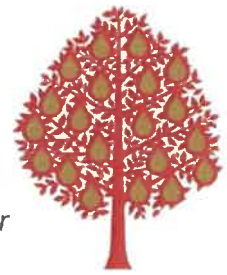


# ACED

## Mastery Booklet

**Perryfields  
Infant School**

*Helping each other  
to learn and grow*



**Creativity**  
(CfL)

**C**

**Engagement**  
(EFL)

**E**

**Assessment**  
(AFL)

**A**

**D**

**aDaption**  
(DFL)

This booklet outlines the expectations of Teaching and Learning at Perryfields Infant School. It provides practical examples of strategies that we expect teachers to use in their planning and delivery of lessons. If all lessons are 'ACED,' we will be a great school with great outcomes.



# Teaching and Learning Expectations at Perryfields Infant School

**A**ssessment

**C**reativity

**E**ngagement

**aD**aptation



**Our expectations of teaching and learning are high. All lessons will reflect the aims and ethos of the school but also follow the principles of the **ACED** teaching and learning framework. This mastery booklet outlines how that will be achieved and what that looks like at Perryfields Infant School.**

As a staff we are committed to providing high quality teaching and learning that enables our children to flourish academically, socially and emotionally as holistic learners.

# Our Ethos – ‘Helping Each Other to Learn and Grow!’

In order to deliver the curriculum, “helping each other to learn and grow,” we need a consistent approach to teaching and learning. This document provides a simple framework that promotes consistent, high quality teaching and learning across our school.

Whilst teaching styles and delivery can vary, this document sets out the belief and expectation that teaching and learning is best delivered through the four **ACED** strands. This framework is deliberately simple and open – allowing for teachers to adapt this to their own style of teaching. The key strategies and methods used in Early Years will still reflect those seen in an older cohort such as Year 2, however, they will be adapted to be age appropriate for the children. The key principles of **Assessment, Creativity, Engagement** and **aDaptation** remain constant and consistent throughout our school.

Each strand in the document is expanded with a non-exhaustive list of techniques and approaches that should be used in lessons and the classroom environment, with consistent descriptors to aid quality assurance. With consistency in mind, a level descriptor section has been added to provide clarity for teaching staff and guidance for observers.

Although each strand will have a focus on some specific element/elements of the teacher’s standards, each strand in **ACED** has the potential to meet any of the teacher’s standards.

It is our school belief that implementing all four of the **ACED** strands into lessons will greatly contribute to teaching staff delivering high quality lessons that ensure our children make rapid and secure progress.

## Our Aims

- To engage, inspire and motivate our children, igniting a passion for lifelong learning.
- To develop independence and ensure our children can take responsibility for their own learning. We want our children to be

able to take initiative and make good decisions without the need for intensive adult input.

- To progress their skills, fluency and knowledge in all areas of the curriculum. To increase understanding and progress rather than the children simply completing worksheets and attaining surface level learning.
- To make learning accessible to all, providing challenge and support so that everyone is included at their own level. We want lessons to be inclusive and employ a variety of learning approaches to meet the children's diverse learning needs.
- To prepare our children well for the next stage in their education. We want to provide a secure foundation and ensure our children leave the infants as well rounded individuals who are secure in their beliefs and themselves.
- To create a secure and happy environment where adults and children alike are respectful of other people's beliefs, differences and ways of life. We want to be a nurturing and welcoming community that celebrates everyone's uniqueness and talents.



## Assessment (AfL)

Teaching and learning is an interactive process and effective assessment means teachers can tailor their lessons to ensure good progress is made by all. It is not simply a way to record the attainment of our pupils but rather a tool teachers use to fine tune and personalise learning for the differing needs of their children. At Perryfields we assess children formatively in every lesson and summatively every half term/end of block. Careful and accurate assessment ensures every child reaches their potential and no child is left behind on their academic journey. Assessment is an integral part of our teaching and learning framework at Perryfields, as it determines whether or not the National Curriculum objectives are being met by our children and promotes deep level learning/understanding. Quality assessment is today's means of modifying tomorrow's learning.

### Key Principles

**Some key principles of assessment are detailed below:**

- 1. Ensure that assessment drives learning** – Enhancing the learning of the children must be the priority of any assessment task. It should not be odious and should be pertinent to the children's next steps.
- 2. Use multiple measures** – Varied goals dictate that we assess things in different ways. Assessment is only a 'snapshot' of learning at that moment in time. It is essential that teachers plan regular assessment opportunities that assess at different times and in different ways to inform them fully of the progress made by that child. Children are unique- they learn in different ways and therefore, we must assess them in different ways too.
- 3. Align assessments to objectives** – Any assessment given must be relevant and pertinent to the given objective. They must be deliberately chosen and are dependent on the type of skill being used. This is subject dependent- the type of assessment used in Geography is unlikely to be the same as one used in literacy (e.g. multiple choice quiz vs an extended writing opportunity).
- 4. Measure what matters-** Assessment should be precise and effective. Subject specific and transferable skills should be assessed in equal measure, this includes creativity, critical thinking, problem solving and the ability to access/use technology.






**Some examples of AfL that can be embedded into lessons are listed below:**

- **Targeted questioning** – Questions that can assess understanding and challenge learners. These are directed at specific children and are tailored to them.
- **Mini Whiteboards**- These are used by teachers and support staff to assess understanding for a group of children/the entire class. The children can complete work examples on them and hold them under their chin so it can be quickly seen who can fully utilise the skill being taught.
- **Marking and Effective Teacher Feedback**- Our marking is used to inform future planning and provide support/challenge where it is required. Marking is clear and done where possible with the children during the lesson to ensure it has the highest impact upon the children's learning. Children's learning objectives are highlighted in blue, green or dotted green to show if they have or haven't fully met the objective for that lesson (see marking code and marking policy for further information). Children are then given verbal or written feedback (for older children) that either challenges them further or provides them with support. Children who require further support are then identified and put into additional booster groups (see differentiation section for further information).
- **Peer Assessment/Feedback** – Talk partners are displayed in all classrooms and used regularly in lessons. The children are given numerous opportunities to process their learning through discussion with their peers and teachers then can listen to the responses in order to further assess understanding in Key Stage 1. Peer marking is also used in lessons- children have the opportunity to swap work with a partner and look for the key components/success criteria given to them. This is always modelled to the children and is framed positively.
- **Self-Assessment** – The children are given many opportunities to self-assess their learning both during the lesson and summatively at the end. Methods used are thumbs up/thumbs down, circling their best part, self-marking and traffic lighting. Self-assessment is vital for identifying 'surface learners' who appear to have met the lesson objective but are still insecure in the learning.



Examples of embedding **Assessment (AfL)** at Perryfields Infants are:

<u>Formative Assessment</u>	<u>Summative Assessment</u>
<p>Prior learning assessed using metacognition prompts</p> <p> Last lesson</p> <p> Earlier this term</p> <p> Last term/topic</p> <p>Lesson plans reviewed and amended based on attainment from previous lesson</p> <p>Mini whiteboards – my turn, your turn, our turn</p> <p>Teacher/LSA Feedback (live wherever possible)</p> <p>Targeted next steps – verbal and written</p> <p>Mini plenaries</p> <p>Lolly Sticks</p> <p>Open/closed targeted questioning</p> <p>Purple Polishing Pens</p> <p>Green/blue highlighted ‘Can I’ statements</p> <p>Success criteria up/shared with the children and traffic light self-assessed</p> <p>Morning challenges/warm up activities</p> <p>Peer marking/talk partners</p> <p>Homework linked to current learning</p> <p>Reading Diaries and Reading Sheets</p>	<p>Year 2 mock SATS/SATS</p> <p>Year 1 phonics screening</p> <p>White Rose End of Block assessments</p> <p>Big Write activities (at least 2 per half term)</p> <p>Half termly Common Exception Word checks</p> <p>End of unit assessments in all foundation and core subjects</p> <p>Baseline assessment for Foundation stage (RBA)</p> <p>Termly phonics assessments (or more) – Rocket Phonics</p> <p>Internal and external books looks and moderation (for quality assurance purposes)</p> <p>Gap analysis and Curriculum Coverage highlighted</p> <p>Early Learning Goals – End of Reception</p>



# Creativity (CfL)

Creativity is difficult to quantify and express. Put simply, creativity is the freest form of self-expression and there is nothing more satisfying and fulfilling for children than to be able to express themselves openly and creatively. Children who are provided with creative learning opportunities will engage more deeply with a task and ultimately are more likely to excel at it/retain that vital information. Creativity also fosters mental growth in children by providing opportunities for trying out new ideas, new ways of thinking and problem-solving. Creative activities help acknowledge and celebrate children's uniqueness and diversity as well as offer excellent opportunities to personalise teaching and focus on each child's individual development. Creativity within the curriculum inspires 'Awe and Wonder' in children. This is the foundation of Perryfield's creative curriculum.

## Key Principles

**Some key principles of Perryfields creative curriculum are detailed below:**

- 1. Teach creative problem solving-** How to reach the answer is far more important than getting the right answer. Children have a depth of understanding (mastery of a subject) rather than surface level learning that they won't retain.
- 2. Teach children to challenge assumptions-** We don't simply want children to accept an answer because an adult or peer has told them it. In order to achieve that we encourage children to challenge ideas/concepts by asking 'why' and 'how'. Teaching children to challenge assumptions will mean they will be more creative in how they demonstrate knowledge. They will be able to make more interesting connections between concepts, and they will be better critical thinkers and problem solvers.
- 3. Teach that mistakes should not be feared-** Praise mistakes when they are made before addressing the misconception. Children need to understand that mistakes are a part of healthy development and that without mistakes, they cannot learn or discover new things.

4. **Celebrate and encourage diversity of thought-** Every child's brain will have a unique perspective to problem solving and critical thinking. It is important to praise and model examples of 'out of the box' thinking so that it encourages other children to follow suit. Every classroom is a safe environment where the children can express themselves without fear of retribution.
5. **Foster imagination and curiosity-** Make the curriculum engaging and enticing. Before beginning a new topic, children are given opportunities to share their interests with the teacher, learning is then tailored, where possible, to meet these interests ensuring their curiosity is piqued. In addition, through the use of drama based strategies such as 'Mantle of the Expert' children are allowed opportunities to develop their own lines of enquiry through imaginative learning opportunities such as hot seating and conscience alleys.

**Some practical activities which foster Creativity in the classroom are:**

- **Providing children with tasks/questions they have not seen before.** This means the children must apply existing knowledge to a 'new question' and ensures they become confident in making connections and applying knowledge.
- **Introducing new topics with child generated questions (using a creative and topic based curriculum).** The children have the opportunity to ask questions about the new topic which engages them with the subject matter and provides them with ownership over their own learning.
- **Celebrate answers which are correct but different from the norm.** For example, sharing different methods, research sources or work layout. The teacher should celebrate diversity of thought, thought process and quality of outcome.
- **Encouraging children to create their own questions/create a question from an answer.** This is an excellent way of encouraging deep level thinking as the children have to process the information they have learnt and reframe it in a different context. It is an excellent challenge/extension activity for all subjects.
- **Plan for purposeful use of Drama-** To utilise drama to teach children in a meaningful way that uses a real world context.

Effective examples of embedding CfL at Perryfields Infant School are:

### Classroom Approaches

Using a hook as a starter  
(artefact/music/picture/film clip/book)

Mantle of the Expert- learning through drama (imagined settings, hot seating, conscience alleys, freeze framing)

Practical investigations  
(if applicable)

Creative purposes and audience for writing across the curriculum

Presenting learning in a variety of ways that teach the same objective/skill but in a different context

(Round Robin lesson with multiple activities, edible maths, poster, leaflet, booklet, game, code) and giving a real life purpose to learning where possible

Cross curricular learning- all subjects, where possible, linked to the central topic (these topics change each term and are not repeated each year)

Challenge activities that challenge the children's thinking

Visual demonstrations – human number sentences/concrete manipulatives in lessons

### Whole School Approaches

Outdoor learning/Forest schools

Topic/Investigation areas in class

Enrichment days – Chinese New Year, World Book Day, Diwali etc.

Big Write – linked to the class book

Extracurricular experiences – Country dancing/choir singing at the Lawns, Boswells music festival, sporting competitions, school trips etc.

Extracurricular clubs- sewing, cooking, computing, dance, football, reading

Harvest/Christmas/Year 2 Leavers performances

Termly class book/books (chosen to compliment the topic)

Children's interest sheets- used to shape the class topics

Termly Art and Design/Design and Technology projects linked to the topic



# Engagement (EFL)

Put simply, children's engagement refers to the degree of attention, curiosity, interest, optimism, and passion that children show when they are learning. Research has demonstrated that engaging children in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills, and promotes meaningful learning experiences. When children are actively engaged, behaviour is better, there is a focus on what is being taught, new information can be processed and as a result progress more over time. Ultimately children who are in an engaging classroom environment will be happier learners who thrive and progress rapidly. High levels of engagement will be underpinned by a teacher's subject specific knowledge and the way in which they communicate this to the class.

## Key Principles

Some of the key principles of EFL are listed below

1. **Subject knowledge** - Use strong subject knowledge and passion to excite children and motivate their engagement.
2. **Instruction** - Keep instructions simple and clear so the children know what is being asked of them. Allow time periods for questioning and consolidation.
3. **Prior knowledge** - Try to ensure you haven't assumed knowledge – sometimes a one-step instruction requires the children to have a high degree of prior knowledge and may actually need breaking down further.
4. **Independence/peer support** - Plan activities that give children the opportunity to work and collaborate together to learn and grow from each other. Collaborative learning has been shown to not only develop higher-level thinking skills in children, but boost their confidence and self-esteem as well.
5. **Task**- Create learning opportunities that are varied, active and collaborative. Variety will help the children to maintain focus throughout longer units of work and will stop the learning from stagnating.
6. **Environment** - Create educational experiences for children that are challenging and enriching and extend their academic abilities.



7. **Holistic learners** - Enable children to develop their social and cultural capital. Cultural capital is the essential knowledge that children need to prepare them for their future successes and should be taught and developed alongside core/foundation subjects.
8. **Expectations** - Have consistently high aspirations and expectations for all children. High expectations enable children to achieve the best possible outcomes in both their academic achievement and their wellbeing.

### Some methods which foster **Engagement** in the classroom are:

- **Rewards** – stickers, Golden Time, Class treats, certificates, Sunshine names, positive reinforcement etc. (in line with our school policy).
- **Positions of responsibility** – School council, play leaders, VIP's, Librarian, classroom monitors etc.
- **Parental engagement** – workshops, children/parent events/ questionnaires/ parent helpers etc.
- **Engaging environments** – working walls for Literacy and Numeracy, Topic walls/areas, book corners, challenge areas.
- **Real world contexts** – Real life/ practical examples taught within lessons.
- **Collaborative learning** – Use of cognitive conflicts/ discussions/ debates.
- **Morning challenges** – These ensure no time is wasted and gets children thinking about their learning.
- **Unique lesson ideas** – Including tasks which are memorable due to them being unusual, shocking or inspirational!
- **Active learning** – allowing children to take on different roles within a lesson.

**Examples of how we foster Engagement (EfL) at Perryfields Infants are:**

<u><b>Classroom Approaches</b></u>	<u><b>Whole School Approaches</b></u>
<b>High expectations of behaviour and good relationships fostered</b>	<b>Golden time and other incentives that reward and encourage good behaviour</b>
<b>Engaging and supportive displays and working walls (Numeracy and Literacy)</b>	<b>Child led curriculum – the children’s interests shape the topics we teach</b>
<b>Practical tasks in lessons – especially in Science/DT/Art where children can choose their own materials and indicate the direction their learning goes in</b>	<b>Children generating their own questions at the start of each topic to guide learning</b>
<b>Talk Partners and group work</b>	<b>Spelling badges for the CEW’s</b>
<b>Memorable tasks</b>	<b>Range of extra curricula clubs</b>
<b>Debate and classroom discussion</b>	<b>Reading competition</b>
<b>Real-world contexts in lessons</b>	<b>A wealth of books in each classroom and welcoming book corners</b>
<b>Writing hooks – engaging stimulus and real-life audience</b>	<b>Termly Class books chosen</b>
<b>Sequences of lessons that lead up to extended writing opportunities - Big Write</b>	<b>Half termly core values</b>
<b>Lolly sticks/class pegs</b>	<b>Word of the Week in class</b>
<b>Challenges and extension tasks</b>	<b>Inviting role play area in EYFS</b>
<b>Creative use of technology – Purple Mash, Spelling Shed, DB Primary/Boost</b>	<b>Inspiring visitors (such as authors) and trips</b>
<b>Morning challenges/Oral mental starters in lessons</b>	<b>Competitions e.g. Quick cricket, Tag Rugby, Gymnastics, Cheerleading etc.</b>
<b>Metacognitive approaches used in class (review, relate, collaborate, model, say, resource, freedom).</b>	<b>Certificates – Star of the Week, Head Teacher’s Award, Lunchtime Superstar, School Council Certificate</b>
	<b>Perryfields Post newsletter</b> <b>Whole school competitions</b>

<p><b>Class/Home Teddy and Diary</b></p> <p><b>Good learning behaviours encouraged</b></p>	<p><b>Enrichment activities and days with the parents invited in – Science week, Diwali, Chinese new Year, Christmas play, Leavers Assembly etc.</b></p> <p><b>Parent workshops and open afternoons for the children to share their learning with their families</b></p> <p><b>Each class generates their own class rules and expectations for behaviour</b></p> <p><b>Positions of responsibility – school council, play leaders, VIP's, librarians</b></p> <p><b>Handwriting licences and pens</b></p>
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## aDaptation (DfL)

Adaptation is a teaching concept in which the teacher provides for the diverse needs of children to be met in order for them to be able to access the learning within the lesson. The teacher must consider barriers to learning for children who do not learn as quickly, as well as challenge and extension for “quick graspers” in every lesson.

At Perryfields Infant School, we believe that with the correct support, every child will be able to meet the learning objective for the lesson and that every child is entitled to be challenged at their own level. This accords with the mastery approach used throughout our curriculum.

### **Different starting points of children may include:**

1. Language proficiency and comprehension
2. Background, experiences and prior knowledge
3. Motivation
4. Confidence
5. Attendance
6. Social and emotional development
7. Previous performance
8. Physical needs
9. Unconscious bias that exists in classrooms
10. Those identified as disadvantaged/vulnerable by the school

**This list is not exhaustive but goes some way to help a teacher choose appropriate tasks to ensure the majority of children reach Age Related Expectations or better.**

### **Key Principles**

**Some key principles of DfL are detailed below:**

- **Task and Resources-** Think carefully about what your ARE's are for the lesson and plan your lesson around this model. Then, think about the barriers that some of the children may face and plan in ways in which you can support the children to overcome these in order to facilitate their learning. This may be

through verbal support, a word/picture bank, sentence starters, scaffolds, mixed ability pairings, sound buttons, physical counting resources etc.

- **Grouping-** Mixed ability grouping is usually used, enabling the slower learners to take advantage of peer support and quick graspers to peer model to the group. Sometimes a group of quicker or slower graspers of a concept will be grouped together to enable them to tackle a broader or deeper task or to reinforce and develop fluency with the existing learning.
- **Outcome-** All children undertake the same task but a variety of results may be acceptable, success being determined by the teacher's and child's aspirations.
- **Pace/ time available-** Children quickly grasping a core activity will be allocated an extension (such as applying the skill in a different context, explaining why something does or does not happen or creating their own problem). Allowing application in different situations will give the children the opportunity to demonstrate a mastery of the concept being taught.
- **Teaching for Mastery (To have a skill and use it whenever you need it and without thinking about it)** – At Perryfields depth of knowledge is valued over speed of learning. Achieving mastery means acquiring a solid enough understanding of the objective that's been taught to enable pupils to move on to more advanced material. This is achieved through the systematic classroom approach of concrete (physical resources), pictorial (diagrams and methods), abstract (symbolic stage).
- **Dialogue and deployment of teaching/support staff** - The adults support problem solving by identifying the children who need explanations in simple language and those who can engage in dialogue at a more sophisticated level. Targeted questioning may be used to elicit a range of responses and to challenge. Verbal support and encouragement is also essential for many children.
- **Assessment** - Rather than assessment taking place at the end of the learning, children are assessed on an on-going basis so that teaching and support can be continuously adjusted to meet the needs of learners.

**Examples of embedding aDaptation (DfL) at Perryfields Infants are:**

**Peer to peer scaffolding**

**Working walls – Literacy and Numeracy**

**Engaging and informative environment – key vocabulary displayed and books readily available**

**Adult support (Teacher/LSA support)**

**Class layout and seating arrangement- mixed ability tables**

**Teach To The Top\* and scaffold down (all children to access the same learning activity but scaffolded supports in place)**

**Equipment/resources – Rocket Phonics sound cards, Common Exception Spellings, practical counting resources, sound buttons etc.**

**Targeted questioning**

**Word banks/Graphic Organisers/Visual Instruction Plans displayed during lessons**

**High quality modelling and inputs that encourage active learning through 'My Turn, Our Turn, Your Turn' approach**

**Talk partners/Think Pair Share/Group work**

**Repeating concepts in different contexts – Mastery Approach**

**Time built in to review/edit work (purple polishing pens/colouring pencils)**

**Booster/support groups – either in lessons or at the end of lessons to challenge/support pupils or address misconceptions**

**Challenges for all – children challenged at their own level (depicted by a star ★)**

**Next step marking and adult support ratio detailed**

**Challenge cards/challenge areas in class**

**Pre teaching key vocabulary (Freya Model) and concepts**

**Interventions with start and end point assessments (Talk Boost/precision Teaching/ Gym Trail/ Attention Bucket/ Musical Communication)**

**\*Teach to the Top means teaching to the top of the age related expectation – high expectations for all with support to enable them to meet them.**



## **ACED Level descriptors – To aid understanding about judgements on the quality of teaching and learning taking place in lessons**

### **Assessment**

1. Prior learning assessed and reviewed before/after lessons.
2. Quality verbal/written feedback (in books or during the lesson). Children are encouraged to respond to feedback given.
3. LO/Success criteria/'Can I' shared.
4. Good work shared and discussed (visualiser/read out etc.).
5. Quality formative assessment used (whiteboards/lolly sticks/annotated plans etc./tick sheets).
6. Regular self-assessment used by the children (thumbs up/traffic lights etc.).
7. Tailored questioning to suit the differing needs of all pupils.

### **Creativity**

1. An engaging lesson hook and topic related where possible.
2. Opportunities built in to encourage high order thinking.
3. An engaging and creative activity with practical elements (where possible).
4. Good Problem solving opportunities for the children.
5. Opportunities built in for 'choice' in lessons (so the learning can be child led).
6. Real world contexts and audiences for the work the children complete (a clear purpose).
7. Teaching suited to multiple learning styles (auditory, kinaesthetic, visual)

### **Engagement**

1. All/most children working Independently in lessons.
2. High expectations of behaviour.
3. The children are Focused and showing good engagement with task.
4. Well thought out resources to support learning in the room (working walls/books/word banks/physical resources).
5. Collaborative learning (children working together) and talk partners used.
6. The children are active learners and given opportunities to process and engage with what is being taught at regular intervals throughout the input/lesson.

### **aDaptation**

1. Lesson pitched to meet the top end of ARE (TTTT).
2. Clear adaption (to provide support) and challenge (to extend).
3. Well thought out resources being used to support/extend learning.
4. Good use of adults in the room (to support OR challenge).
5. Mixed ability tables with peer to peer scaffolding considered.
6. Clear identification of misconceptions that are then addressed.
7. Time built in at regular intervals for the children to review/edit their work (Purple Polish).

