

Bedgrove Infant School

Believe



Inspire

Shine

Teaching and Learning Policy

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1. SCHOOL MISSION STATEMENT

Bedgrove Infant School Mission statement: 'BELIEVE INSPIRE SHINE'

Believe

At Bedgrove Infant School we believe that everyone can succeed. We believe in developing the whole child and we strive to enrich and nurture their individual talents and needs. We believe that, if you believe in yourself and others, anything is possible.

Inspire

The children inspire us to strive to achieve our best, so that we can inspire them to reach their full potential. We inspire through our teaching, environments and provision so children become well-rounded individuals. We want to inspire a life-long love of learning in the children, staff and community.

Shine

Bedgrove children, staff and community members endeavour to support children to shine and be the best they can. Our children will shine with confidence and self-awareness to light the path for a bright and successful future.

SCHOOL VISION

We aim to put the children at the heart of all we do so that every child has the self-awareness and confidence to apply all that they have learned to fulfil their dreams. We also want them to enjoy a healthy and happy life style whilst embracing their social responsibility and strengthening every avenue of community cohesion.

2. PRINCIPLES

Teaching at Bedgrove Infant School promotes 'Active Learning' both inside and outside the classroom with a clear and shared understanding of how children learn best.

Children learn best when:

- The curriculum is designed to enthuse, engage and motivate them to learn and foster their curiosity and love for learning
- They have practical experiences and plenty of opportunities to take risks and make mistakes
- Planning is purposeful and ensures that there is continuity and progression
- The learning environment is well ordered, with a positive atmosphere in which children feel safe
- Assessment and feedback helps them to understand what they are good at and to know their next steps so that they are able to make improvements
- Whole child development is embraced through academic, social, emotional and moral aspects of teaching
- Every opportunity is targeted to build positive self-esteem and confidence and support children in becoming independent learners
- Parents/carers are aware of learning opportunities at home and there are strong links between home and school. At Bedgrove Infant School, the importance of parental involvement in their children's learning is recognised, valued and fully supported.

3. CURRICULUM

The school follows the New National Curriculum (September 2014) and the Early Years Foundation Stage Curriculum (September 2014) with teachers planning to cover all aspects of the relevant curriculums with cross-curricular learning opportunities in a range of real life contexts, both inside and outside the classroom. There is a great emphasis on 'Learning through Play' within a context that is familiar to everyday life and provides 'hands-on' experiences.

Language and communication are equally at the heart of children's learning. Communication is central to social and emotional development and is the main instrument of learning across the curriculum. The ability to communicate gives children the capacity to participate fully in our society. We embrace language and communication in its widest sense and our teaching of the literacy/English curriculum reflects this. There is an emphasis, across the curriculum, on the use of higher order questioning and using a range of open ended questions based on Bloom's Taxonomy. These take account of the differing levels of ability within a class. Questions are posed to challenge children's thinking and develop their natural curiosity and ability to reason. **(Appendix 1: Bloom's Taxonomy)**

➤ **Literacy/English**

Speaking and Listening – every opportunity is exploited to encourage all children to talk and listen well. Children's comments are highly valued and developed through planned, higher order questions and very good rapport and relationships with all staff. Clear expectations for good listening are emphasised using listening posters and the use of consistent rules across the school.

Phonics – following the Letters and Sounds programme, phonics is taught from Nursery to Year 2, between 4 – 5 times each week, in ability groupings. Teachers use phonics books, games, flashcards, and interactive ICT programmes to enhance the teaching of phonics. Sounds are sent home when applicable and shared with parents so children can practise with their parents/carers.

Reading - children need to be able to blend simple words before they are given reading books to take home, to ensure instant success and develop levels of confidence in reading. We aim to develop a love for reading and we offer a selection of reading schemes to appeal to all ages, stages and personal interests. The emphasis is on comprehension and this is carefully assessed before moving a child to the next reading level.

Reading books are sent home to share with parents and help children practise their reading skills. Individual reading is supported in school as necessary.

Guided Reading, where children are taught specific reading skills, according to their current abilities, within small groups, are regularly timetabled in each year group as appropriate to the children's needs.

Writing – children are encouraged to 'mark make' in the Early Years. Through planned teaching of gross and fine motor skills activities the necessary dexterity skills for handwriting are developed. In the Early Years this is particularly addressed through Funky Fingers, a programme that focuses on a range of fun, practical activities to develop fine motor skills. Handwriting is practised across the school with clear expectations for good presentation. The school recognises that writing for a purpose is the key to success and a topic based approach supports this well.

Developing spoken language through role play is the precursor to all writing so there are planned opportunities to 'talk for writing'. Sentence structure, grammar and punctuation teaching is built into sessions, as appropriate.

➤ **Mathematics**

This is an integral part of the world in which we live - it provides a means of communication which is powerful, concise and unambiguous. Mathematics is not about answers, it's about processes. Learning to think in mathematical terms is an essential part of learning and the ability to solve problems is a crucial skill. Practical resources are widely used with the school calculation guidance followed to ensure consistency in approach. Numicon, denes and multilink are examples of some of the resources used in teaching alongside a range of Interactive Whiteboard resources and websites, such as Nrich, regularly enhancing learning. The White Rose Hub is used to support the teaching of Mastery, helping children with their reasoning, abstract and concrete understanding of mathematical concepts.

➤ **Science**

A specific area of the EYFS is 'Understanding the World' (UW) which includes the areas of technology, people and communities and The World. The children have weekly UW sessions where they take part in adult led activities such as firework safety, cooking, mixing materials, exploring unfamiliar animals, textures, etc. Further to this, activities are provided both inside and outside which allows children to explore and investigate during their child initiated time; this may be gloop, magnets, cogs, pasta, etc as well as aspects of the natural world such as planting bulbs. The third aspect, technology, is taught once a week in an ICT session where children complete simple programs on the computer in addition to access to IT resources such as Beebots and Interactive White Boards during Child Initiated sessions and cameras which they take home.

The new National Curriculum (September 2014) specifies which science knowledge is taught in each year group which is planned, where possible, to link within the relevant topics taught in each year and develop cross-curricula learning. Science skills are taught across both year groups so children develop and progress in these skills as they move through the key stage.

➤ **ICT/Computing**

ICT is taught in a variety of ways across the school. We use a mix of specific ICT skills sessions, which fit in with the new curriculum and discrete, half hour sessions during PPA, either enhancing the skills they are learning; teaching typing skills or using new programs. One of the key changes within the new curriculum is the need to learn coding and this has been a challenge which has been successfully met using Espresso coding. The children thoroughly enjoy this and it extends the work we have always done programming simple robots, Beebots over the years.

This all enables the children to gain the familiarity they need to make informed decisions to implement a range of programs in order to enhance their learning in the classroom. Children are increasingly encouraged to use ICT for research, especially in Year 2. It is intended that there will be a class set of tablets available in all of the Key Stage 1 classrooms, to be used across the curriculum. ICT is also used as much as possible within all subjects in the curriculum where it can enhance learning.

➤ RE

Challenging RE, The Bucks Agreed Syllabus 2016 is used to plan appropriately for RE sessions across the school. Year Groups cover the relevant aspects for their age group as part of their topic based approach to learning across the year. Elements of SMSC, including British Values, and PHSE are entwined throughout the topics. Lessons are planned following our 'Active Learning' principles.

➤ PE

In the EYFS stage teachers plan activities that offer appropriate physical challenge and provide resources that can be used in a variety of ways or to support specific skills. Lessons that focus on physical literacy and the development of fundamental movement skills are introduced in the Spring term. In KS1, lessons are planned in accordance with the PE National Curriculum with children focusing on the areas of sports and games including dance to extend their agility, balance and coordination individually and with others. Children engage in competitive and co-operative physical activities, in a range of increasingly challenging situations. Timetabled P.E. slots are in place and there are additional opportunities for physical activity throughout the day. Healthy eating and an active lifestyle are also promoted through cross-curricular links with science, topic and PHSE. We employ a range of coaches and trained Sport's professionals to work with children across the school to deliver a wide range of physical activity opportunities.

➤ Music

The School uses Cheranga, an online Music resource, to plan and support Music lessons for children from F2 to Year 2. Music is integrated into the Topic for the children as much as possible with distinct lessons where necessary to cover specific skills. F1 children are also taught singing and music as part of their weekly experiences. All children have the opportunity to share their skills with parents and other classes during performances; F1 Singing Concerts, F2 Nativity, Year 1 Harvest, Year 2 End of School Show.

Children in Year 1 and 2 also have access to Musical Instrument lessons with specialist teachers: violin or Keyboard and musical activities which take place after school – recorder and choir.

➤ Topic (Geography, History, DT and Art)

In **Foundation 1** topics are not predetermined beyond the natural events that occur during any week. The topic direction follows the needs of the children. Coverage is shared with parents via weekly sheets displayed in nursery and on the website showing the activities children enjoyed and these ensure that the curriculum is covered.

In **Foundation 2** there are rooms and outdoor areas dedicated to Expressive Art and Design (EAD) and UW, addressing the areas of the curriculum detailed in the Early Learning Goals. Activities and opportunities to practise skills and apply knowledge are planned for adult led and child initiated times.

In **Year 1** the foundation subjects follow the new National Curriculum and are based on the school's principle of 'Learning through Play'. Experiences are hands on or practical where possible, and objectives are revisited to ensure depth as well as breadth of knowledge. Children are encouraged to ask and answer questions and to bring in research from home to support the teaching and learning.

In **Year 2** the foundation subjects are taught within topics with a different area of focus each half-term. Children are taught how to use maps, atlases and globes to investigate the physical and human features of the world's continents and to investigate questions such as How far does food travel? In history the lives of significant individuals are explored focusing on key and significant events in the past.

In Design Technology, the children design and make purposeful products using a range of tools and materials. There are also opportunities to use the basic principles of a balanced diet to prepare food. In art children learn about the experiences and ideas of artists and are given the opportunity to create their masterpiece using a variety of techniques.

4. PLANNING

- At the beginning of the academic year, Year Group Leaders meet to plan an overview of topic coverage for the year to ensure there is no repetition or overlap. F1 and F2 long term plans are based on coverage of the EYFS Development Matters statements, with medium and short term plans based on identified needs/areas for development as well as children's interests.
- Year groups meet before the beginning of each new half term to plan the overall curriculum through a topic based approach. Opportunities are explored for using the outside environment, inviting visitors/subject experts into school and visiting places of interest.
- Subject Teams, comprised of one teacher/practitioner from each Year Group, meet each term to review coverage of their subject across the school, audit and purchase resources and support with training and planning.
- Year Group teams meet weekly during PPA time (Planning, Preparation and Assessment) to agree objectives and differentiated tasks to include within the plans for the following week. This time is highly valued by all staff and protected by senior leaders as such.
- Phonics and mental oral starters are planned for daily use across the school and these sessions are class based, for optimum learning.

These weekly plans include:-

- Learning Intention – the skill/knowledge you want the child to learn
e.g. LI: To understand the use of familiar patterns in stories
- Context – how will this learning be accessed e.g. a specific story
e.g. Context: The Gingerbread Man
- Checklist/Success Criteria in KS1 - the steps the child makes to achieve the LI
- Guided group, paired, independent group, individual or whole class teaching
- Inside/Outside learning where appropriate
- Differentiation, including for SEN support.
- Use of Teaching Assistant and other adults
- Assessment for learning opportunities
- Cross curricular links
- EYFS Coverage (EYFS)/ National Curriculum coverage (KS1)
- Follow up points from previous learning

- In weekly planning the teacher may plan, according to the needs of the children:-
 - Adult focused activities (AF)
 - Child initiated activities (CI)
 - Adult initiated activities (AI)
 - Whole class and/or group teaching
 - Reflective time
 - Assessment for learning
 - Challenge for all
 - Opportunities for hands-on learning through open ended problem solving in a real life context
 - A mix of individual, paired, group and collaborative learning
- Differentiation takes account of:-
 - Learning style (auditory / visual / kinaesthetic)
 - Listening / concentration skills
 - Level of cognitive development
 - Previous knowledge / experience
 - Motivation / interest
 - Individual strength / weaknesses
 - Independence / concentration levels
 - Reading / research skills
 - Standard of independent written work

5. **ASSESSMENT**

Different forms of assessment contribute towards measuring a child's progress and attainment. These are defined as follows:

- **Assessment for Learning** (formative assessment) helps to identify the next steps needed to make progress. It takes account of children's strengths as well as areas for development.
- **Diagnostic assessment** enables learning 'differences' to be scrutinised and classified so that appropriate support and strategies can be provided.
- **Assessment of learning** (summative assessment) is associated more with judgements based on levels, marks and ranks as well as with public accountability.
- **Evaluative assessment** is the means by which some school work can be measured and reported on, allowing teachers to evaluate the effectiveness of teaching and methods.

Effective assessment, recording and reporting will enhance the learning of our children because assessment:-

- Actively involves the children in their learning through discussion, provision of information about progress and ensuring children are aware of the learning objectives.
- Motivates the children through success/achievement.

- Highlights strengths and areas for development together with strategies to manage them.
- Provides reliable and credible information to support continuity and progression in the learning process.
- Provides valid information to assist with setting pupil targets.

Assessment aids teachers in evaluating their teaching by indicating:

- Strengths and areas for development in the teaching programme.
- The next steps in the teaching programme.
- Strengths and areas for development in teaching styles and strategies, (method and process).
- Children requiring support or challenge.

Assessment provides information for:

- Children.
- Staff.
- Parents/Carers.
- Assisting transfer to the next class and the next school.
- Guidance and/or referral to outside agencies.
- Governors, Local Authority, OFSTED and DfE.

Assessment for Learning should:

- Be part of effective planning for teaching and learning.
- Focus on how children learn.
- Be recognised as central to classroom practice.
- Be regarded as a key professional skill for teachers.
- Be sensitive and constructive because children learn better when they feel safe and secure.
- Take account of the importance of learner motivation.
- Promote commitment to learning goals and a shared understanding of the criteria by which they are assessed.
- Ensure learners receive constructive guidance about how to improve and are given the opportunity to do so.

- Develop learners' capacity for self-assessment so that they can become reflective and self-managing.
- Recognise the full range of achievements of all learners.

Assessment of learning should:

- Provide information to support teaching and learning.
- Provide summative judgements about what has been learned at a specific point in time.
- Provide information to track progress and measure past performance.
- Inform the target setting process.
- Be sensitive and constructive.
- Show what children can do without support.
- Provide clear information which can be used to evaluate teaching and learning.

End-of-key-stage Assessment should:

- Fulfil the current statutory requirements and follow end of phase assessments e.g. Foundation Stage Profiles and end of Key Stage 1 SATs.
- Ensure that everyone, including parents and carers, understand the emphasis of Teacher Assessment and SATs in Year 2.
- Draw on the whole range of on-going assessment information, records and evidence when making Teacher Assessments.
- Be based on teachers having a clear understanding of the new NC, Foundation Stage Profile descriptors and how to apply them holistically in making end of Key Stage Teacher Assessments.
- Be based on teachers making summative judgements which are consistent with a shared understanding amongst colleagues through regular moderation and agreement meetings.

Statutory Assessments:

- Foundation Stage Profile.
- Year 1 Phonics Screening.
- Year 2 Teacher Assessments (supported by SATs).

Teacher Assessments

Assessment is a continual process and is an integral part of normal teaching in the classroom. Examples of teacher assessments that we use are:-

- Discussions with an individual or group of children.

- Mini plenaries – checking on children’s learning during the lesson activity.
- Observation of a specific task or child initiated play in Foundation Stage.
- Recorded work where specific knowledge is required to fulfil criteria e.g. written work / computation / drawings etc.
- Listening as children report their findings and ideas e.g. in a plenary session.

Each pupil is assessed in relation to criteria linked to statements from Development Matters Statements, Early Learning Goals and Key Learning Objectives from the new National Curriculum.

Evidence required for this assessment process is a selection of the following:-

- Work in children’s books.
- Samples of work produced specifically for an assessment.
- Evidence of learning such as observations, photographs and records of spoken language in Learning Journeys/work books.

Frequency of Assessment

- Children’s progress is monitored against specific learning intentions or objectives as identified in the daily lesson plans. Summative assessment takes place before the end of each term, using the curricular statements relevant to the specific year groups and phases.

For more detailed information and guidance please see the ‘Assessment Policy’.

Assessment Tracking

SIMS, an electronic tracking system, is used by all teachers for recording formative and summative assessments.

To support teachers and SLT to quickly identify children on track and those who are making or not making progress we have a sticker system on children’s books.

EYFS:

- Coloured stickers show which Development Matters Band the child is currently working within and when they moved up or down a band in response to assessments of their learning.
- Green: 22-36 months, Purple: 30-50 months, Red: 40-60 months, Yellow: ELG

KS1:

- An orange sticker shows the child’s end of EYFS level with an annotated 1,2 or 3 scribed on it.
- Coloured stickers relating to ability groups are added to show which group a child is currently working in and when they move up or down in response to their learning.
- Green: Amazing, Purple: Brilliant, Red: Fantastic, Yellow: Wonderful

The roles and responsibility for tracking pupil progress and attainment are as follows:

Governors:

(See Governor's Section page 16.)

Assessment Lead:

- Liaises between school and Turn It On Sims administrators.
- Oversees the collection and analysis of data across the school.
- Supports all staff with effective use of SIMS and leads pupil progress meetings.
- Attends all relevant training and disseminates to staff.
- Keeps abreast of new Government initiatives and implements necessary policy changes as necessary.
- Works closely with the SENDCo.
- Prepares reports for the HT and Governors on pupil achievement and reports in the termly HT's report to Governors.

Senior Leaders:

- Carry out appraisal interviews with evidence collected from class data for pupil progress, work and planning scrutiny, lesson observations, pupil voice and learning walks to make an overall judgement of standards in teaching and learning for an individual, the year group and whole school.
- Lead on policy implementation and review
- Compile a schedule for monitoring and evaluating across the school and ensure that all staff have involvement in the process

Middle Leaders:

- Work with staff across the school to moderate judgements of work
- Ensure curriculum coverage and progression of skills within Foundation Stage and Key Stage 1
- Report on performance of teaching through observation, work scrutiny and data analysis within the phase
- Support training and development of teachers
- Oversee and lead on curriculum planning
- Monitor progress of pupils within their year group
- Organise and monitor the impact of intervention groups

- Observe and feedback on the quality of teaching and learning of teachers in their team
- Ensure support staff are deployed effectively to support pupil progress
- Lead PPA sessions

Teachers:

- Monitor the progress of all pupils in classes and sets
- Collate and analyse class data
- Identify the specific needs of pupils and target interventions
- Mark, assess and feedback; sharing next steps and targets with all children
- Report to parents
- Write special educational needs support plans and liaise with the SENDCo

7. LEARNING ENVIRONMENTS

In every classroom there will be:

- A visual timetable
- Self-selection opportunities (continuous provision) with resources clearly labelled with words and photographs
- Tables and chairs which reflect the needs of appropriate teaching
- Attractive displays relevant to children's learning and interactive where possible- including a literacy and mathematics board
- A tidy and orderly appearance
- A Choices Tree behaviour chart to support appropriate learning behaviours
- Access to a range of child initiated choices
- The six school values posters: Virtue, Aspiration, Loyalty, Unity, Empathy and Self-Respect
- Epic and Maths Groups displays to show which ability level group each child is in- Amazing, Brilliant, Fantastic, Wonderful, (Key Stage 1 classes)
- Rules for good listening
- Outdoor learning areas to support different styles of learning
- Teaching Assistants supporting teachers and children in organising and managing the school environment, delivering the school curriculum through teaching and supporting the children's learning

- In KS1 – learning intentions and checklists or success criteria shared with the children
- Opportunities for children to use ICT at all relevant opportunities

We provide a supportive environment where teachers are responsible for a caring, reassuring and stimulating learning environment in which children are encouraged to be the best they can.

Teachers aim to achieve this by:

- Encouraging a ‘can-do’ culture – making mistakes and asking for help is seen as a learning opportunity. Scaffolding is provided and problem solving strategies are taught to ensure every child develops a sense of resilience and resourcefulness
- Providing opportunities for success for all children by pitching and differentiating lessons appropriately
- Modelling activities and exemplifying best practice using children’s behaviour and attitudes as role models and their work as examples to copy
- Supporting and challenging learning with quality first teaching with an inclusive approach ensuring that all resources are accessible to enable independent choice, including the use of ICT
- Celebrating achievement and valuing effort in the display and presentation of children’s current learning
- Promoting an appropriate atmosphere for learning where children are encouraged to ask questions
- Making expectations and boundaries clear and by challenging inappropriate behaviours and applying rewards and sanctions in line with the school’s Behaviour Policy and Principles

8. SHARING WITH PARENTS

Parents and carers are vital to and considered partners in children’s learning and progress. Work from each year group is uploaded onto the schools’ website regularly for parents to work with their children on a range of optional activities at home. These include places to go and websites to access.

The education of the children in the school is a partnership between children, teachers and parents or carers. To support this regular opportunities, both formal and informal, are provided for the reviewing of the child’s progress and attainment with parents/carers

Our formal reporting takes the following forms:

- An Autumn term parent’s evening to share an update on how they have settled into the year group and their progress so far.
- A monthly ‘Drop In’ after school for informal parent-teacher discussion and an opportunity for parents/carers to look at the child’s books/work

- A Spring Term formal open evening when parents can see and discuss a child's work with the class teachers and set teachers, if appropriate. Parents have the opportunity to look at Learning Journeys in F1 at any time, but a specific opportunity is offered in the Spring Term.
- An annual written report that provides statements giving clear information, personal to the child, about the pupil's progress. The report comments on general progress, behaviour and attitudes, and progress in English, Mathematics and cross curricular topics covering the curriculum. It outlines the child's strengths and their 'next steps'. These reports meet statutory requirements.

At the end of the Foundation Stage:

- An annual report detailing progress towards the Early Learning Goals is shared with parents in the Summer Term.
- Parents have the opportunity to discuss the outcomes of the Foundation Stage Profile (FSP) with their child's teacher
- The meeting should be within the term in which the FSP has been completed
- If parents ask to see a copy of their child's profile, the school should make this available

For all children in Key Stage 1

- Brief particulars of achievements in each subject and activity studied as part of the school curriculum. These should highlight strengths and 'next steps' in English and Mathematics.
- General progress
- Options for parents to discuss the report

For children of compulsory school age:

- A summary of the child's attendance record – number of possible attendances and the percentage of unauthorised absences

At the end of Year 2:

- The child's teacher assessment results
- The school's results
- National results
- The annual School Profile includes standardised information for parents on children's results with a commentary by the school

10. TRANSFER AND TRANSITION

We have manageable systems and procedures to ensure that as far as possible, there is timely transfer of information between teachers within the school and between schools. When a pupil leaves, we fulfil statutory requirements to send information to the receiving school within 15 school days, using the electronic common transfer file (CTF); we also send on the child's educational record as legally required. If a pupil arrives at this school without records, we take steps to acquire the information. We also work hard to support children in making successful transition from class to class within this school.

Therefore, we ensure that teachers:

- Have clear understanding of colleagues' judgements based on secure moderation procedures
- Share information about children's progress as they move from one class to the next or to a new school in order to support continuity of learning for all children; this includes face to face meetings
- Make good use of the information received at cohort, class and subject level as well as to help determine the provision for groups and individuals
- Support vulnerable children in moving to an unfamiliar context
- Ensure SEND register is passed on

11. GOVERNORS

The role of the Governors in teaching and learning is to:

- Hold the Headteacher to account for the school's performance and standards
- Analyse ASP, SPA, IDSR, Data Dashboard and other National data documents to help them to do this
- Challenge school's termly data from SIMS, as reported in the Headteacher's reports
- Understand the process of target setting
- Monitor the effectiveness of scrutiny of work and moderation activities.
- Lead, as the Curriculum Committee, the monitoring and evaluation of teaching and learning
- Make school visits to observe teaching, school events and practices, and to discuss policies with subject leaders
- Share in the development of the School Learning Plan and approve spending to achieve targets and monitor impact
- Monitor the school website to ensure policies and curriculum statements are meeting Ofsted requirements

- Fulfil designated roles to represent key areas of teaching and learning and to attend all relevant governor training to ensure an effective working relationship with the corresponding school leader
- To ensure buildings and premises are best used to support successful teaching and learning

Appendix 1: Bloom's Taxonomy

KNOWLEDGE Tell, list, describe, relate, locate, write, find, state, name, remember, define, recite, what.
COMPREHENSION Show, give example, explain, summarise, translate, predict, discuss, outline, show symbols.
APPLICATION Demonstrate, solve, show, use, illustrate, calculate, construct, complete, examine, classify
ANALYSIS Investigate, analyse, examine, compare, contrast, identify, explain, separate, advertise, solve
SYNTHESIS Design, compose, invent, create, hypothesis, construct, forecast, imagine, plan, improve, devise
EVALUATION Viewpoint, judge, evaluate, give an opinion, recommend, critique, select, choose, justify

<p>Knowledge</p> <p>USEFUL VERBS</p> <p>Tell List Describe Relate Locate Write Find State</p> <p>SAMPLE QUESTION STEMS</p> <p>Name What happened after...? How many...? Who was it that...? Can you name the...? Describe what happened at...? Who spoke to...? Can you tell why...? Find the meaning of...? What is...? Which is true or false...?</p> <p>POTENTIAL ACTIVITIES OR PRODUCTS</p> <p>Make a list of the main events.. Make a timeline of events. Make a facts chart. Write a list of any pieces of information you can remember. List all the..... in the story. Make a chart showing... Make an acrostic. Recite a poem.</p>	<p>Comprehension</p> <p>USEFUL VERBS</p> <p>Explain Interpret Outline Discuss Distinguish Predict Restate Translate Compare Describe</p> <p>SAMPLE QUESTION STEMS</p> <p>Can you write in your own words...? Can you write a brief outline...? What do you think could have happened next...? Who do you think...? What was the main idea...? Who was the key character...? Can you distinguish between...? What differences exist between...? Can you provide an example of what you mean...? Can you provide a definition for...?</p> <p>POTENTIAL ACTIVITIES OR PRODUCTS</p> <p>Cut out or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events. Write and perform a play based on the story. Retell the story in your words. Paint a picture of some aspect you like.</p>
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<p>Application</p> <p>USEFUL VERBS</p> <p>Solve Show Use Illustrate Construct Complete Examine Classify</p> <p>SAMPLE QUESTION STEMS</p> <p>Do you know another instance where...? Could this have happened in...? Can you group by characteristics such as...? What factors would you change if...? Can you apply the method used to some experience of your own...? What questions would you ask of...? From the information given, can you develop a set of instructions about...? Would this information be useful if you had a ...? Prepare a flow chart to illustrate the sequence of events. Make a colouring book.</p> <p>POTENTIAL ACTIVITIES OR PRODUCTS</p> <p>Construct a model to demonstrate how it will work. Make a diorama to illustrate an important event. Make a scrapbook about the areas of study. Make a paper-mache map to include relevant information about an event. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game using the ideas from the study area. Make a clay model of an item in the material. Design a market strategy for your product using a known strategy as a model. Dress a doll in national costume. Paint a mural using the same materials. Write a textbook about... for others.</p>	<p>Write a summary report of an event.</p> <p>Analysis</p> <p>USEFUL VERBS</p> <p>Analyse Distinguish Examine Compare Contrast Investigate Categorise Identify Explain Separate Advertise</p> <p>SAMPLE QUESTION STEMS</p> <p>Which events could have happened...? I ... happened, what might the ending have been? How was this similar to...? What was the underlying theme of...? What do you see as other possible outcomes? Why did ... changes occur? Can you compare your ... with that presented in...? Can you explain what must have happened when...? How is ... similar to ...? What are some of the problems of...? Can you distinguish between...? What were some of the motives behind...? What was the turning point in the game? What was the problem with...?</p> <p>POTENTIAL ACTIVITIES OR PRODUCTS</p> <p>Design a questionnaire to gather Write a commercial to sell a new product. Conduct an investigation to produce information to support a view. Make a flow chart to show the critical stages. Construct a graph to illustrate selected information. Make a jigsaw puzzle. Make a family tree showing relationships. Put on a play about the study area. Write a biography of the study Prepare a report about the area of study. Arrange a party. Make all the arrangements and record the steps needed. Review a work of art in terms of form, colour and texture.</p>
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Synthesis

USEFUL VERBS

Create
Invent
Compose
Predict
Plan
Construct
Design
Imagine
Propose
Devise
Formulate

SAMPLE QUESTION STEMS

Can you design a ... to ...?
Why not compose a song about...?
Can you see a possible solution to...?
If you had access to all resources how would you deal with...?
Why don't you devise your own way to deal with...?
What would happen if...?
How many ways can you...?
Can you create new and unusual uses for...?
Can you write a new recipe for a tasty dish?
can you develop a proposal which would...

POTENTIAL ACTIVITIES OR PRODUCTS

Invent a machine to do a specific task.
Design a building to house your study.
Create a new product. Give it a name and plan a marketing campaign.
Write about your feelings in relation to...
Write a TV show, play, puppet show, role play, song or pantomime about...?
Design a record, book, or magazine cover for...?
Make up a new language code and write material using it.
Sell an idea.
Devise a way to...
Compose a rhythm or put new words to a known melody.

Evaluation

USEFUL VERBS

Judge
Select
Choose
Decide
Justify
Debate
Verify
Argue
Recommend
Assess
Discuss
Rate
Prioritise
Determine

SAMPLE QUESTION STEMS

Is there a better solution to...
Judge the value of...
Can you defend your position about...?
Do you think ... is a good or a bad thing?
How would you have handled...?
What changes to ... would you recommend?
Do you believe?
Are you a ... person?
How would you feel if...?
How effective are...?
What do you think about...?

POTENTIAL ACTIVITIES OR PRODUCTS

Prepare a list of criteria to judge a show.
Indicate priority and ratings.
Conduct a debate about an issue of special interest.
Make a booklet about 5 rules you see as important. Convince others.
Form a panel to discuss views, e.g. "Learning at School."
Write a letter to ... advising on changes needed at...
Write a half yearly report.
Prepare a case to present your view about...