ❖ Long Term Planning
- ❖ Medium Term Planning
 - Maths
 - English
 - Lesson evaluations

All planning, medium term and weekly, should also be uploaded on the Sharepoint. Weekly plans should be uploaded by Monday Morning at 8.30am of the week planning is carried out. All planning and smart board files must be labelled as followed:

- Year groups, Subject, Set, teacher e.g., Y4, English, set1, AH what about the date?

Teaching files will be monitored by SLT as part of monitoring weeks.

Key for Evaluations used by NQTs and Unqualified teachers:

I thought even for NQTs they could use an evaluation system that works for them- we wouldn't enforce this one on them??

/ = Learning objective not achieved

∟ = Learning objective achieved

△ = Learning objective exceeded.

- Please complete the key for each pupil within your set.
- Any pupil that has not achieved the learning objective needs to have a comment made about them under the 'things that need addressing' section, with the action of how you are going to deal with this outlined e.g. through a developmental marking comment, an intervention session, 1:1 adult support in the following lesson, a focus group during next lesson, etc.
- Once this action has been carried out please highlight and date the action/child's name or initials to show that this has been dealt with and the child has now been successful.

Organisational strategies

It is important that all teachers use a range of organisational strategies to ensure successful lesson management:

Well planned lessons

When planning it is important to think about the type of grouping to be used – whole class, ability, friendship or interest groups, partners or individual work. Decisions about the size and formation of teaching groups are based upon the nature of the activity and/or the different learning styles of the children.

As identified in the planning section, in all classes staff should be prepared before a lesson begins, that resources known to be needed are available, support help is well briefed and the lesson or lessons have a clear objective and structure (the length of introduction, group/task/whole class work and plenary section have all been thought out and planned for). This ensures that there is effective time management and successful learning will take place. There should also be planned extension activities for the more able child and any fast finishers so their learning is supported and enhanced.

Clearly identified objectives and expectations

At Perry Hall Multi-Academy Trust we must be clear what we want the children to have achieved by the end of the lesson, how they are going to do it and the expected pace they should be working at. All of this should be shared with the children.

It is important that children know the teacher's expectations: ensuring that routines and procedures related to the ways of working are clearly understood. Particular attention should be paid to the movement of children around the classroom and acceptable noise levels. It is important that all expectations be consistent and constant in their application.

Children taking ownership and responsibility for the classroom

Within the classroom organisation children should be given ownership and responsibility and made to feel this is their classroom and they must take care and have pride in it. At all times children should have consideration for each other, themselves and school resources.

It is important that children are shown how to set out and tidy away resources. It is the teacher's responsibility to teach every child to become more resourceful and independent.

Use of additional adults

It is every class teacher's responsibility to organise effectively and brief any adult who is supporting children within the class – learning assistants, classroom assistants, parents etc to extend children's learning. It is important to make sure that all additional adults receive appropriate information related to the varying needs of the children i.e. learning, medical, behavioural, emotional etc.

Monitoring of Teaching and Learning

In order to ensure that the school improves and standards of pupil attainment are raised, it is necessary to undertake rigorous monitoring and evaluation of all aspects of the curriculum. The information gained as a result of undertaking monitoring and evaluation exercises will be used to inform future planning, staff professional development and school self-improvement.

Monitoring of teaching and learning in the Trust Schools will take place once a term for each year group across the school. The overall quality of teaching will be monitored, this will be done through the following way. A formal report will be written at the end (Appendix 1)

- Teaching observations
- Learning walks
- Scrutiny of children's books
- Talking to children
- Key data
- Monitoring of teaching file
- Monitoring of short and medium term planning

The purpose of monitoring weeks is to ensure that all pupils are consistently receiving the highest quality of education over time and to offer the opportunity for all staff to develop professionally and improve their practice. Monitoring weeks are designed to allow a professional dialogue between members of staff. Therefore, teachers will be invited to attend the monitoring of their teaching files, planning and scrutiny of their books. Further aims of monitoring weeks are to:

- Identify strengths and weaknesses;
- Provide opportunities to share good practice and celebrate success;
- Impact on teaching and learning, raising standards of attainment and achievement;
- Support the development of the whole child, based on Every Child Matters;
- Provide a vehicle for school improvement;
- Identify and plan interventions for vulnerable learners – these groups are children that are not making the expected levels of progress;
- Alert any significant under achievement in groups of learners that relate to Gender, Ethnicity, FSM, EAL or Looked after Children;
- Provide a clear picture of the schools effectiveness and maps out what is needed to ensure **sustained improvement** is made;

Peer observations

All teachers should have opportunities to work with colleagues in their own and other schools in order to share teaching and learning methods activities and issues. The aim of classroom observations (both formal and informal) is to stimulate discussions between professionals which builds on strengths, ensures consistency, improves techniques and in so doing enhances learning opportunities for pupils. Only through a good record of what we have seen and heard can an effective, professional discussion

take place after an observation. The aim is to clarify and analyse practice in order for there to be educational development.

How effective are teaching and learning in meeting the needs of the full range of learners?

Staff should consider:

- how well teaching and resources across the range of the curriculum promote learning, enjoyment and achievement, address the needs of the full range of learners, including those of pupils from Black and minority ethnic groups or with learning difficulties and/or disabilities, and meet course requirements;
- the suitability and rigour of assessment in planning and monitoring learners' progress;
- the diagnosis of, and provision for, additional learning needs;
- the involvement of parents and carers in their children's learning and development.

Assessment and target setting

Assessment is an integral part of Teaching and Learning. It takes a variety of forms:

- Formative Assessment
- Summative Assessment
- Assessment for Learning

Assessment informs planning and enables teachers to set SMART targets - targets which are Specific, Measurable, Attainable, Realistic and Timed.

Children receive both oral and written feedback, which encourages them to move their learning forward.

Teachers will be required to make teacher assessment for the following areas every half term:

- Reading
- Writing
- Mathematics
- Science

Early Years Foundation Stage will be expected to carry out:

- Initial assessment in Nursery and Reception, which will be completed in the first three weeks of the Autumn Term
- EYFS profiles to be updated by Reception and Nursery every term.
- To use Development Matters as an ongoing assessment tool

All assessments will be monitored by SLT on a half termly basis. Support will be allocated based on the provision map on a half termly basis.

Tracker sheets and progress reports will be shared with year groups at year group meetings following assessments being handed in.

Predicted targets will be generated from the teacher assessments carried out in the summer term.

Ref: School Assessment Policy & Guidelines

Teaching techniques

Our ethos is to create a challenging and stimulating environment that encourages effort and enthusiasm, so that **all** children can succeed.

To ensure that teaching is effective across the school, the following key points should be considered – this is not a definitive list:

- Planning is clear and effective with appropriate learning objective that pupils understand;
- The teacher has good subject knowledge;
- There is an appropriate pace to the lesson;
- Resources are appropriate and used effectively;
- Children 's tasks fulfil and consolidate the learning objective and are appropriately differentiated;
- On going assessment is used to inform planning and move children's learning forward;
- Questioning builds on prior learning, encourages thinking and moves learning forward;
- Focused teaching is in appropriate proportion to independent learning;
- Teaching style chosen is appropriate to lesson content and enables all pupils to learn effectively;
- The teacher is enthusiastic about the lesson content and this is transmitted to the children;
- The classroom is well organised with resources readily available to the children;
- The children are secure in their understanding of classroom routines;
- The teacher provides a positive role model for the children who are motivated to learn as a result. The teacher challenges and inspires children;
- Behaviour is managed appropriately following the school's behaviour policy;
- Effective use is made of opportunities for learning are created and utilised;
- Effective reviews of learning are carried out at key points within a lesson;
- Time is well managed and teaching assistants are used appropriately to support pupils;
- The relationship between the teacher and the pupils is a positive one based on mutual respect;
- The teacher sets high expectations of pupils both in terms of behaviour and standard and presentation of work;
- The learning environment is stimulating, reflecting all children's achievements and covering agreed subjects and standards;

High Expectations

We aim to achieve these by:

- valuing each child and building self-esteem;
- provoke enthusiasm and a positive attitude to all areas of the curriculum;
- setting clear objectives that all children understand;
- establishing rules and guidelines to provide a conducive learning environment;
- differentiating work in order to cater for the needs of the individual;

- valuing and sharing the children's work together and through displays;
- encouraging children to ask relevant questions and further their understanding;
- challenging pupils of all abilities and providing opportunities for greater depth and reasoning activities.

Efficient Assessment Procedures:

To be effective, we use assessment methods which;

- are varied and appropriate to the subject, year and ability group;
- identify progress, achievement and attainment;
- inform future planning;
- are manageable and meaningful;
- are regular and structured;
- include formal and informal observations;
- have a specific focus;
- are formative and summative;
- cater for individuals, groups and include children's own self and peer assessments;
- give frequent feedback to the child;
- include spending time collaboratively evaluating and sharing assessment procedures with colleagues;
- are monitored and moderated within school and across the academy.

Quality Planning

is achieved by:

- clear, skill based learning objectives which are progressive and build on the National Curriculum Age Related Expectations and Early Learning Goals, recognising that learning should be relevant, meaningful and purposeful
- aiming for cross-curricular links to encourage the children to see the "Big Picture"
- differentiation of work which is appropriate and challenging with clear success criteria
- using interesting and exciting subject matter
- spending time in collaborative planning with colleagues
- building on previous experience/learning and being flexible
- having up to date subject knowledge
- identifying positive use of teaching assistant and adult support
- flexibility when planning around changes in weather, current events in the local and wider community

Planning the curriculum for learning

Curriculum maps are reviewed and revised annually. Curriculum leaders are also expected to stay abreast of developments in their subject in order to lead their subject and adjust documentation in line with KS2, KS1 and Foundation Stage requirements.

Curriculum planning must be based upon the children's own experiences and have a purpose that is meaningful to our children, offering practical experiences that stimulate ideas and questions. The curriculum map indicates where visitors are invited into school or where visits are planned to take children out into the community.

Literacy and mathematics are taught as discrete areas of learning, but curriculum planning must ensure there are planned opportunities to extend, use and apply those discretely taught skills, knowledge and understanding, in order to link to other areas of the curriculum (see curriculum maps).

ICT is integrated across subjects to develop skills, knowledge and understandings through practical application.

Medium term plans identify the progression in key skills and the ways in which different subject areas are developed across the term and how links can be made between subject areas. Medium term plans for Numeracy and Literacy are stored on the shared area and should reflect the current years planning.

Genre progression units/ calculation policy

Short term planning is completed for literacy, guided reading and mathematics on a weekly basis. Utilising the medium term plans, genre progression units and calculation policies. It sequences a series of lessons with identified learning intentions and success criteria and shows how these are differentiated to match the needs of groups and individuals. Teachers also plan in assessment for learning opportunities (AfL) and use developmental questioning to check on, consolidate and extend learning. Separate weekly planning sheets are produced for literacy, guided reading, phonics and mathematics and these are saved to the learning platform (weekly) for all to access.

Planning teams meet weekly during Planning, Preparation and Assessment time to evaluate the previous week's planning in light of formative assessments and to plan for the forthcoming week. The Early Years Foundation Stage and National Curriculum are used to plan literacy and mathematics.

Effective use of time and resources

We achieve these by:

- realistic but effective planning;
- being well prepared;
- having the necessary resources to hand;
- having efficient routines in place;
- setting clear objectives and expectations;
- using teaching assistant support and parent helpers to maximum effect;
- delegating effectively;
- being flexible and adapting to circumstances as they arise;
- using pace relevant to the needs of the children;

Excellent behaviour management

Is realised by:

- having clear and agreed expectations for work and behaviour which are consistent across the school;
- giving ownership of rules and expectations to staff and children;
- having an effective system of rewards and sanctions, which are agreed by staff and pupils and are regularly reviewed;
- showing sensitivity and empathy, consistency and fairness;
- building each child's self-esteem and self-worth, giving a sense of belonging;
- using prevention rather than intervention techniques, but where necessary, criticising **the behaviour**, not the child;
- working with parents and appropriate outside agencies for the good of the child;
- working with and seeking advice from other members of staff, SENCO, SLT and the Trust Assistants Educational Physiologist;
- working in an environment where respect is shown to all;
- always referring behaviour back to the school's core values;
- consistently applying the respective behaviour policy in each of the Perry Hall Multi-academy Trust's schools.

Appropriate organisation

Teaching will take place in an environment which:

- is well planned;
- has the necessary effective resources;
- has an effective working atmosphere;
- utilises efficient time management;
- uses support staff to maximum effect;
- encourages a team-spirit and a sharing of expertise;
- encourages independence;
- includes displays to give information and celebrate children's work.

Reflection and Evaluation

We recognise that it is necessary to continually reflect upon and evaluate our teaching and make the necessary adjustments.

- We believe the attributes of the teacher must include;
- consistency and fairness;
- enthusiasm and motivation;
- a sense of humour and patience;
- a good subject knowledge;
- approachability and a knowledge of children as individuals;
- the knowledge and ability to explain tasks carefully;
- the ability to make tasks exciting and interesting;
- high expectations for quality and quantity of work;
- a high level of organisation;
- the sensitivity of knowing when to intervene;
- the capacity to value each individual;
- high standards of behaviour, recognising they are role models for the children ;

- good communication skill;
- a sensitivity and empathy towards all the children's needs;
- dedication to the vocation, children, school and the Trust as a whole.

Strategies we employ to maximise teaching opportunities are:

- groupings
- learning styles
- teaching styles
- differentiation
- changes of environment
- use of support staff and other adults, deployed as necessary

Groupings	Teaching Styles	Differentiation	Environment	Adult Deployment
Whole class	demonstration	By task	Open plan	Individual support
Ability set	Hands on	By outcome	Enclosed rooms	Group support
Individual	Discussion and debate	By expectation	Outdoor facilities	Ancillary tasks e.g. photocopying
pairs	Direct teaching, team teaching, modelling, scaffolding, cascading	By support – adult/peer	Day trips	Reading Recovery Intervention programs EAL
Groups- Random, ability, mixed ability, gender, friendship, age, mixed year groups, Key Stages	Peer tutoring	By organisation e.g. grouping	Residential visits	assessment
	Paired tutoring	By questioning		enrichment
	questioning	By time		Extra-curricular activities
	Guided practice	By resources allowed		Personal support e.g. circle time

	Role play	By different presentation		
	Shared practice			
	Guest speakers			

Continuing Professional Development

The school recognises that top quality teaching comes from expert subject Knowledge and lesson delivery and the understanding of how children learn. Staff are regularly offered CPD opportunities as outlined in the school's Staff Development Policy and share and develop good practice through Performance Management, observations, coaching, mentoring, whole staff, Key Stage and Year Group meetings

Record of Evaluation of the Quality of Teaching & Learning

Quality of Provision Part B

Monitoring of Provision

School :	Year group:	Term:
Report completed by:	Phase leader:	Date of finalised report emailed to Head and Phase:

Outcome of last term's evaluation of whole cohort quality of teaching, learning and assessment (annotate in red findings) :

Areas of development of the quality of teaching and learning over time (evidence trawl, learning walk and talking to pupils) - Actions
Effectiveness of Leadership & Management
•
Quality of Teaching, Learning & Assessment
•
Personal Development, Behaviour & Welfare
•
Outcomes for Pupils
•

Quality of Teaching, Learning and Assessment:

Key trails for monitoring reflecting on data analysis and progress since last monitoring:

Eg.

What are staff doing to ensure that pupils are working towards Year 1 age related expectations?

What are staff doing to ensure pupils make at least expected progress in Maths?

What support / intervention is there for pupils achieved their year 1 phonics target?

Are expectations high enough for all pupils to achieve well over time?

Outcome of this term's evaluation of teaching and learning:

Pupil's views:
SMSC & Modern British Values
Findings from identified interventions

Whole cohort overall outcomes from monitoring of quality of teaching, learning and assessment this term

Areas of strength of the quality of teaching and learning over time (evidence trawl, learning walk and talking to pupils)	Areas of development of the quality of teaching and learning over time (evidence trawl, learning walk and talking to pupils) - Actions
Effectiveness of Leadership & Management	
•	•
Quality of Teaching, Learning & Assessment	
•	•
Personal Development, Behaviour & Welfare	
•	•
Outcomes for Pupils	
•	•

Evaluation of Lesson Observation

Outstanding (1)	Good (2)	Requires improvement (3)	Inadequate (4)
Pitch and Differentiation Outcomes for Pupils Quality of learning, teaching and assessment			
At all times and as seen in all work, the teacher has consistently high expectations of all pupils and groups of pupils.	The teacher has high expectations of all pupils.	Teachers' expectations enable most pupils to work hard and achieve satisfactorily and encourage them to make progress.	Low expectations are evident in planning and teaching which sets little challenge/ lack of progress for class or groups of pupils, hence making little progress against their starting points.
Behaviour Personal Development, Behaviour and Welfare			
Pupils consistently display a thirst for knowledge and a love of learning, including in independent, group and whole class work, which have a very strong impact on their progress in lessons. Pupils are keenly aware how good attitudes and behaviour contributes to learning, school and life. They have excellent, enthusiastic attitudes to learning, enabling lessons to proceed without interruption. Pupils are consistently punctual in arriving to the lessons. They are highly adept at managing their own behaviour in the classroom and in social situations, supported by systematic, consistently applied approaches to behaviour management. They are very calm, orderly and considerate when moving around the school. There are excellent improvements in behaviour over time for any individuals or	Pupils are typically considerate, respectful and courteous to staff and each other and consistently meet the school's expectations. Pupils' attitude to all aspects of learning, including in independent, group and whole class work, are consistently positive, and have a good impact on the progress they make. This makes a very positive contribution to a well ordered, safe environment. The very large majority of pupils are consistently punctual to lessons. In lessons, pupils demonstrate positive attitudes towards the teacher, their learning and each other. Their good levels of engagement allow lessons to flow smoothly throughout so that disruption is unusual. Pupils, including those with identified behavioural difficulties, respond very well to the school's strategies for managing and improving behaviour,	<p>Pupils' behaviour and engagement, including their punctuality to lessons contributes to a safe and orderly environment. In lessons, pupils respond promptly to teachers' direction and work cooperatively with each other. Major disruption to learning is uncommon. There are inconsistencies in apply schools behaviour policy schools and low-level disruption may occur occasionally. However in the vast majority of situations this does not impact on learning and the progress all pupils, including groups make.</p> <p>Pupils are not always confident and self-assured. They do not consistently take pride in their work and attitudes to learning.</p>	<p>Pupils' lack of engagement and persistent low-level disruption contribute more than occasionally to reduced learning and/or a disorderly classroom environment. A significant minority of pupils show a lack of respect and intolerance for each other or staff and a lack of self-discipline, resulting in poor behaviour around the school. Poor behaviour has a significant impact on pupils' progress.</p>

groups with particular behavioural difficulties. Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.	which are applied consistently. Disruptive incidents seldom occur. Pupils are confident and self-assured. They take pride in their work, their school and their appearance. Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.		
Engagement and Motivation Outcomes for Pupils Quality of learning, teaching and assessment			
Teaching is highly effective in inspiring pupils and ensuring that they learn extremely well. The pace within the lesson ensures all pupils are engaged and make progress from their individual starting points. Teachers and other adults generate high levels of enthusiasm for, participation in and commitment to learning. This approach ensures that ALL pupils and groups of pupils' want to work hard and improve.	The teaching is consistently effective in ensuring that all pupils are motivated and engaged The pace within the lesson ensures that the vast majority of pupils are engaged, and ensures that they make progress from their start points. The teacher and other adults enthuse and motivate most pupils to participate. This approach shows that most children want to work hard and improve.	Teaching ensures that pupils are engaged by their work and little time is wasted. The pace of the lesson does on occasional cause pupils to be disengaged. However this does not have a significant impact on hindering their progress. The teacher and other adults occasionally enthuse and motivate large majority pupils to participate, work hard and improve.	Teaching fails to promote pupil engagement, enjoyment and motivation and time is wasted. The pace of the lesson hinders the pupils from making at least satisfactory progress.
Subject Knowledge and Teaching Strategies Quality of learning, teaching and assessment Leadership and Management			
Subject Knowledge & planning for pupils to achieve			
The teacher draws on excellent subject knowledge to ensure that all groups of pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points	Teacher has high expectations of all pupils. Teacher uses well-developed subject knowledge to ensure that all groups of pupils make consistently strong progress, developing secure knowledge and understanding, considering their different starting points.	Teachers in some subjects and key stages use their secure subject knowledge. Due attention is often given to the careful assessment of pupils' learning but this is not always conducted rigorously enough and may result in some unnecessary	Teacher's subject knowledge and the planning of the curriculum and subject taught is inadequate. No consideration is given to prior learning. Poor/incorrect subject knowledge either blocks learning or creates misconceptions in pupils' minds.

Teachers demonstrate deep knowledge and understanding of the subjects they teach. The teacher plans astutely and set challenging tasks based on systematic, accurate on-going assessment of all pupils' prior skills, knowledge and understanding. Hence all groups of pupils achieving consistently high.	Teachers use their accurate assessment of pupils' prior skills, knowledge and understanding to plan effectively and set challenging tasks.	repetition of work for pupils and tasks being planned and set that do not fully challenge.	Learning activities are not sufficiently well matched to the needs of the pupils so that they make inadequate progress.
Teaching & learning styles			
The teacher is fully aware of the learning styles that impact on pupils' progress and uses a range of teaching and learning styles (VAK) to ensure that pupils make better than expected progress within the lesson. The high order question has a significant impact on pupil progress.	Progress is good due to effective use of a range of teaching and learning styles. With a good use of questioning to move children's learning.	The teacher uses limited teaching and learning styles which has limited impact on progress. Questioning is not always effectively used to move learning on.	The teacher does not use a range of teaching and learning styles to engage the pupils and is unaware of how the keep the pupils motivated. This has an impact on pupil progress and behaviour.
Teaching strategies			
The teacher uses well-judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum.	The teacher uses effective teaching strategies that, together with appropriately targeted support and intervention, match most pupils' individual needs so that pupils learn well across the curriculum.	Teaching strategies ensure that the individual needs of pupils are usually met. The teacher carefully deploy any available additional support and set appropriate homework, and these contribute reasonably well to the quality of learning for pupils, including disabled pupils and those who have special educational needs.	Teaching strategies used have little impact on pupil progress. As a result of weak teaching, pupils or groups of pupils make inadequate progress.
AfL Quality of teaching, learning and assessment Outcomes for Pupils			
On-going assessment throughout lesson including teacher assessment and questioning skills			
The teacher systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to	The teacher regularly listens astutely to, carefully observe and skilfully question all groups of pupils and individuals during lessons in order to	The teachers monitor pupils' work during lessons, picking up any general misconceptions and adjust their plans accordingly to support	Teachers do not monitor or checks pupils' work adequately during lessons or adjust their plans to the needs of the pupils.

<p>intervene and doing so with notable impact on the quality of learning.</p> <p>They use questioning highly effectively and demonstrate understanding of the way pupils think about subject content. They identify pupils' misconceptions and act to ensure they are corrected.</p> <p>The skilful use of questioning has a significant impact on pupil progress ensuring a deeper understanding of what pupils are learning.</p>	<p>reshape tasks and explanations to improve learning.</p> <p>Teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they have learnt and develop further.</p> <p>\They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so they pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.</p>	<p>learning. These adaptations are usually successful but occasionally are not timely or relevant and this slows learning for some pupils. Teacher's questioning does not always impact pupil progress and promote independent learning i.e. closed questions used only.</p>	<p>General misconceptions are not addressed and distinct lack of questioning and subsequently re-shaping the lesson hinders progress during lesson.</p> <p>As a result of weak teaching over time, pupils or groups of pupils currently are making inadequate progress.</p>
<p>Pupils' understanding of how they can improve their learning from marking and feedback. Verbal & Written assessment empowering pupils</p>			
<p>Marking and constructive feedback from teacher and pupils are frequent and of a consistently high quality, leading to high levels of engagement and interest in improving learning.</p> <p>Teacher provides pupils' with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively</p>	<p>Teacher assess pupils' progress regularly and accurately and discuss assessments with them so that pupils know how well they have done and what they need to do to improve.</p> <p>Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.</p>	<p>Pupils are informed about the progress they are making and how to improve further through marking and dialogue with adults that is usually timely and encouraging.</p> <p>Teachers do not always consistently use feedback in line with the school's assessment policy. Pupils do not always know how to use feedback to improve their work.</p>	<p>Pupils are not informed adequately about their progress and marking and dialogue with adults does not help them to improve. It does not provide motivation or support progression in learning.</p> <p>Teachers do not use school policy to improve pupils learning.</p>
<p>How teaching promotes independent learning and attitudes to learning such as resilience and confidence</p>			
<p>Teaching promotes pupils' high levels of resilience, confidence and independence when they tackle challenging activities.</p> <p>AFL (Peer and self assessment) is central to the pupils' progress and pupils are able to identify what they have achieved. This focuses pupils</p>	<p>Teaching generally promotes pupils' resilience, confidence and independence when tackling tasks. Pupils use AFL (peer and self assessment) to improve their understanding. Talking partners are used to develop children's understanding and challenging</p>	<p>The teacher sometimes enthuses and motivates some pupils to participate. There are elements of ALF within planning but pupils are not secure in using this as a tool to progress therefore independent learning opportunities are missed.</p>	<p>Teaching does not promote pupil's resilience, confidence and independence.</p> <p>There is little evidence of AFL (peer and self assessment) present which has little impact on pupil progress.</p>

<p>on how they learn best. Talking partners are used to self-evaluated their learning hence making better than expected progress.</p> <p>Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teacher have consistently high expectations of all pupils' attitudes to learning.</p>	<p>activities. Therefore making at least good progress.</p> <p>Teachers expect and encourage all pupils to work with positive attitude so that they can apply themselves and make strong progress.</p>	<p>Teachers do not always expect and encourage all pupils to work with positive attitude so that they can apply themselves and make strong progress.</p>	
<p style="text-align: center;">Development of Core Skills Quality of Teaching, Learning and Assessment Leadership and Management</p>			
<p>The teaching of reading, writing, communication and mathematics is highly effective. Time is used very well and every opportunity is taken to successfully develop crucial skills, including being able to use their literacy and numeracy skills in other subjects.</p> <p>Teacher demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content.</p> <p>Planning is very effective and has a major impact on their learning and progress.</p>	<p>The teaching of reading, writing, communication and mathematics is very efficient. Teaching consistently deepens pupils' knowledge and understanding and allows them to develop a range of skills, including communication, reading and writing and mathematics, across the curriculum.</p> <p>Teacher develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further.</p>	<p>Communication skills, including reading and writing, and mathematics may be taught inconsistently across the curriculum. There is likely to be some good teaching and there are no endemic inadequacies in particular subjects, across year groups or for particular groups of pupils.</p> <p>Planning requires improvement as it does not always take into consideration previous learning.</p>	<p>Core skills are not taken into consideration when teaching and planning.</p> <p>Pupils cannot communicate, read, write or use mathematics as well as they should.</p> <p>Planning does not take into consideration pupils previous learning and teaching does not demonstrate good understanding of the subject been taught.</p>
<p style="text-align: center;">Additional Adult Support Leadership and Management</p>			
<p>Adult support has a significant impact on pupils' attainment and progress, where pupils make rapid</p>	<p>Effective adult support has a good impact on most children and groups of children's progress and</p>	<p>Adult support is not always directed appropriately, and there is limited</p>	<p>Other adults in the classroom make no impact on pupils learning other adults do not have an</p>

<p>and sustained progress due to this support.</p> <p>Adult support generates high levels of enthusiasm for participation in and commitment to learning.</p> <p>All adults have consistently high expectations of all pupils.</p> <p>All adults use time very well and every opportunity is taken to successfully develop crucial skills.</p> <p>All types of constructive feedback from adults is frequent and of all consistently high quality, leading to high levels of engagement and interest.</p>	<p>achievement over time. Support member of staff is aware of prior learning.</p> <p><i>All adults have high expectations of all pupils and groups of pupils.</i></p> <p><i>Targeted support and intervention, matches most pupils' individual needs so that pupils learn well across the curriculum.</i></p> <p><i>Teachers and other adults enthuse and motivate most pupils to participate.</i></p> <p><i>All adults assess pupils' progress regularly, including those with disabilities, SEN and those for whom the pupil premium provides support and accurately discuss assessments with them so that pupils know how well they have done and what they need to do to improve.</i></p>	<p>impact on pupil's progress and attainment.</p> <p>The teacher carefully deploys additional support and this contributes reasonably well to the quality of learning for pupils, including those with disabilities, those with SEN and those for whom the pupil premium provides support.</p>	<p>understanding of how to move children's learning on.</p> <p><i>The use of additional support is ineffective in that it does not promote at least expected rates of learning.</i></p>
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Appendix 2 – Woodthorne Primary School – Planning for effective learning and teaching.

After data has been submitted and analysed, staff complete AfL grids for Reading, Writing and Numeracy (fig 1). This identifies objectives, from the curriculum, pupils have yet to achieve. These objectives will be the start point for staff planning in order to move children on in their learning. These objectives are attached to the weekly planning grids in order to direct staff to the learning which needs to take place (fig 2) .

Woodthorne Primary School
Assessment for Learning – Year – Miss



Spring Term 1 - 2016	Reading	Writing	Numeracy
Green (+ARE)			
White (ARE)			
Yellow (Below ARE)			
Red (Below ARE)			

Autumn Term 1 - 2016	Reading	Writing	Numeracy
Green (+ARE)			
White (ARE)	<p>4S</p> <p>I can apply my knowledge of root words and etymology to read aloud unfamiliar words and guess their meaning (B5 1)</p> <p>I can ask questions to improve my understanding (B5 15)</p> <p>I can infer from a text a character's feelings, thoughts and actions and justify inferences using evidence (B5 16)</p> <p>I can predict what might happen from details given and implied (B5 17)</p>	<p>4S</p> <p>I can combine description and dialogue in a narrative (B5-1)</p> <p>I can use verb tenses accurately and consistently in writing (B5-2)</p> <p>I can spell words using further suffixes (-ness, -ful, -ness, -ness, -ness, -ness) (B5-6)</p> <p>I can use relative clauses (who, whose, which, where, when, that) (B5-11)</p>	<p>4S</p> <p>I can read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit (B5 1)</p> <p>I can round any number to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000 (B5 4 and 5)</p> <p>I can add and subtract whole numbers with more than 4 digits including using formal written methods (column addition and subtraction) (B5 8)</p> <p>I can use place value to multiply and divide mentally e.g. $3 \times 6 = 18$ so $3 \times 60 = 180$ (B5 18)</p>
Yellow (Below ARE)	<p>4D2</p> <p>I can ask questions to improve my understanding of a text (B4 12)</p> <p>I can use evidence to make predictions on a text (B4 14)</p>	<p>4D2</p> <p>I can use the rules of plural and possessive 's' in my writing (B4-12)</p> <p>I can use detail and description to give information about setting, characters and plot (B4-14)</p> <p>I can use accurate punctuation for direct speech (B4-19)</p>	<p>4D2</p> <p>I can count in multiples of 6, 7, 9, 25 and 1000 (B4 1)</p> <p>I can round any number to the nearest 10, 100 and 1,000 (B4 7, 8 and 9)</p> <p>I can add and subtract numbers with up to 4-digits using the formal written methods of columnar addition and subtraction where appropriate (B4 12)</p> <p>I can use place value to multiply and divide mentally e.g. $3 \times 6 = 18$ so $3 \times 60 = 180$ (B4 16)</p>
Red (Below ARE)	<p>4D1</p> <p>I can use a layout to help me locate information quickly (subheadings, contents pages etc.) (B4 5)</p> <p>I can use evidence to make predictions on a text (B4 14)</p> <p>4E</p> <p>I can ask questions to improve my understanding of a text (B4 12)</p> <p>I can use evidence to make predictions on a text (B4 14)</p> <p>3E</p> <p>I can ask questions to improve my understanding of a text (B3 13)</p> <p>I can explain the main idea of a text (B3 6)</p> <p>I can use evidence to make predictions on a text (B3 15)</p>	<p>4D1</p> <p>I can use the rules of plural and possessive 's' in my writing (B4-12)</p> <p>I can use detail and description to give information about setting, characters and plot (B4-14)</p> <p>I can use accurate punctuation for direct speech (B4-19)</p> <p>4E</p> <p>I can use a wider range of fronted adverbials (later that day, across the sky) (B4-10)</p> <p>I can use accurate punctuation for direct speech (B4-19)</p> <p>3D1</p> <p>I can use a comma after fronted adverbials (B3-13)</p>	<p>4E</p> <p>I can count in multiples of 6, 7, 9, 25 and 1000 (B4 1)</p> <p>I can round any number to the nearest 10, 100 and 1,000 (B4 7, 8 and 9)</p> <p>I can add and subtract numbers with up to 4-digits using the formal written methods of columnar addition and subtraction where appropriate (B4 12)</p> <p>I can use place value to multiply and divide mentally e.g. $3 \times 6 = 18$ so $3 \times 60 = 180$ (B4 16)</p> <p>3D1/D2</p> <p>I can count from 0 in multiples of 4, 8, 50 and 100 (B3 1)</p> <p>I can read and write numbers up to 1000 in numerals and words (B3 6)</p> <p>I can use inverse operations to check answers (B3 13)</p>

Appendix 3 – Woodthorne Success Criteria

Where appropriate the success criteria should refer to the objectives from the curriculum. In some cases the success criteria may be made up of purely skills based statements e.g. when establishing a process.

This enables the children to have;

- a clear understanding of the objectives and expectations of the lesson
- clear steps to support the achievement of the lesson objective
- challenging but achievable tasks
- motivation by and interest in the subject
- an awareness of the outcomes

Success Criteria

Mathematics	English	Extended Writing – other curriculum areas
<p>Success criteria will be displayed – pupils will be able to refer to this during the lesson.</p> <p>When self or peer assessment is being used, a success criteria will be stuck into the books under the WALT and completed by the children.</p>	<p>Success criteria will be displayed on the whiteboard along with a model text during independent work – pupils will be able to refer to this during the lesson.</p> <p>Differentiated success criteria will be stuck into pupils books for them to refer to during the lesson and to be used for peer and self-assessment.</p> <p>Space on the success criteria will be used to refer to the children’s targets, where this is appropriate to the text type.</p>	<p>For extended writing, children will be given differentiated individual success criteria to stick into their book underneath the WALT.</p>

Children will write the short date for mathematics and the long date for English. When a success criteria is not stuck into the books, children will write the WALT.

Each success criteria will be completed in font 'sassoon primary infant' and will be colour coded as below:

Well below - Blue
Below - Red
On track – Black
Above – Green
Well above - Purple









Success criteria can also be generated as a class as part of the teaching and learning activities.

Literacy

Success criteria could be created for the whole class with progressive skills, like the example below:

WALT: identify and summarise the main point of a paragraph (B2-10) (B3-16) (B4-15) (B5-18) (B6-18) Genre: Narrative Context: Charlie and the Chocolate Factory	Teacher Assess ✓ X –	Self-assess ✓ X –
I can explain the main idea of a text (B3-8) (B4-8)		
I can highlight the main events in a paragraph		
I can explain why there is a need to start a new paragraph		
I can scan a text to locate information quickly (B5-5)		


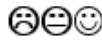






For extended writing opportunities it would be expected that success criteria would be differentiated for groups within the class. Shown in the example below:

WALT: write instructions in a logical order B2-13 & B2-15 Context: making jelly	 My Teacher	 Me
I can write an instruction using an adventurous imperative verb.		
I can use adverbs of time (when?).		
I can use adverbs of manner (how?).		

WALT: use a range of verb forms in a text Genre: Explanation Texts Context: Healthy Living	Teacher Assess ✓ X –	Peer assess ✓ X –
I can use the perfect form of verbs (B6-23)		
I can use modal verbs and adverbs to indicate degrees of possibility (B6-20)		
I can use the passive mood (B6-22)		
I can use the subjunctive mood (B6-21)		

Numeracy

Numeracy success criteria shows the steps involved in achieving the WALT. Where appropriate other block objectives can be referenced in the criteria.

WALT: Understand division as the inverse of multiplication B2-16 B2-17 B2-18 Context: inverse operations	 My Teacher	 Me
I can recall multiplication facts for x2, x5, x 10 & x3		
I can write an inverse (opposite operation) number sentence to match a multiplication number sentence.		
I know that I should use the same 3 numbers in my multiplication and division number sentences.		

WALT: multiply and divide by 10, 100 and 1000 (B4-29)(B5-20) Context: Amounts of money	Teacher Assess ✓ X –	Self- assess ✓ X –
I know when I multiply a number by ten I move it one place to the left		
I know when I multiply a number by 100 I move it two places to the left		
I know when I divide by 10 or 100 I move the number to the right		
I can apply this rule to multiplying and dividing numbers by 1000		

Other Curriculum Areas

Success criteria should be used to support learning in other curriculum areas especially for extended writing opportunities. It is important to include the skills appropriate to the curriculum area being taught. Literacy/ Numeracy skills being applied can also be listed.

Example success criteria for creative curriculum – non-chronological report on physical features of a country

Literacy Skills	✓	Geographical Skills	✓
Third person writing		Describe the country's climate	
Use of technical vocabulary		Identify the major rivers/seas/oceans	
Use present tense		Identify mountain regions	
Use brackets for extra detail		Use atlases appropriately	

Appendix 4 – AFL Grid attached to planning

	Model decimal examples for 5S-6E	Display operations covered throughout the week on IWB. In table groups mind map words/synonyms for these that may be presented in a word problem. Add to learning wall using post-it notes. Model solving SATs problems highlighting key information and choosing operation and method. Try examples in pairs.	5E – 5D2 – Teaching Activity/Targeted support	5S – 6E – Teaching Activity/Targeted support	6D1- 6D2 – Teaching Activity/Targeted support	I can identify necessary information to solve a problem. I can identify the necessary operation/s to solve a problem. I can choose an effective calculation method to solve a problem. I can use estimation to check the accuracy of my work (B6-14)
			SATs word problems (working towards ARE)	SATs word problems (ARE)	SATs word problems (ARE +)	
			LW support	LM support		
Fri	Mini arithmetic test+ self-mark	WAL: multiply proper fractions (B6-14)				Self-mark

		Model multiplying proper fractions on IWB. What steps do we take each time? Use to write SC. Try examples in pairs. http://www.math-aids.com/Fractions/Multiplying_Fractions.html	5E – 5D2 – Teaching Activity/Targeted support	5S – 6E – Teaching Activity/Targeted support	6D1- 6D2 – Teaching Activity/Targeted support	Success Criteria to be written as part of main activity I can use common factors to simplify fractions (B6-15)
			TM 6 page 46 A	TM 6 page 46 B	TM 6 page 46 C	

Homework:

Red (Below ARE)	Yellow (Below ARE)	White (ARE)	Green (+ARE)
I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero	I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero	I can read, write, order and compare numbers up to 10 000 000 and determine the value of each digit	I can read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000	I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000	I can round any whole number to a required degree of accuracy	I can round any whole number to a required degree of accuracy
I can solve number problems and practical problems that involve all of the above	I can solve number problems and practical problems that involve all of the above	I can use negative numbers in context, and calculate intervals across zero	I can use negative numbers in context, and calculate intervals across zero
		I can solve number and practical problems that involve all of the above	I can solve number and practical problems that involve all of the above

Appendix 5 – Book Labels

Book labels

Based on EYFS or KS1 Results

Pupils above ARE – Green labels

Pupils at ARE – White Labels

Pupils working towards ARE – Yellow labels

PP Blue labels

If pupils are on track using the table below they have one sticker on their books, if they have fallen behind where they should be they should be double stickered.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Above ARE	6:2/ 6:3	6:3/ 6:4	6:4/ 6:5	6:5/ 6:6	6:6	6:6
ARE	6:1	6:2	6:3	6:4	6:5	6:6
WT	↓5:6	↓6:1	↓6:2	↓6:3	↓6:4	↓6:5