Teaching and Learning Policy

Intent

At Wild Bank Community School, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners who reach their full potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens.

Implementation

Effective teaching is the provision of high quality experiences in a stimulating and supportive environment. The ability to establish and maintain good relationships is central to effective teaching so that we provide the best quality education for all the children. At Wild Bank Community School, we have a shared vision of what learning is:

> *Learning is a lifelong process of active engagement with experience, involving the development or deepening of skills, knowledge, understanding, values, ideas and feelings, in order to make sense of the world and our place in it.*

At Wild Bank Community School, we recognise the elements which contribute to becoming an effective learner and aim to instil this in all our pupils. Through our teaching we aim to create learners who:

- Actively engaged, self-motivated and inspired
- Believe that effort leads to success and takes satisfaction from their successes
- Collaborate with staff and peers to contribute to their learning
- Clear about what needs to be achieved and know their own next steps and personal targets
- Can articulate their learning to confirm understanding
- Confident in their own abilities to learn and improve
- See mistakes as a way of learning, resilient in the face of challenge
- Question and hypothesize
- Build on, and make links to, prior knowledge
- Progress towards increasing independence
- Transfer skills to other situations

We believe learning is the core purpose of our school. We recognise the need to develop strategies that will allow all children to learn in ways that will best suit them so that they may achieve their full potential.

Wild Bank is an inclusive school. The achievements, attitudes and well-being of every person in the school matters. This is made evident in our ethos and values. All staff instinctively attempt to overcome children's barriers to learning.

It is therefore essential to continually review and evaluate the teaching for learning in the classroom in order to make it more effective.

Impact

Quality First Teaching

At Wild Bank, we want all of our children to reach their full potential. One of the ways we do this is by ensuring that all our children are given Quality First Teaching. This means that our teaching emphasises high quality, inclusive methods and strategies which help all children to overcome any barriers to their learning and provides opportunities for challenge and curiosity.

Quality first teaching – from the children's perspective

The children have told us that their favourite lessons are:

- when we do practical lessons
- when we have trips and visits to help our learning
- when we learn interesting facts that we didn't know before
- when we move about and work together
- when we do some something new
- when we learn new skills
- when we use technology
- when we learn new ways of doing things
- when we learn from experts
- when we are creating and making things
- when we are given responsibility for our own learning
- when we try something new for the first time

The children's views inform our lesson planning.

Effective Quality First Teaching at Wild Bank

> Tell me and I will forget
> Show me and I will understand
> Involve me and I will remember
>
> Confucius

Teachers will consider intended learning outcomes, and the needs of the children when planning, content and activities.

All lessons have clear learning objectives

- Learning objectives are displayed and shared orally in child friendly language.
- Learning objectives clearly describe what learners should know, understand or be able to do by the end of the lesson and the reasons for learning it.
- Learning objectives are referred to regularly throughout lessons.
- When marking pupils' work, the main focus is on whether pupils have the achieved the learning objective.

All lessons are clearly differentiated to enable all pupils to access learning

- Different levels of questions are used to stretch the thinking of all pupils.
- Planning (short-term), lessons slides and resources show clear differentiation for all groups of pupils
- All pupils are challenged appropriately.
- The planning of learning is given in small steps and supported by visual clues, including concrete, pictorial and abstract

- Children are taught different strategies to remember important information and are encouraged to use the ways that work for them e.g. highlighting, steps to success, mnemonics, etc.
- Teachers take into account the learning needs of all pupils and adapt teaching methods where appropriate to match their needs.
- Every teacher is a teacher of children with SEN and receives training to ensure they are using the appropriate techniques and resources to support any children with Special Educational Needs
- use appropriate strategies such as 'scaffolding' and encouraging home language to support children with EAL

All pupils are actively engaged in learning
- Pupils show motivation and interest in their learning
- Teachers enthusiasm engages and motivates children.
- Appropriate and flexible strategies are being used across the Curriculum. (Talk4Writing, Oral starters, use of maps/Artefacts, drama)
- Pupil talk outweighs teacher talk.
- Teachers adopt a range of teaching styles (Visual, auditory, kinaesthetic) to promote active learning and enthusiasm among all pupils.
- Opportunities for 'talk partner' work is a regular feature of all lessons.
- A variety of strategies are used to promote participation in whole class discussion. These include the use of lolly sticks to ensure all pupils have opportunity to contribute; all pupils' contributions are valued.
- Mini whiteboards are used for short bursts of activity, to develop understanding and to ensure pupils are active and engaged during lessons.
- High quality resources are carefully selected to promote interest.
- Teachers make regular use of the outdoor learning environment.
- The children are happy and there is a 'buzz' in the air.
- The children feel comfortable to take risks and make mistakes.
- Children's effort and achievement in their work is celebrated using a range of age appropriate strategies including 'Class Dojo', 'SPARKLE Certificates', verbal and written praise etc.
- Children work in flexible groups - mixed, pairs and individually

All pupils receive regular and clear feedback which enhances progress
- AFL is embedded in everyday practice and is used to inform teaching and learning.
- Oral feedback throughout the lesson ensures pupils are aware of their progress towards the learning objective.
- Marking is linked to the learning objective and steps to success and clearly identifies next steps.
- Feedback about progress is regular and is given in different ways so pupils know where they need to make improvements and what their next steps are – orally and through consistent use of the school marking policy.
- Pupils are given regular opportunities to respond to marking and feedback in order to move their learning on.
- Learning targets are clearly displayed in pupils' books and are referred to regularly by teachers and pupils.
- Pupils have regular opportunities to self-assess and peer assess against focused steps to success, identifying strengths and next steps.
- All pupils are clear about how they can improve.

- Staff meet and communicate regularly with parents and carers to discuss their children's progress and keep them up to date with what their children are learning so that they can support and encourage their child's continued progress.

Learning is enhanced through regular use of assessment for learning
- Lessons allow pupils to review and build upon prior learning.
- Planning is a working document and is adapted in response to pupils' needs – e.g. to further reinforce a concept or to move the learning on.
- Focused guided group work is used to target the learning needs of specific groups of pupils.
- Misconceptions are challenged and careful questioning is used to guide pupils to reflect on their thinking, allowing them to develop their knowledge and understanding.
- Teachers use the plenary to refer back to the learning intention and gather assessment information and where appropriate move forward onto the next steps.

Learning is enhanced through high expectations of pupils and effective classroom management
- Teachers maintain high expectations of behaviour, work ethic and presentation.
- All children are encouraged to take pride in their work.
- Teachers create a positive and organised learning environment in which all children feel secure and valued.
- Pupils are able to learn from mistakes and see this as a positive part of the learning process.
- Pupils show increased resistance and perseverance with challenging tasks.

Learning is enhanced through the effective use of additional adults
- Additional adults are clearly directed to support learning.
- Support staff are fully engaged with pupils on the carpet and tables during lesson times.
- They are clear about who they are supporting and why.
- Planning is shared in advance with support staff.
- They are involved in assessing pupils' understanding, recording observations and feeding these assessments in to Arbor, MARK or Tapestry, .

Learning is enhanced through a carefully organised classroom environment
- There is a high expectation of achievement and behaviour which is consistently applied and encourages positive attitudes in our pupils.
- Activities and experiences are relevant. The children know what is expected of them, know what they have to do, why they have to do it and understand how it will help them.
- Children are aware of their next steps and fully aware of targets.
- There is continuous assessment during lessons and identification and support for those pupils who are falling behind.
- The principles of Formative Assessment are used so children are actively involved in their own learning.
- Children are encouraged to think independently and express their ideas. Their natural enthusiasm for learning is both valued and encouraged.
- Problem solving activities are used to challenge pupils before new content is introduced.
- Clear routines for working are established by the staff and the children understand the consistent high expectations.

- Resources are well organised, in good condition and easily accessible by the children to foster independence.
- Physical environment is focused on learning, reflecting successful learning and positive about learning.
- Children feel secure in their surroundings and are safe to take risks. All staff have a high regard for the need to safeguard all our pupil's well-being.
- Displays are of a high standard and used as a learning resource to show prior and future learning as well as to promote success by valuing children's achievements is accepted as a mutually beneficial process.
- Displays are used as working walls to support the learning process.
- Displays are used to celebrate pupils' work.
- Teachers set homework which consolidates and extends the knowledge and understanding pupils have acquired.
- All staff develop professional relationships knowing when and how to draw on colleagues for support and advice.
- Independence and the confidence to tackle tasks is promoted in all subject areas.
- Teachers value pupils' comments and contributions.

Learning is enhanced through enrichment activities.
- Teachers take opportunities to enrich the curriculum through promoting wider learning and enjoyment opportunities. For example: off-site visits, inviting visitors into school, music lessons and events, sporting events, themed weeks and assemblies.

Teaching promotes high quality successful learning when there is;
- Good subject knowledge
- Clear objectives which are shared with the children and parents, so that all children and adults understand the intended learning outcomes.
- Lesson structures which impart knowledge and develop understanding through effective use of lesson time.
- A variety of teaching styles and strategies, which reflect the needs of the children, subject matter and learning outcomes.
- All pupils are treated with dignity and relationships are rooted in mutual respect
- All staff are committed to promoting our shared values
- Clear strategies are used for Assessment for Learning
- Teachers reflect systematically on the effectiveness of lessons and their approaches to teaching.
- High standards are expected of pupils, and are frequently made clear to them.

Questioning
Teachers' questions need to be well planned and to both prompt ('What was the name of...') and probe ('What if'...) the children's thinking. The best extension questions are those aimed just above what the child can already do; Vygotsky's "zone of proximal development". We use Bloom Taxonomy question categories to develop children's thinking skills including- knowledge, comprehension, application, analysis, synthesis and evaluation (appendix 1)
- A full range of questions are used across all areas of learning.
- The teacher and support staff adapt their questioning as an assessment tool.
- The teacher uses questioning to help children clarify their understanding.
- HOT questions are used successfully to challenge pupils' ideas and thoughts.

- Children are encouraged to develop their own questioning skills by providing opportunities where children can question each other in a safe environment.
- Questions are found around the classroom environment (Working walls, we want to find out.....)

Mastery Approach to Teaching and Learning

The Mastery learning model forms the basis of our approach to traditional teaching. This means spending greater time going into depth about a subject as opposed to racing through the things that all children should know. Previously, some children had gaps in subject knowledge. We now take learning at a steadier and deeper pace, ensuring that no child is left behind, as well as providing deeper and richer experiences for children who are above the national expectation for their age.

At Wild Bank, we believe it is our duty to ensure that children have an absolutely solid, concrete understanding of subject knowledge and skills so that they are ready for their next stage of learning.

In the 'mastery learning' approach learning is broken down into discrete units and presented in logical order, starting with fluency, and breaking the journey to mastery down in to small steps and carefully considering each step. Pupils are required to demonstrate mastery of the learning from each unit before being allowed to move on to the next, with the assumption that all pupils achieve this level of mastery if they are appropriately supported. Some may take longer and need more help, but the expectation is for all.

We focus on all children achieving what is expected of their age group and not going beyond this. Evidence shows that children need to be able to understand a concept, apply it in a range of situations and then be creative to really understand it. Simply going beyond their age group does not guarantee they understand something, it just means they have heard it.

At our school, no child will be taught content from the year group above them, they will spend time becoming true masters of content, applying and being creative with new knowledge and skills in multiple ways.

Teachers plan and deliver lessons that meet the needs of their classes using the format and strategies that best suit the purpose of the learning:
- **connect with prior learning** – for example, a quick card sort game/think pair share activity
- **share big picture and outcomes** – explain the format of the lesson (what and how), share the objectives (LO – 'To know that…) share the success criteria (by the end of this lesson you will be able to …).

All children must be clear about what they are learning and this should be recorded in child friendly language in any written work.
- **explore and process the learning** – pupils work independently, in pairs, in groups (with and without adult support) on tasks that allow them to practise the skills/process the knowledge in ways that engage the range of different learning styles that pupils possess (for example – drama, artwork, writing, digital learning)
- **review and reflect** – the children 'show what they know' – to what extent they have reached the success criteria and then think about what helped/hindered their progress/what they could do differently next time to improve.

The Curriculum

At Wild Bank, the curriculum is organised in 4 phases- Foundation Stage, KS1, lower KS2 and upper KS2.

The curriculum has been designed in conjunction with pupil voice to be challenging, engaging and exciting to our pupils. It is completely bespoke yet closely aligned to the skill and knowledge expectations that are outlined in the Primary National Curriculum.

The model of the curriculum we have created follows the principles of a Chris Quigley's mastery curriculum whereby children make cohesive links between subjects. The skills curriculum is driven through motivating, immersive topics that "hook" the children's interest and leads them through enquiry based learning journey. Within the journey, the pupils will build upon content, knowledge and application of pre-requisite skills year upon year.

The holistic design is relevant to the children and ensures that the curriculum taps into the local area and proves to be culturally significant for our learners. English, maths, science and computing continue to be taught discreetly, with relevant links to topics being made where applicable.

The curriculum will be continuously developed throughout this academic year.

Year 1 Seasonal Changes – throughout year	The U.K. Everyday Materials DT - Structures	The Great Fire of London Everyday Materials Art – In the Dark of the Night	Amazing People Animals, inc. Humans Art - Portraits	Oceans Animals, inc. Humans Art - Weather	Australia Plants DT – Moving pictures	Fantastic Firsts Plants DT – Preparing fruit and vegetables
Year 2	The Great Fire of London Uses of Everyday Materials Art – Dreams and Nightmares	U.K. cities Uses of everyday Materials DT – Preparing fruit and vegetables	Oceans Living Things and their Habitats Art – Scenes of the Sea	Amazing Women Scientist Study DT- Moving Vehicles- axels	Fantastic Firsts Plants Art – The Jungle	Australia Animals, inc. humans DT – Animal prints on textile
Year 3	Stone Age to Iron Age Rocks Art – Animals	Earthquakes and Volcanoes Light Art – Art Deco	Ancient Egypt Scientist Study DT- shell structures including computer-aided design	Rivers and Landscapes Forces and Magnets DT – Textiles- 2D to 3D product	The Romans Plants DT – Healthy and varied food	Europe Animals, inc. humans Art – The Renaissance
Year 4	Earthquakes and Volcanoes Sound Art – Abstract Art	Stone Age to Iron Age Electricity DT - Electrical systems- circuits, switches	Rivers and Landscapes States of Matter Art –Cityscapes	Ancient Egypt Living Things and their Habitats DT –Food- healthy and varied diet	Europe Scientist Study DT – Mechanical systems- levers and linkages	The Romans Animals, inc. Humans Art- Myths and Legends
Year 5	The Americas Earth and Space Art- Surrealism	Tudors Living things and their habitats DT – Structures-frame	Biomes Scientist Study DT- Electrical systems- programming, control & monitoring	Ancient Greece Forces DT – Food- cultural and seasonal	Maps Materials Art- futurism	WWII Animals, inc. humans Art – Art and Religion
Year 6	Tudors Electricity DT- Food- culture and seasonality	The Americas Evolution Art – Pop Art	Ancient Greece Animals, inc. humans DT – Mechanical systems- pulleys/ gears	Biomes Light Art – Art in Fashion	WWII Scientist Study DT – Textiles- combining different fabric shapes, computer-aided design	Maps Living things and their habitats Art – Cultural Tradition in art

History		Geography		Science	Art

Our Foundation Stage has a rolling curriculum and is based around high quality texts and pupil voice.

Homework is used to reinforce and extend learning.

- The homework set is in accordance with the school's policy on age-related expectations regarding its breadth, balance and frequency.
- Advantage is taken of lesson plenaries to set children further challenging questions for informal consideration where appropriate.
- The homework set should always be linked to the learning in class, or to ongoing objectives in continuous units, for example spelling work.

Half term homework projects are set to hook children in to their new topic and actively encourage parental engagement.

Developing Vocabulary

The development of a rich vocabulary is important in helping children develop both the ability to understand spoken and written language and acquiring a control of language that enables them to express their ideas and feelings clearly.

One key aspect of a child's language development is the growth of their vocabulary – the words they can understand and the words they use to communicate. There is a strong relationship between vocabulary and comprehension, where a broad vocabulary (knowing lots of words) and a deep vocabulary (knowing those words well) correlates with better understanding.

When children write, a wider vocabulary gives them a rich palette with which to express their ideas, choosing a word to communicate with elegance and precision.

New vocabulary is identified at the planning stage of all subjects. Our lesson design approach highlights the new vocabulary necessary in a lesson or series of lessons. It is explicitly taught, using a variety of different strategies, and is on display in the classroom.

Marking and Assessment

Formative assessment

Staff should judge the success of the pupil in achieving the learning intention (which mirrors National Curriculum objectives, and Chris Quigley's milestones) across the sequence of lessons. Not every lesson will have written work associated with it, it is good practice to provide high quality speaking and listening activities. During these lessons teachers should assess a pupil's progress from their verbal interaction in the lesson.

Summative assessment

Teachers should note children's progress towards achieving the learning intentions in the child's exercise book. This may take the form of annotation in light of verbal feedback; or formal written feedback. Our Marking Policy and Feedback Marking Posters (see Appendix 2) should be adhered to with regard to marking depth, frequency and content.

Both formative and summative assessments should be used to update subject-specific AfL trackers half- termly, in order to monitor progress and inform future planning.

Early Years

Early Years staff note the children's success in achieving the learning intentions in their observation on Tapestry. Tapestry is a secure online Learning Journal to record photos, observations and comments, in line with the Early Years Foundation Stage curriculum, to build up a record of the children's

experiences during their time at Wild Bank. The Early Years Profile is also marked off and dated as each child achieves the intentions. This information is then used to inform the next planning cycle.

Accountability and Progress
Year 1 children undertake a statutory Phonics Screening Test – administered by the class teacher and reported via the government portal.

From June 2021, Year 4 children will complete a statutory online multiplication assessment.

Statutory Assessment Tests (SATs) in Maths and Reading are currently undertaken in the Summer Term of Year 2 and Year 6. Teachers in these year groups also submit assessment data for Writing – which is subject to external county moderation.

Internal and inter-school moderation of writing across all year groups ensures consistency of approach and validity of teacher judgements.

At the end of each term each teacher should have a clear idea of levels of attainment for each child in their class in reading, writing and maths. These teacher assessments are inputted in Arbor and the standardised scores of our Reading and Maths test are also uploaded to Arbor; in order to monitor progress and attainment. Once shared with the Head Teacher, the progress of individual children is discussed at pupil progress meetings and intervention is actioned as necessary.
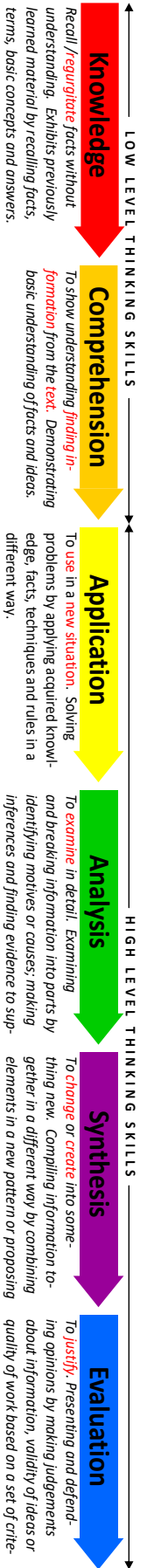
Throughout the year, in half termly meetings with the Head or SLT, progress should be measured in terms of percentage making expected progress; and in comparison to outcomes projected from the most recent statutory benchmark (EYFS data for children in KS1; and KS1 data for children in KS2).

Equal Opportunities
This policy aims to promote equalities and challenge stereotypes. We provide an inclusive curriculum which **all** children are able to access and through which all children are able to achieve.

Teaching and learning are monitored robustly in our school to ensure a consistency of approach and the impact of approaches on learning for all our pupils.

Appendix 1- Bloom's taxonomy Planning Kit

Bloom's Taxonomy: Teacher Planning Kit

LOW LEVEL THINKING SKILLS — HIGH LEVEL THINKING SKILLS

Knowledge
Recall / *regurgitate* facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

Key words:

Choose	Observe
Copy	Omit
Define	Quote
Duplicate	Read
Find	Recall
How	Recite
Identify	What
Label	Recognise
List	Record
Listen	Relate
Locate	Remember
Match	Repeat
Memorise	Reproduce
Name	Retell
	Select
	Show
	Spell
	State
	Tell
	Trace
	Write

Actions:
Describing, Finding, Identifying, Listing, Locating, Naming, Recognising, Retrieving

Outcomes:
Definition, Fact, Label, List, Quiz, Reproduction, Test, Workbook, Worksheet

Questions:
- Can you list three …?
- Can you recall …?
- Can you select …?
- How did ___ happen?
- How is …?
- How would you describe …?
- How would you explain …?
- How would you show …?
- What is …?
- When did …?
- When did ___ happen?
- Where is . . .?
- Which one …?
- Who was …?
- Who were the main . . .?
- Why did …?

Comprehension
To show understanding *finding information* from the text. Demonstrating basic understanding of facts and ideas.

Key words:

Ask	Outline
Cite	Predict
Classify	Purpose
Compare	Relate
Contrast	Rephrase
Demon-strate	Report
	Restate
Illustrate	Review
Indicate	Show
Infer	Summarise
Interpret	Translate
Match	
Observe	
Generalise	
Give examples	
Extend	

Actions:
Classifying, Comparing, Exemplifying, Explaining, Inferring, Interpreting, Paraphrasing, Summarising

Outcomes:
Collection, Examples, Explanation, Label, List, Outline, Quiz, Show and tell, Summary

Questions:
- Can you explain what is happening . . . what is meant . . .?
- How would you classify the type of …?
- How would you compare …?contrast …?
- How would you rephrase the meaning …?
- How would you summarise …?
- What can you say about …?
- What facts or ideas show …?
- What is the main idea of …?
- Which is the best answer …?
- Which statements support …?
- Will you state or interpret in your own words …?
- What examples can you find to …?
- What is the main idea …?

Application
To *use* in a *new situation*. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

Key words:

Act	Employ
Administer	Experiment with
Apply	Group
Associate	Identify
Build	Illustrate
Calculate	Interpret
Categorise	Interview
Choose	Link
Classify	Make use of
Connect	Manipulate
Construct	Model
Correlation	Organise
Demonstrate	Perform
Develop	Plan
Dramatise	Practice
	Relate
	Represent
	Select
	Show
	Simulate
	Solve
	Summarise
	Teach
	Transfer
	Translate
	Use

Actions:
Carrying out, Executing, Implementing, Using

Outcomes:
Demonstration, Diary, Illustrations, Interview, Journal, Performance, Presentation, Sculpture, Simulation

Questions:
- How would you use …?
- What examples can you find to …?
- How would you solve ___ using what you have learned …?
- How would you organise ___ to show …?
- How would you show your understanding of …?
- What approach would you use to …?
- How would you apply what you learned to develop …?
- What other way would you plan to …?
- What would result if …?
- Can you make use of the facts to …?
- What elements would you choose to change …?
- What facts would you select to show …?
- What questions would you ask in an interview with …?

Analysis
To *examine* in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

Key words:

Analyse	Prioritize
Appraise	Question
Arrange	Rank
Assumption	Reason
Breakdown	Relation-ships
Categorise	Reorganise
Cause and effect	Research
Choose	See
Classify	Select
Compile	Separate
Compose	Similar to
Connect	Simplify
Construct	Survey
Convert	Take part in
Correlation	Test for
Design	Theme
Differences	Comparing
Discover	
Discriminate	
Dissect	
Distinction	
Distinguish	
Divide	
Establish	
Examine	
Find	
Focus	
Function	
Group	
Highlight	
In-depth discussion	
Inference	
Inspect	
Investigate	
Isolate	
List	
Motive	
Omit	
Order	
Organise	
Point out	

Actions:
Attributing, Deconstructing, Integrating, Organising, Outlining, Structuring

Outcomes:
Abstract, Chart, Checklist, Database, Graph, Mobile, Report, Spread sheet, Survey

Questions:
- What are the parts or features of …?
- How is ___ related to …?
- Why do you think …?
- What is the theme …?
- What motive is there …?
- Can you list the parts …?
- What inference can you make …?
- What conclusions can you draw …?
- How would you classify …?
- How would you categorise …?
- Can you identify the difference parts …?
- What evidence can you find …?
- What is the relationship between …?
- Can you make a distinction between …?
- What is the function of …?
- What ideas justify …?

Synthesis
To *change* or *create* into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Key words:

Adapt	Estimate
Add to	Experiment
Build	Extend
Change	Formulate
Choose	Happen
Combine	Hypothesise
Compile	Imagine
Construct	Improve
Convert	Innovate
Create	Integrate
Delete	Invent
Design	Make up
Develop	Maximise
Devise	Minimise
Discover	Model
Discuss	Modify
Elaborate	Original
	Originate
	Plan
	Predict
	Produce
	Propose
	Reframe
	Revise
	Rewrite
	Simplify
	Solve
	Speculate
	Substitute
	Suppose
	Tabulate
	Test
	Theorise
	Think
	Transform
	Visualise

Actions:
Constructing, Designing, Devising, Inventing, Making, Planning, Producing

Outcomes:
Advertisement, Film, Media product, New game, Painting, Plan, Project, Song, Story

Questions:
- What changes would you make to solve …?
- How would you improve …?
- What would happen if …?
- Can you elaborate on the reason …?
- Can you propose an alternative …?
- Can you invent …?
- How would you adapt ___ to create a different …?
- How could you change (modify) the plot (plan) …?
- What could be done to minimise (maximise) …?
- What way would you design …?
- Suppose you could ___ what would you do …?
- How would you test …?
- Can you formulate a theory for …?
- Can you predict the outcome if …?
- How would you estimate the results for …?
- What facts can you compile …?
- Can you construct a model that would change …?
- Can you think of an original way for the …?

Evaluation
To *justify*. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

Key words:

Agree	Measure
Appraise	Opinion
Argue	Perceive
Assess	Persuade
Award	Prioritise
Bad	Prove
Choose	Rate
Compare	Recommend
Conclude	Rule on
Consider	Select
Convince	Support
Criteria	Test
Criticise	Useful
Debate	Validate
Decide	Value
Deduct	Why
Defend	
Determine	
Disprove	
Dispute	
Effective	
Estimate	
Evaluate	
Explain	
Give reasons	
Good	
Grade	
How do we	
Importance	
Infer	
Influence	
Interpret	
Judge	
Justify	
Mark	

Actions:
Attributing, Checking, Deconstructing, Integrating, Organising, Outlining, Structuring

Outcomes:
Abstract, Chart, Checklist, Database, Graph, Mobile, Report, Spread sheet, Survey

Questions:
- Do you agree with the actions/outcomes …?
- What is your opinion of …?
- How would you prove/disprove …?
- Can you assess the value/importance of …?
- Would it be better if …?
- Why did they (the character) choose …?
- What would you recommend …?
- How would you rate the …?
- What would you cite to defend the actions …?
- How would you evaluate …?
- How could you determine …?
- What choice would you have made …?
- What would you select …?
- How would you prioritise …?
- What judgement would you make about …?
- Based on what you know, how would you explain …?
- What information would you use to support the view …?
- How would you justify …?
- What data was used to make the conclusion …?