

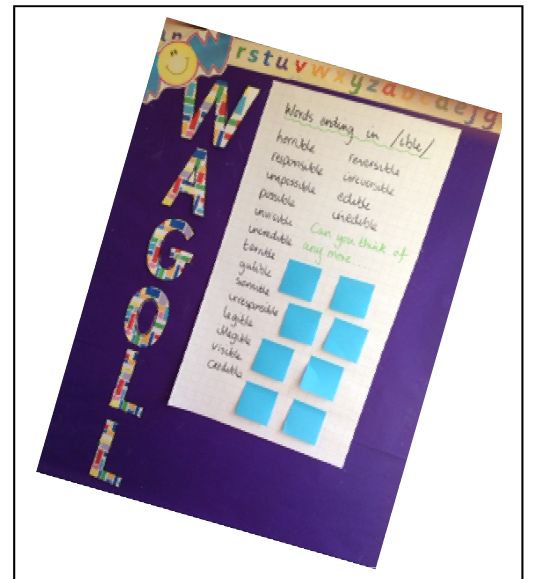
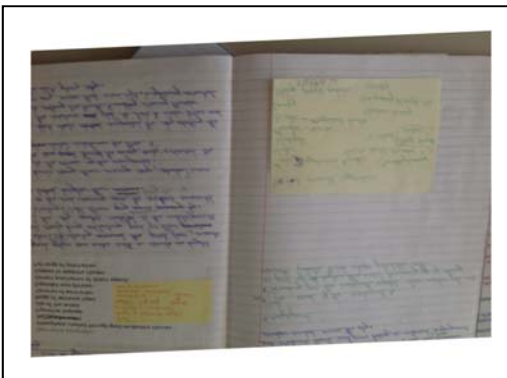


## Year 6 English with Mrs Hooper (ex Marlborough mum!)

The lesson was on subordinating conjunctions and recount writing. A TA was working with the group and was always attached to the same class. The lesson was similar to an English lesson in secondary school in terms of content except for that there was more emphasis on technical language (prepositional openers, fronted adverbials) students were working on whiteboards and worksheets although they did have exercise books. There was a 'Learning Wall' display in the classroom to support this.

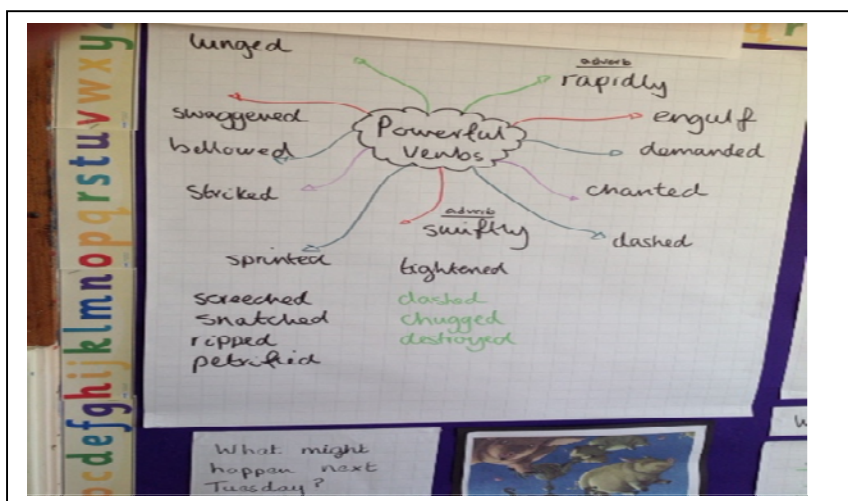
The starter activity involved students identifying subordinating conjunctions. They then read an extract from 'Boy' by Roald Dahl, both individually and as a class, and picked out various language features. A list of features to identify was on the whiteboard and students had to number them.

Exercise books were marked in depth and students had completed their 'big write' tasks in there. There was a detailed review and marking process evident. Students used green pen to correct errors and respond to feedback.



## Year 5 English with Mr Napoleon

Students were working on improving the drafts of a newspaper article they had written based on a fictional text. There was a very detailed improvement process including drafting, proof reading, peer review based on the success criteria and editing. The teacher explained the process to them whilst they sat on the carpet. They then spent the majority of the lesson peer reviewing each other's work. They had a detailed sheet of prompt questions to ask each other and a WWW and EBI sheet to complete. The teacher modelled this. Peer assessment was part of the drafting process rather than coming at the end.



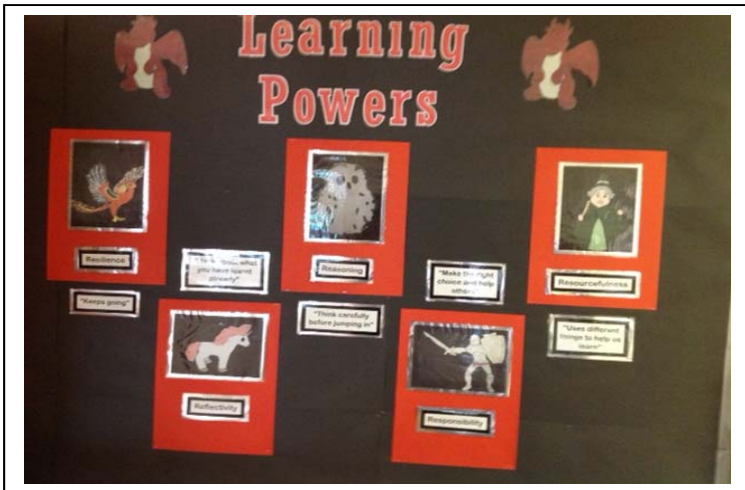
## Year 5 Planning Meeting

I attended a meeting with the three Year 5 teachers. They were planning out the remaining English lessons for this term and discussing next term. A top priority was getting the Year 5 students up to age-related expectations in preparation for the new SATS next year.

The teachers showed me the planning format they use. See laminates. This was a very useful meeting, as it showed me the demands of a very prescriptive primary curriculum and that primary staff were clearly having just as much trouble as we are getting to grips with new curriculum demands!

## Learning Powers

I thought this display in reception was very child friendly and I saw 'learning powers' being referred to in a lesson and in the assembly about The Red Cross that the students all had. The learning powers are: resilience, reasoning, resourcefulness, reflectivity and responsibility.



### What we can learn from the day:

- Planning Meetings seemed to be really useful. Perhaps we could benefit from more time specifically devoted to joint planning.
- TAs seemed to be really effective and knew the students really well. They knew which students to target and seemed to work seamlessly with the class teacher. They were actively involved in the planning process.
- Students will be coming in to secondary school with a much higher level of specialist vocabulary. We need to make sure we know what that is and help them transfer their knowledge to the demands of the new GCSE.
- Students are very familiar with peer marking, self-assessment and green-penning their work
- They are still going to need help with writing extended pieces and writing analytically about language in order to be prepared for the new GCSE.
- Using peer assessment as part of the process of writing rather than at the end.

Emma Blount