Enterprise Learning Alliance
Teaching and Learning Policy

Date	Approval Date	Review Date
27–06–22	18–10–2022	26–06–23

Contents

1. Aims

The ELA vision is:

Aspirational Destination Pathways

EMPOWER	LEARN	ACHIEVE
Empower our pupils to live in the wider world by taking ownership of their emotional wellbeing, behaviour and social development to open up multiple destination pathways.	Learn new skills and expand their knowledge in a wide range of contexts and subjects to open up multiple destination pathways.	Achieve the best possible outcomes in a wide range of qualifications to open up multiple destination pathways.

We achieve this by supporting our pupils to be in the Right Place, Ready to Learn and Respectful.

Our school vision underpins the practice of all staff. We commit to this by::

We will plan and teach an ambitious curriculum which supports ALL pupils to meet national expectations and aspirational destination pathways. We will consistently hold high expectations and share our excellent subject knowledge with pupils in a way they will understand. We will use assessments, with a clear start and end point, to identify misconceptions, give clear feedback and adapt our teaching as required.

The learning that takes place in our school is important therefore we will support pupils to memorise long term concepts and link ideas together. We will develop their literacy and understanding of mathematical concepts.

We will commit to our own continued professional development and understanding that the well being of all staff and pupils is paramount.

EMPOWER LEARN AND ACHIEVE

This policy aims to:

> Explain how we'll create an environment at our school where pupils learn best and love to do so

> Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school

> Promote high expectations and raising standards of achievement for all pupils in our school

> Involve pupils, parents and the wider school community in pupils' learning and development

2. Our guiding principles

Link to school vision and values

At the ELA, pupil's learning, well-being and personal development is fundamental to every we do. We support our school vision through: Empower, Learn and Achieve

Our pupils learn best at our school when they:

> Have their basic physical needs met

> Feel secure, safe and valued

> Feel a sense of belonging to the group

> Are engaged and motivated

> Can see the relevance of what they are doing to them now and in the future

> Know what outcome is intended

> Can link what they are doing to other experiences

> Understand the task

> Have the physical space and the tools needed

> Have access to the necessary materials

> Are not disrupted or distracted by others

> Can work with others or on their own, depending on the task

> Are guided, taught or helped in appropriate ways at appropriate times

> Can apply what they are learning

> Can apply the learning in both familiar and new contexts

> Can persevere when learning is hard

> Can manage their emotions if things are not going well

> Recognise that all learners make mistakes and mistakes can help us learn

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. See Home-School agreement for further information.

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our school will:

> Follow the expectations for teaching and professional conduct as set out in the <u>Teachers' Standards</u>

> Actively engage parents/carers in their child's learning via the website, phone calls home and target setting days including clearly communicating the purpose of home learning

> Update parents/carers on pupils' progress through Class Charts, and produce written report on their child's progress

> Meet the expectations set out in; Curriculum Policy, Teaching and Learning, Behaviour Policy, Marking and Feedback Policy and all other relevant policies.

3.2 Support staff

Support staff at our school will:

> Know pupils well and differentiate support to meet their individual learning needs

> Support teaching and learning with flexibility and resourcefulness

> Use agreed assessment for learning strategies

> Use effective marking and feedback as required

> Engage in providing inspiring lessons and learning opportunities

> Feedback observations of pupils to teachers

> Ask questions to make sure they've understood expectations for learning

> Identify and use resources to support learning

> Have high expectations and celebrate achievement

> Demonstrate and model themselves to learners

> Meet the expectations set out in the curriculum policy, behaviour policy, marking and feedback policy and all other relevant policies

3.3 Subject Leaders

Subject Leaders at our school school will:

> Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills

> Sequence lessons in a way that allows pupils to make good progress from their starting points

> Use assessment well to identify clear strengthes, areas for development and plan next steps

> Suggest resources to provide teachers with necessary resources for learning

- Drive improvement in their subject/phase, working with teachers to identify any challenges

- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data

- Improve on weaknesses identified in their monitoring activities

- Create and share clear intentions for their subject/phase

- Encourage teachers to share ideas, resources and good practice

- Meet the expectations set out in curriculum policy, behaviour policy, and marking and feedback policy

3.4 Lead Teachers

Lead Teachers at our school will:

- Create timetables which allow teachers adequate opportunity to teach the breadth and knowledge of the course

- Support the organisation of summative assessments in their setting

- Timetable and collate intervention timetables

- Meet the expectations set out in the curriculum policy, marking and feedback policy

3.4 Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all

- Celebrate achievement and have high expectations for everyone

- Hold staff and pupils to account for their teaching and learning

- Plan and evaluate strategies to secure high-quality teaching and learning across the school

- Manage resources to support high-quality teaching and learning

- Provide support and guidance to other staff through coaching and mentoring

- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge

- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate

- Address underachievement and intervene promptly

- Meet the expectations set out in the curriculum policy, behaviour policy, and marking and feedback policy

3.5 Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others

- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn

- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson

> Be curious, ambitious, engaged and confident learners

> Know their targets and how to improve

> Put maximum effort and focus into their work

> Complete home learning activities as required

> Meet the expectations set out in the Behaviour policy and other relevant school policies

3.6 Parents and carers

Parents and carers of pupils at our school will:

> Value learning

> Encourage their child as a learner

> Make sure their child is ready and able to learn every day

> Support good attendance

> Participate in discussions about their child's progress and attainment

> Communicate with the school to share information promptly

> Provide resources as required to support learning

> Encourage their child to take responsibility for their own learning

> Support and give importance to home learning

3.7 Management Committee

Members of the Management Committee at our school will:

> Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning

> Monitor the impact of teaching and learning strategies on pupils' progress and attainment

> Monitor the effectiveness of this policy and hold the headteacher to account for its implementation

> Make sure other school policies promote high-quality teaching, and that these are being implemented

4. Planning

At the Enterprise Learning Alliance (ELA) we recognise that pupils who attend the school exhibit a wide range of both emotional and educational needs, which by their very nature can impinge negatively upon their progress.

The intent is always to provide them with the highest quality provision.

The ELA provides a curriculum which is enriched by a range of planned activities and experiences to enhance learning and personal development so that all young people:

EMPOWER	LEARN	ACHIEVE
Empower our pupils to live in the wider world by taking ownership of their emotional wellbeing, behaviour and social development to open up multiple destination pathways.	Learn new skills and expand their knowledge in a wide range of contexts and subjects to open up multiple destination pathways.	Achieve the best possible outcomes in a wide range of qualifications to open up multiple destination pathways.

The ELA curriculum seeks to promote the following values:

> Education as an important and on-going process, which enriches the lives of all members of the community and through this, the society in which they live and to which they contribute.

> Education as a route to the spiritual, moral, social, cultural, physical and mental development, and thus the well-being, of the individual.

> Education as a route to equality of opportunities for all.

> Education should also reaffirm our commitment to the virtues of truth, justice, honesty, tolerance, trust, respect and a sense of duty.

The implementation of the curriculum therefore, is flexible, inclusive and offers continuity, coherence and progression.

The ELA curriculum motivates and provides challenge for all young people whatever their ability and promotes achievement for all with the desired impact of a positive destination for all pupils.

It is important that schools referring pupils to their AP/PRU support the curriculum offer and where appropriate, work with the PRU to ensure smooth reintegration and transition.

The curriculum offer:

Key Stage 3

Key stage 3 provision at the ELA provides short term respite and reintegration support. Therefore, the Key stage 3 curriculum not only provides a core offer of English, mathematics and P.E, but focuses on additional learning and intervention to promote personal development and wellbeing skills. A minimum of 3 further subjects are delivered with the support of the local schools to ensure successful transition and reintegration.
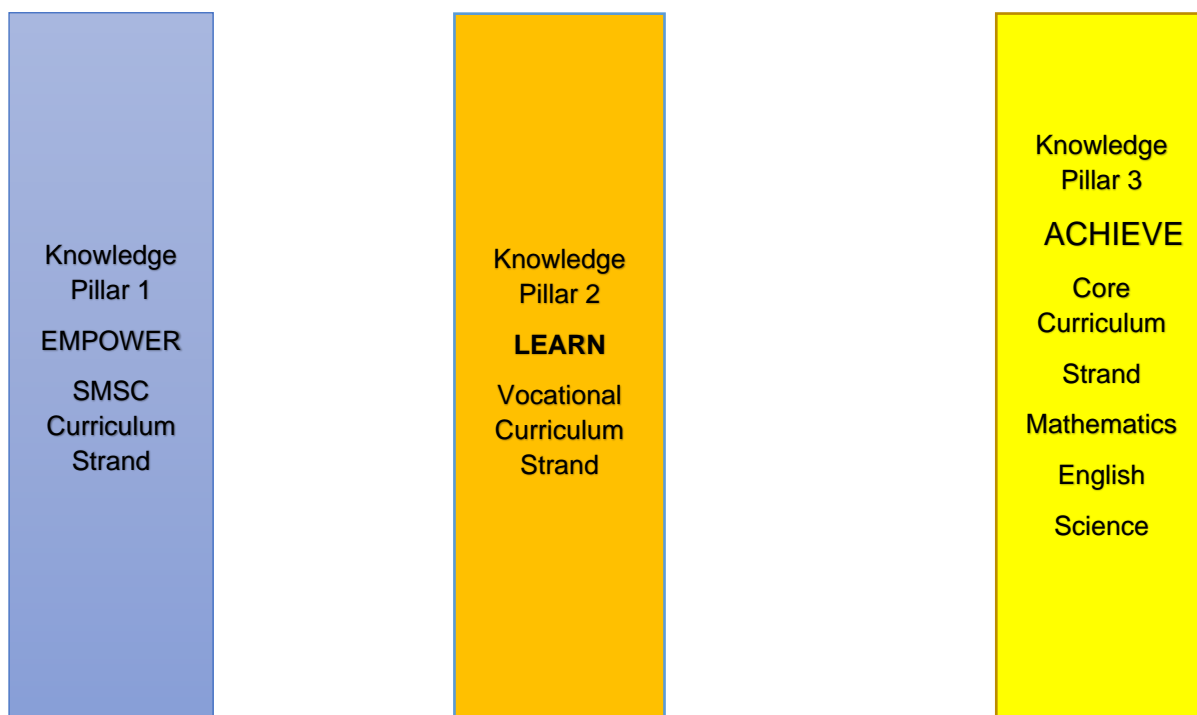
Key Stage 4

Whilst pupils attending the (ELA) are not considered less academically able, it is recognised that their   learning, prior to the point of them being referred, is likely to have been significantly disrupted. Therefore the ELA focus on the following:

- Percentage of pupils staying in education or employment after key stage 4 (destination)
- Percentage of pupils achieving the threshold in English and mathematics
- Progress, from key stage 2,
- Progress, from key stage 2, towards their identified destination pathway

The Enterprise Learning Alliance curriculum consists of three Knowledge Pillars

Enterprise Learning Alliance Curriculum Intent

The ELA curriculum motivates and provides challenge for all young people whatever their ability and promotes achievement for all with the desired impact of a positive destination for all pupils.

Knowledge
Pillar 1

EMPOWER

SMSC
Curriculum
Strand

Knowledge
Pillar 2

LEARN

Vocational
Curriculum
Strand

Knowledge
Pillar 3

ACHIEVE

Core
Curriculum
Strand

Mathematics

English

Science

Lessons will be planned well to ensure strong short, medium- and long-term progress.

All subjects will be expected to hold a Curriculum Map showing the yearly overview, Termly Skills Overview and Knowledge Organiser for each new topic/term Further planning expectations include;

- Lesson Objective
- Outline of the lesson in brief

> Vocabulary

> Resources

> Meeting the needs e.g. SEND, challenge and extension

Strong teaching at our school is defined as;

1. **Ambitious.** Plan and teach in a way that challenges pupil's learning, development and attitude

2. **Supporting next steps.** Teaching should support ALL pupils to meet national expectations and support aspirational destination pathways

3. **High expectations.** Consistently hold high expectations of behaviour, attitudes and academic ability.

4. **Excellent subject knowledge.** Teachers should have excellent subject knowledge of all they teach, pedagogy and pedagogical content knowledge.

5. **Use assessment well.** Assessment used to identify misconceptions, give clear feedback and adapt teaching as needed.

6. **Memory.** Support pupils to memorise long term content and link ideas together.

7. **Literacy and Numeracy.** Teachers in all subjects will support pupils to develop their literacy and numeracy

8. **Professional Development and Well Being.** Teachers commit to develop their own teaching through continued professional development and understand that their own well being, and that of all pupils and other staff is of vital importance.

To meet our understanding of strong teaching we understanding through cognitive science and pedagogical research how to best implement this into the classroom

We use three principles:

1. Rosenshine's Principles of Instruction

2. Bloom Taxonomy Question Stems

3. Growth Mindset

Roseshine's Principles of Instruction

Rosenshine's principles of instruction creates a clear research informed framework to develop teaching.

We have adopted Tom Sherrington's four strands as a whole school CPD approach and devised a clear (not exhaustive list) of how this could be implemented in the classroom

The Principles of Instruction	Four Strands	Implementation in the classroom Relevant Instructional Procedures
1. Daily Review	Sequence concepts and modelling	
	Present new material using small steps (2)	Build up to new material through a series of 'chunked' steps or moving down from the big picture (2)
2. Presenting new material using small steps	Provide models (4)	
	Provide scaffolds for difficult tasks (8)	

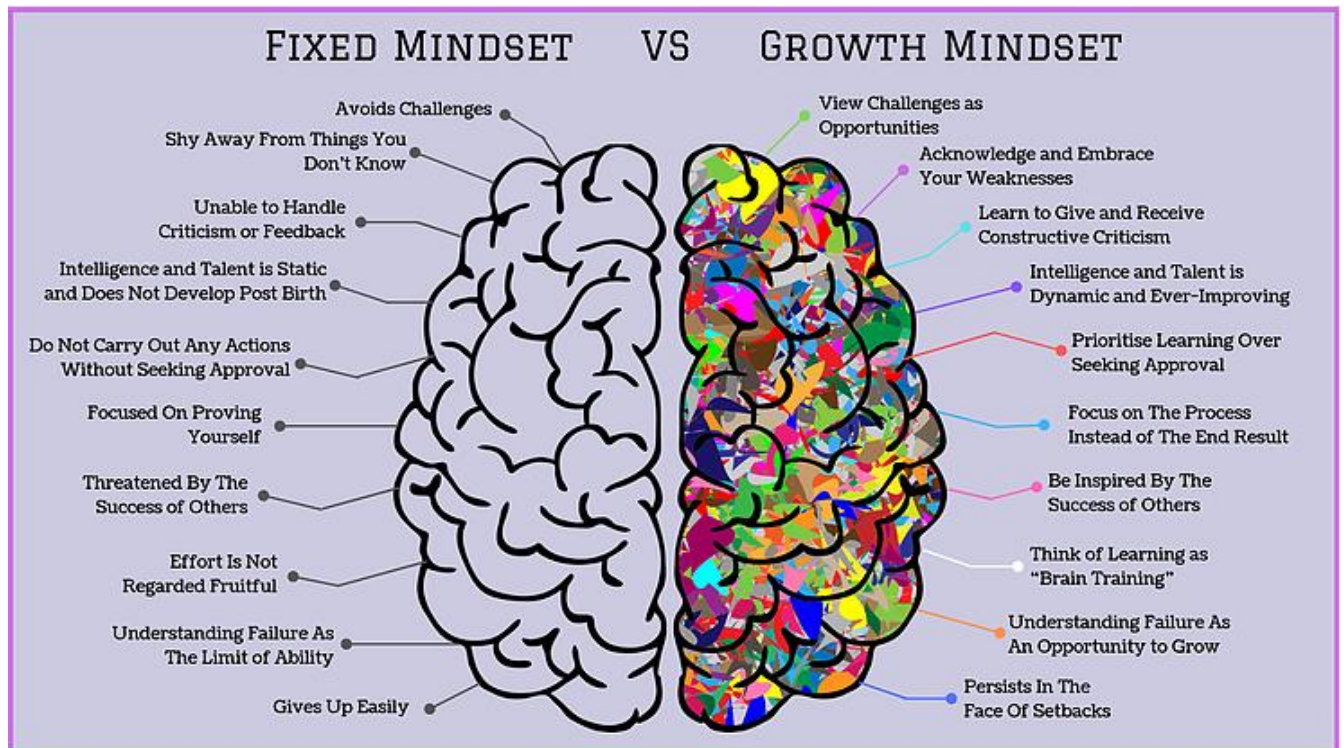|			
3. Ask questions			Models: Examples, linking abstract ideas to more concrete examples or explicit narration of a thought process to solve problems or creative activity (2)
4. Provide models			Scaffolds: Writing frames, exemplars, diagrams (8)
5. Guided student practice		**Questioning** Ask questions (3) Check for student understanding (6)	Ask lots of questions and check understanding of the whole class (3) Allow opportuntities to further probe understanding (6) through second questions and rephrasing (6)
6. Check for student understanding			Not 'Have you understood? BUT 'What have you understood?'
7. Obtain a high success rate		**Reviewing Material** Daily review (1) Weekly and monthly review (10)	Starter: 1)Big Picture, 2)Long term memory link, 3)Short Term Memory Link, 4)New vocabulary and 5)Link to this lesson (1,10)
8. Provide scaffolding for difficult tasks			Review the learning of everyone
			Be clear on the knowledge and skills being reviewed
9. Independent practice			Keep it generative and allow students to think for themselves
			Possible review forms; teacher or student led, written or verbal, multiple choice or open response
10. Weekly and monthly reviews			Students self assessment should be encouraged.
		Stages of practice Guide student practice (5) Obtain a high success rate (7) Independent practice (9)	1. Spend time summarising, rephrasing, elaborating and identifying misconceptions.
			2. Allow opportunities for high success rates for ALL students
			3. Model for independent practice:
			• I DO IT – The teacher explains, models and checks understanding
			• WE DO IT – Student is guided to practice, support gradually withdrawn
			• YOU DO IT – Student becomes independent and fluent

Growth Mindset

We encourage a growth mindset from all of our educators and pupils. Growth mindset is the theory that intelligence can be developed rather than set in stone.

Educators (all those who teach and support teaching)

1. Create an environment where struggling and challenge is normal. Students will develop an understanding that struggling is part of the learning process and create more positive responses to challenge. Challenges should be fun and developmental.

2. Challenge fixed mindsets by reframing language. For example, 'I give up' to be rephrased as 'Let's try a new strategy'

3. Mistakes and feedback is a new learning opportunity. Models and marking are an opportunity to develop their knowledge or understanding.

4. Set manageable goals to forfil student's sense of achievement working towards more complex concepts or tasks

5. Avoid praising intelligence. 'You are so smart' suggests that intelligence is a fixed trait and therefore can be viewed as demotivated. Praise efforts of all students

Pupils

Pupils will be supported to develop a Growth Mindset through establishing a culture in the classroom which in challenge, inspiring, rewards effort and sets manageable goals.

FIXED MINDSET VS GROWTH MINDSET

- Avoids Challenges
- Shy Away From Things You Don't Know
- Unable to Handle Criticism or Feedback
- Intelligence and Talent is Static and Does Not Develop Post Birth
- Do Not Carry Out Any Actions Without Seeking Approval
- Focused On Proving Yourself
- Threatened By The Success of Others
- Effort Is Not Regarded Fruitful
- Understanding Failure As The Limit of Ability
- Gives Up Easily

- View Challenges as Opportunities
- Acknowledge and Embrace Your Weaknesses
- Learn to Give and Receive Constructive Criticism
- Intelligence and Talent is Dynamic and Ever-Improving
- Prioritise Learning Over Seeking Approval
- Focus on The Process Instead of The End Result
- Be Inspired By The Success of Others
- Think of Learning as "Brain Training"
- Understanding Failure As An Opportunity to Grow
- Persists In The Face Of Setbacks

Blooms Taxonomy

As a school we recognise the importance of questioning to develop thinking skills and use Bloom's Taxonomy to develop higher order thinking through questioning, feedback and assessment.

See Appendix 1

Learning environment

When pupils are at school, learning will take place in classrooms, outdoor spaces, halls and mobiles. These spaces will be kept safe, clean and ready for pupils to use them

They will be arranged to promote learning through:

> Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas

> Posters and/or displays of material pupils have previously learned about and can identify

> Vocabulary displays

> Accessible resources for learning such as books, worksheets and other equipment

> A seating layout that allows everyone to see the board and participate

> Displays that celebrate and support pupils' learning

6. Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

> Pupils with special educational needs and disabilities (SEND)

> Pupils with English as an additional language (EAL)

> Disadvantaged pupils

Pupils that are most able

We use the following strategies to support this:

> Using support staff effectively to provide extra support

> Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress

> Providing writing frames and word banks

Further reference on be found in our SEND Policy and Equality Information and Objectives Statement.

7. Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available through ClassCharts and can be sent home as a physical copy at the parent's request.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Any necessary equipment or resources will be provided, loaned or made accessible.

8. Marking and feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

It will be given in real time through the use of dynamic marking, self or peer assessment and verbal feedback. All pupils' books will be marked weekly

See Assessment and Feedback Policy.

See Appendix 1 & 2

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment. Individual subjects will define formative assessments methods and summative assessment data will be collated three times a year.

We will provide regular targets for pupils, and provide verbal reports three times a year (Target Setting). Pupils will receive a written report termly. See Assessment and Feedback Policy

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders and subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Planning scrutinies
- Book scrutinies
- Lesson observations

Further details can be found in the QA Cycle document and Performance Management Policy

11. Review

This policy will be reviewed every year by the Assistant Headteacher responsible for the quality of teaching and learning. At every review, the policy will be shared with the full Management Committee.

12. Links with other policies

This policy links with the following policies and procedures:

> Behaviour policy

> Literacy Policy

> SMSC

> Curriculum Policy

> SEN/SEND policy and information report

> Home-school agreement

> Assessment and Feedback policy

> Non-examination assessment policy

> Equality information and objectives

Marking Policy

All feedback must be linked to the success criteria and learning objectives.

Teachers should provide formative feedback using 'next step' guidance to enable young people to see where success has been achieved and offer further guidance to improve their learning.

Teachers should find the strengths in a piece of work and offer feedback which is positive and constructive .

Mistakes should not be over-marked as pupils can become discouraged by the quantity of corrections. Teachers to ensure marking is appropriate to the age and ability of the young person.

All written work/ assignments should be returned to pupils promptly in line with the school policy.

Feedback should follow the agreed marking code including; // – New Paragraph, P –punctuation error, word circled – spelling mistake, word(s) underlined – grammatical error.

Lessons should be clearly differentiated with personalised learning targets to ensure pupils are able to make rapid and significant progress

Presentation of Work!

Does my book cover clearly show my name, class and teacher?

Is the Core Sticker on the front of my book in the right hand corner?

Is there any graffiti on my work? Have I covered any old graffiti?

Have I used a margin where applicable?

Is my work clearly identified with the date and learning objective?

Have I used a ruler for straight lines?

Have I used a pencil for drawings?

Have I used a black or blue pen or a pencil?

Is my handwriting well-presented and legible?

STARTER TEMPLATE

Big Picture
Lesson Objective
Key Vocabulary

Long Term Memory Link (if applicable)	Short Term Memory Link	Link to this Lesson
Summarise in two lines what is happening in this picture.	Last lesson	

Using your anthology, identify language which shows the power of humans.

Right Place   Ready to Learn   Be Respectful

—— LOW LEVEL THINKING SKILLS —————————————— HIGH LEVEL THINKING SKILLS ——→

Bloom's Taxonomy: Teacher Planning Kit

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

Key words:

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

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	Extend	Outline
Cite	Generalise	Predict
Classify	Give exam-	Purpose
Compare	ples	Relate
Contrast	Illustrate	Rephrase
Demon-	illustrate	Report
strate	Indicate	Restate
Discuss	Infer	Review
Estimate	Interpret	Show
Explain	Match	Summarise
Express	Observe	Translate

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 ...?

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

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

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	Plan
Add to	Experiment	Predict
Build	Extend	Produce
Change	Formulate	Propose
Choose	Happen	Reframe
Combine	Hypothesise	Revise
Compile	Imagine	Rewrite
Compose	Improve	Simplify
Construct	Innovate	Solve
Convert	Integrate	Speculate
Create	Invent	Substitute
Delete	Make up	Suppose
Design	Maximise	Tabulate
Develop	Minimise	Test
Devise	Model	Theorise
Discover	Modify	Think
Discuss	Originate	Transform
Elaborate	Originate	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) ...?
- Can you predict the outcome if ...?
- 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 ...?
- 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	Disprove	Measure
Appraise	Dispute	Opinion
Argue	Effective	Perceive
Assess	Estimate	Persuade
Award	Evaluate	Prioritise
Bad	Explain	Prove
Choose	Give reasons	Rate
Compare	Good	Recommend
Conclude	Grade	Rule on
Consider	How do we	Select
Convince	know?	Support
Criteria	Importance	Test
Criticise	Infer	Useful
Debate	Influence	Validate
Decide	Interpret	Value
Deduct	Judge	Why
Defend	Justify	
Determine	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 ...?