

Experiences and Outcomes

- I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 6-44a / HWB 1-44a
- Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others. MMU 2-03a
- I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. LIT 3-15a / LIT 4-15a

The Learner
Planning together for learning, teaching and assessment

Principles and Practice

- Health and wellbeing and being responsible for all
- Partnership for learning: harmony across learning
- Collaborative learning: history across learning

Learning Intentions
Standards and expectations for planned learning

Success Criteria
Clear, relevant and measurable definitions of success. Learners involved in creating them. In pupil language.

Learning Experiences
Rich activities planned to take account of the Es and Os and the design principles

Evidence
A range of appropriate evidence

Assessment Approaches
Assess: Progress.
Assess: Breadth, challenge, application

Evaluate Learning
Collaborative approaches to evaluate the evidence of learning

Feedback and Next Steps

Reporting on Progress
Reporting to learners, parents and others

NAR Flowchart

Refer to 'Using the NAR Flow Chart – Step by Step Instructions' guidance notes

Feedback and next steps should relate directly to **success criteria** and consider **progress, breadth, challenge and application**

Ensure **evidence** reflects **Learning Intentions**

Ensure **assessment approaches** are built on **success criteria**

Professional **reflection** should build upon **moderation discussions**