



Teaching and Learning Policy

This policy has been produced for GEMS FirstPoint School, when 'The School' is referred to in this policy it is solely GEMS FirstPoint School that is being referred to.

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Vision

Teaching across FPS is consistently outstanding and ensures maximum student outcomes and 'no limit' attitudes. Learners are happy, engaged and inquisitive and have the courage and confidence to exceed traditional expectations. Teachers are happy, knowledgeable and comfortable and work with passion to maximise each learner's potential. Teaching and learning maintains a rigorous and continuous drive to be inclusive, accelerate learning and develop personalised learning pathways. Assessment systems ensure a continuum of learning and the development of personalised pathways.

Principles

At FPS, Teaching and Learning continuously strives to be outstanding and beyond. FPS works with all family members to make sure that all views are considered therefore ensuring that pupils are continually working to maximise their full potential. This policy communicates how all members of the FPS family contribute to ensure Teaching and Learning is at the core of the School and how an ethos is established so that an organic approach is created. Our staff have exceptional knowledge and a deep understanding of where pupils are at in their learning journey. The pupils at FPS develop genuine awareness of their learning and know how to progress to the next steps. To support this, our parents have access to key information regarding their child(ren) which enables relationships between parents, staff and pupils to be strong and to ensure that learning journeys are enhanced and supported at every opportunity.

Aims:

The main aims of this policy are:

- To maintain outstanding Teaching and Learning across FPS.
- To ensure learning is accessible to **all** pupils at FPS.
- To establish clear expectations for Teaching and Learning.
- To ensure digital technology is fully utilised to enhance Teaching and Learning.
- To promote a consistent and coherent approach to Teaching and Learning across each phase of FPS.
- To promote a FPS and wider community understanding of Teaching and Learning.
- To ensure that Teaching and Learning fully encompasses the FPS values.

Outstanding conditions for learning at FPS:

At FPS, outstanding learning is continuous because of the environment that it occurs in. Every member of the FPS family has a responsibility to ensure these conditions remain exemplary so that pupils truly excel at every opportunity. The following aspects are key indicators that provide an outstanding learning climate at FPS.

- Our FPS core values are celebrated across the School and the FPS family. It is evident that our core values support our pupils to be the best learners they can be.
- Teachers at FPS have an unshakeable passion for their work. Pupils identify this passion whenever they interact with teaching staff and feel inspired as a result.

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- The learning environment at FPS is exceptional. The climate within classrooms and around the School is highly effective for learning and promotes progress and aspiration. The environment is safe and advocates the FPS and UAE values.
- Marking and feedback is used to encourage pupils and to enable them to confidently move to the next steps of their learning.
- Parents are a key contributor our pupils' learning journeys at FPS. All parents will be encouraged to play an active role in their child's learning and are invited to communicate regularly with teachers. Teachers will ensure that information regarding pupils' learning is shared so that ongoing and developmental support can be given from parents.
- Where appropriate, Industry Partners inspire pupils to develop across their different specialisms and ensure they are making excellent progress at all times.
- Monitoring at FPS is a continual, supportive process whereby schedules are adhered to and feedback is given consistently in order to enhance pupils' learning.
- At FPS, all learning has a purpose. Pupils understand the differing avenues that FPS prepares them for and they feel supported and enabled to make the right choices for themselves and their futures.
- Pupils at FPS develop a genuine awareness of learning. Our pupils are reflective, independent and inquisitive. They are comfortable asking for help and understand that other learners work at different paces and levels to them.
- All pupils are encouraged to be Digital Leaders. Pupil learning journeys are enhanced through digital technologies. Pupils are aware of their digital ability and how they can utilise this to enhance their learning opportunities.

Outstanding conditions for teaching at FPS

Our teachers at FPS work with professionalism, commitment, respect and trust. Teachers strive to ensure our pupils are receiving an education at the highest standard and provide an infinite number of learning opportunities. Teachers work with transparency and are always willing to share their outstanding work and collaborate with others. The following aspects are key indicators of outstanding teaching at FPS.

- Teachers create and maintain professional relationships with all staff, pupils, parents and Industry Partners across the School.
- Teachers have access to a thorough CPD programme to ensure that they feel confident and fully equipped to be able to deliver a first-rate education to our pupils at FPS.
- Teachers plan outstanding lessons that cater for all pupils so that every pupil makes accelerated progress.
- Lessons incorporate high-quality digital technology in addition to the FPS values to enhance the learning.
- Teaching will ensure that pupils are learning at every opportunity and will include a variety of activities that support learning. For example, but not limited to; group work, project work, cross curricular activities, use of digital technologies, cross-faculty collaboration, independent study.
- All teachers will be involved in the supportive Performance Management process that will directly impact on Teaching and Learning where teachers strive to reach aspirational goals. Through this process, teachers will be encouraged to carry out action research to keep abreast of current updates and changes within education.
- Teachers will work together to share ideas and to produce outstanding delivery at all times.

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- Teachers are welcomed to share their thoughts and opinions on the Teaching and Learning policy or on aspects regarding this through the Assistant Principal Teaching and Learning.
- The FPS ELT/SLT will enable teachers to develop on their own professional journeys and will identify developmental and leadership opportunities for our staff.

Teaching and Learning responsibilities at FPS:

ELT/SLT

The Executive and Senior Leadership Team will work to:

- Create and maintain an environment which promotes and secures outstanding teaching, effective learning, high standards of achievement and effective behaviour for learning.
- Determine, organise and implement a full, broad, inclusive and aspirational curriculum.
- Ensure FPS adheres to KHDA requirements and other appropriate international guidelines.
- Ensure that effective support and challenge is available and planned for all pupils.
- Ensure that the digital facilities are of the highest standard in order to enhance Teaching and Learning.
- Ensure all staff have access to high quality and tailored CPD to improve the quality of Teaching and Learning throughout the School.
- Ensure monitoring and evaluating procedures are consistently adhered to and feedback is given to continuously update practice.
- Develop strong links with industry and the community to ensure Teaching and Learning is enhanced through our accelerated curriculum.
- Create and maintain excellent relationships and partnerships with parents to improve the experience for their child at FPS.
- Ensure that staff gain recognition for their work and that best practice is frequently shared amongst the staff to maintain high standards.
- Ensure that pupils' work is celebrated and consistently recognised throughout FPS.
- Meet to discuss Teaching and Learning on a regular basis.

HEADS OF MINI-SCHOOL

Heads of Mini-School will work to ensure that all of the SLT section is adhered to with a focus for their Mini-School.

HEADS OF DEPARTMENT (SECONDARY)/SUBJECT LEADERS/DIRECTORS OF KS/YEAR LEADER(PRIMARY)

Heads of Department/Heads of Key stage will work to:

- Lead the Department/Key Stage by example and set high standards.
- Set Teaching and Learning priorities for the Department/Key Stage within the context of the FPS School Improvement Plan.
- Be accountable for the standards of teaching, learning and pupil progress within the Department/Key Stage.
- Implement the monitoring, evaluation and review procedures within their Department/Key Stage.
- Ensure the independent learning structure and policy is adhered to across the Department/Key Stage.

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- Plan for the developments of their areas in both the long and medium term. These plans will include the high-quality use of digital technologies and the UAE and FPS values. These plans will also detail how Teaching and Learning is inclusive for all pupils at FPS.
- Ensure the learning environments across the areas are exemplary and follow the climate for learning guidelines.
- Identify professional development requirements across the areas in order to continuously develop Teaching and Learning.
- Ensure that information regarding the curriculum and Teaching and Learning is up to date, particularly when visible to all stakeholders.
- Ensure assessment procedures provide clear and detailed analysis that informs future planning and intervention with regards to Teaching and Learning.
- Heads of Department/Key Stage will attend a weekly Line Management meeting that will discuss Teaching and Learning.

CLASSROOM TEACHERS

Classroom teachers will work to:

- Lead by example and set consistently high standards for the pupils in their class.
- Plan effectively and deliver lessons that are individualised for each pupil within the group, ensuring challenge and support as appropriate.
- Monitor pupil progress using a variety of assessment methods.
- Create a secure and stimulating climate for learning that motivates learners and accelerates their learning.
- Support pupils in their learning and help them become confident, independent learners, using the FPS values explicitly and implicitly to enhance the pupils' progress towards their targets.
- Use digital technology to enhance Teaching and Learning at all available opportunities.
- Follow the FPS Behaviour Policy.
- Maximise the use of other adults within the learning areas and provide key question(s) for support staff to promote pupil progress.
- Ensure that pupil work is marked in alignment with the Marking Policy (see Assessment, Reporting and Recording Policy) with clear feedback given.
- Adhere to the independent learning structure and policy to enable pupils to maximise their potentials across their subject.
- Communicate with parents to keep them up to date with their child's learning and progress.
- All classroom teachers will attend Teaching and Learning Professional Development Time.

SUPPORT STAFF

Support staff will work to:

- Work collaboratively with the class teacher in planning for Teaching and Learning.
- Support pupils in specific aspects of their learning as agreed with the class teacher.
- Answer the key question(s) given by the teacher for the lesson to promote pupil progress.
- Be a positive role model for all pupils so that they are exemplary learners and know what is expected of them.

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- All support staff are encouraged to attend Teaching and Learning Professional Development Time and any specific training relating to the needs of pupils.

PARENTS AND CARERS:

Parents and carers will work to:

- Support initiatives of FPS that involve collaboratively working together to raise pupil achievement.
- Encourage and support their child to work and achieve their full potential.
- Prepare key questions to ask the teacher after data captures or during the Parent Review Meeting to support their child's learning.
- Supportively communicate with teachers to enable learners to maximise their progress.
- Enthuse and support their with their independent learning to ensure a high standard of completion.
- Attend meetings regarding their child to support the Individualised Learning Journey at FPS.
- Participate in feedback regarding aspects of the School so that FPS continues to enhance Teaching and Learning.

INDUSTRY PARTNERS:

Where appropriate, industry partners will work to:

- Work in close partnership with FPS to ensure learning is maximised using the most efficient methods.
- Support initiatives of FPS that involve collaboration to raise pupil achievement.
- Support pupils and inspire them to reach their full potential within their learning.
- Participate in feedback regarding aspects of the School so that FPS continues to enhance Teaching and Learning.
- Attend appropriate training/CPD to ensure Teaching and Learning is always at the highest standard possible.

STUDENT COUNCIL:

The Student Council will work to:

- Participate in feedback regarding aspects of the School so that FPS continues to enhance Teaching and Learning.

LEARNERS:

Learners will work to:

- Continuously strive to achieve their goals. They will respect the rights of others who do the same.
- Take responsibility for their own learning and be pro-active in progressing their learning to maximise their full potential.
- Complete independent learning and ensure deadlines for this are met.
- Actively participate in lessons and be innovative in their approach.
- Be mature and focused about their learning and constantly assess their own learning journey.
- Ensure deadlines are adhered to.
- Discuss their learning with teachers and parents in order to maximise their progress.
- Model the FPS core values at all times and understand how they are used to improve their learning.

Planning at FPS:

To ensure that planning is continually at a high standard:

- Heads of Department (Secondary) and Heads of Key Stage (Primary) will digitally produce long (year) and medium (termly) term plans that will be shared with all staff in their areas. Heads of Department and Heads of Key Stage will discuss these plans every week at Line Management meetings.
- For formal lesson observations, classroom teachers will fully plan their lessons digitally. They will use the FPS lesson plan template to do this.
- For every lesson, classroom teachers' minimum planning will indicate;
 - a) the lesson intention (LI).
 - b) a minimum of three success criteria (SC) that increment through the language of Blooms.
 - c) the challenge for pupils who will require this.
 - d) brief notes to support inclusivity for each pupil.
- Classroom teachers will use CAT4 and assessment data from their pupils to inform planning.
- Classroom teachers will share planning with support staff prior to the lesson. Classroom teachers will create a minimum of one key question that the support staff must answer at the end of the lesson to promote pupil progress and assessment.
- Support staff will have clear knowledge regarding the lesson planning before a lesson begins. They will answer a minimum of one key question from the teacher at the end of the lesson to promote pupil progress.
- ALL lessons will use BLOOMS to ensure learning is fully maximised through high quality planning.
- ALL lessons will utilise the FPS lesson observation assessment form to ensure planning is exemplary and substantially exceeds FPS expectations.

Key Information for aspects of lessons at FPS:

Climate for learning:

The climate for learning should be highly conducive to Teaching and Learning. All learning areas, including technology facilities should be used to constantly promote pupil achievement. Displays in classrooms should be presented to an exceptional standard and a large majority of this should be pupil work. Where appropriate, display work should be marked and link to learning intentions and success criteria. Every classroom should have the following displayed:

- * FPS core values
- * UAE values
- * Word of the week
- * Blooms Posters
- * National Agenda

UAE Values:

All pupils will be enabled to develop an excellent understanding of the UAE's culture and society. Where appropriate, learning experiences need to include this.

Digital Technology:

At FPS we enhance Teaching and Learning through the use of the highest quality digital technologies. We want to excel with our provision for this and therefore teachers are required to plan for the use of this when it is appropriate.

BLOOMS:

Following the learning intention, the language of Blooms will be used to set the success criteria for lessons at FPS. It is acceptable for success criteria to progress over a series of lessons, however, the lesson plan must state the coverage for the prior and subsequent lesson.

Inclusivity:

At FPS we are a fully inclusive School. Support for all groups of learners should always be planned for to enable all pupils to maximise their learning. For example, SEND, ELL, EAL, Most Able, Emirati.

Individualisation:

Teachers at FPS will use strategies that successfully meet the individual learning needs of all pupils. Our curriculum provision must provide support to enable all pupils to make progress.

Innovation:

Teaching will be highly innovative and teachers are encouraged to take calculated risks in the classroom to enhance Teaching and Learning. Opportunities are provided to motivate and inspire all pupils. Pupils are highly creative and use critical thinking to enhance their learning with confidence.

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FPS core values:

The FPS Values; innovating, creating, leading, exploring, caring, enterprising, thinking and enquiring, will be fully embedded through all aspects of the School and within all lessons. Pupils understand and model these values to exceptionally high standards.

Assessment for Learning (Afl):

Teachers' interactions with pupils ensure that they are always active and focused learners. Assessment will be an integral part of all lessons at FPS where the teacher will use a variety of methods that links to the lesson objectives. Assessment should support pupils to understand their learning journey and offer opportunities that result in progress.

Questioning must be used to challenge pupils' thinking and promote insightful responses, dialogue and reflection. Exemplary lessons include those that have the higher order questioning. Knowledge needs to be scaffolded at every opportunity to create building blocks to success.

Monitoring and Evaluating at FPS

Monitoring and evaluation is a key contributing factor to ensure Teaching and Learning is consistently at a high standard. Below are the main areas for monitoring and evaluation that directly link to Teaching and Learning at FPS. Please see the Monitoring and Evaluation Policy for more detailed information.

Lesson observations:

Each member of staff will have three formal Lesson Observations each academic year. The minimum Lesson Observation time is 40 minutes. One of these observations will form part of the Department Review. Feedback from Lesson Observations will always be given with 24 hours of the observed lesson.

Learning Walks:

At FPS, learning walks will take place as part of a rolling programme (see MER Schedule) and are completed by the Principal, Vice Principal, Assistant Principals, Directors, HoD, HoY, HoH, HoI and INCOs. The focus of the learning walk will be assessed against the definitions from the lesson observation framework and staff will be made aware of what the focus is through the MER Schedule.

Pupil, Parent, Staff and Partner Surveys:

Every term, the voice of our pupils, parents, staff and Industry Partners is collated via a survey. The surveys are a series of questions that support the development and growth of the School and incorporate Teaching and Learning.

Student Council:

The Student Council is made up of the lead members of the student body. They report to the Assistant Principal Pastoral twice per term where they discuss whole school improvement through the progress of their development plan and any matters arising. The Council will produce a development plan in line with the School's over all aims and will be responsible for its implementation.

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Parent Council:

The Parent Council is made up of the lead members of the Parent body. They report to the Assistant Principal Pastoral twice per term where they discuss whole school improvement through the progress of their development plan, upcoming events and any matters arising. The council will produce a development plan in line with the School's overall aims and will be responsible for its implementation.

Line Management:

Line management aims to assess the School as a whole through meetings with standing agenda items to ensure consistency. It is a supportive process that will ensure seamless development across the Mini Schools, Departments and Houses. There will be a template for these meetings with standing agenda items. The meetings will always provide developmental targets so that teaching and learning is enhanced and learning opportunities for all students are maximised.

FPS Teaching Essentials/Golden Threads

To ensure that there is consistency across FPS and that all lessons are delivered to an exceptional standard, staff must adhere to the FPS Teaching Essentials/Golden Threads.

<p>Preparation <i>Golden thread 1</i> <i>Learning environment</i></p>	<ul style="list-style-type: none"> • Be at the lesson on time. • Ensure the learning area and all required resources are ready. • Ensure support staff understand their roles for the lesson. • Ensure that Health and Safety is planned for. • Ensure the individualisation and whole class inclusivity is planned to ensure the lesson flows seamlessly and no learning time is wasted. • Lesson intentions and success criteria must be visible before the pupils enter the learning area.
<p>Pupil Arrival <i>Golden thread 1</i> <i>Learning environment</i></p>	<ul style="list-style-type: none"> • Ensure pupils line up in an orderly manner outside of the learning area. • Meet and greet all pupils before instructing them to enter the learning area. • All pupils to organise their equipment and Primary pupils to ensure bags are in their lockers. • All pupils to stand behind their chairs or on their carpet spot before being instructed to be seated.
<p>Connection</p>	<ul style="list-style-type: none"> • All pupils to connect with the learning intentions/success criteria for the lesson. • All pupils to participate in differentiated engaging starters that prepares each pupil for the lesson.
<p>Activation <i>Golden thread 2/4</i> <i>Learning innovation/facilitate student centered learning</i></p>	<ul style="list-style-type: none"> • All pupils to understand their role within the lesson and have a clear direction of their target(s). • Pupils will work using a variety of ways independently and/or collaboratively. • Pupils will understand the use of digital technology in the lesson and how this enhances their progress.
<p>Scaffolding <i>Golden thread 3/5</i> <i>BIG questions/apply learning</i></p>	<ul style="list-style-type: none"> • All pupils are stretched and challenged within the lesson and make progress. • All pupils are engaged in continual assessment for learning so that both the teacher and pupil can assess progress and learning journeys are strengthened. • The teacher will use questioning as a key technique to assess pupils at all levels. • To meet and exceed targets, all pupils are given opportunities to critically think, collaborate, communicate and be creative with their approach.
<p>Non-negotiables</p>	<ul style="list-style-type: none"> • All pupils must adhere to the behaviour for learning policy throughout the lesson and any incidents must be dealt with using the policy. • The FPS values to be used as appropriate throughout the lesson. • Health and Safety must be monitored throughout the lesson.
<p>Consolidation <i>Golden thread 6</i> <i>Review progress</i></p>	<ul style="list-style-type: none"> • Revisit the learning intentions and success criteria and pupils will be given reflection time to assess their progress within the lesson. • Teachers will provide pupils with information about the following lesson. • Independent learning tasks are given to the pupils when required.
<p>Pupil Exit</p>	<ul style="list-style-type: none"> • All pupils to stay seated, pack away and ensure their learning areas are tidy. • All pupils will stand in silence when instructed. • The teacher to dismiss the class in small groups (whole group for FS/Primary with support staff) after each pupil is stood in silence looking in their direction.

  مدرسة جيمس فيرست بوينت GEMS FirstPoint School THE VILLA		<h1>Lesson Plan</h1>	
Teacher:		Subject:	
Lesson:		Date:	
Observer:		SEND:	Class/Year Group:
		EAL/ELL:	Number of students:
			Most able:
			EMIRATI:
Context of lesson and prior learning:			
Learning Intention/Success Criteria/Challenge			How will you use the other adults in the classroom? Support staff Key Question(s).
<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>Remembering Remembering is when memory is used to produce definitions, facts, or lists, or to recite or retrieve information.</p> </div> <div style="text-align: center;">  <p>Understanding Understanding is about constructing meaning from different types of function, be they written or graphic.</p> </div> <div style="text-align: center;">  <p>Applying Applying refers to situations where the learned material is used in products such as diagrams, models, interviews, simulations, and presentations.</p> </div> <div style="text-align: center;">  <p>Analyzing Analyzing is about breaking material into parts, and then determining how the parts interrelate to each other or to an overall structure or purpose.</p> </div> <div style="text-align: center;">  <p>Evaluating Evaluating is about making judgements based on criteria and standards through checking and critiquing.</p> </div> <div style="text-align: center;">  <p>Creating Creating is about putting elements together to form a functional whole, and reorganizing elements into a new structure or pattern by planning or producing.</p> </div> </div>			Key Question(s):
Learning Intention:			
Success Criteria:			
Challenge:			
Key Vocab			
Assessment opportunities			
Strategies for differentiation/personalisation			

Cross curricular links			
UAE link/Core values:	English/Literacy:	Maths/Numeracy:	Other:
Time (approx.)	Lesson Structure		
	Pupil arrival:		
	Starter: <i>Connection phase</i>		
	Main Body of the Lesson: <i>Activation phase</i>		
	Main Body of the Lesson: <i>Scaffolding phase</i>		
	Plenary: <i>Consolidation phase</i>		

Differentiation/personalisation yellow

Progress Check green

Critical thinking and challenge red

Assessment

Intervention Strategies			
Targeted Pupil	EAL, ELL, SEND, Most Able, Emirati.	Details	Nature of Intervention (If relevant refer to IEP)

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		7 The quality of the lesson wholly surpasses FPS expectations	6 The quality of the lesson substantially exceeds FPS expectations.	5 The quality of the lesson exceeds FPS expectations.	4 The quality of the lesson meets FPS expectations.	3 The quality of the lesson meets the <i>minimum</i> FPS expectations.	2 The quality of the lesson is below FPS expectations.	1 The quality of the lesson is significantly below FPS expectations.
		Mastering	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
1. Individualised Learning Journey	1.1 Teacher subject knowledge to promote learning	The teacher expertly applies their knowledge of their subject and how pupils learn them. The teacher demonstrates an extensive knowledge of the curriculum and best practices in teaching and learning and are focused on optimising individual pupil achievement. The teacher is exceptional in creating a purposeful and inclusive learning culture.	The teacher expertly applies their knowledge of their subject and how pupils learn them. The teacher demonstrates a comprehensive and thorough knowledge of the curriculum and best practices in teaching and learning and is focused on optimising individual pupil achievement. The teacher is highly effective in creating a purposeful and inclusive learning culture.	The teacher effectively applies their knowledge of their subject and how pupils learn them. The teacher demonstrates a thorough knowledge of the curriculum and best practices in teaching and learning and are focused on increasing pupil achievement. The teacher is very effective in creating a purposeful and inclusive learning culture.	The teacher consistently applies their knowledge of their subject and how pupils learn them. The teacher demonstrates a secure knowledge of the curriculum and best practices for teaching and learning. They are effective in establishing a positive learning culture.	The teacher demonstrates secure knowledge of their subject and how pupils learn them. The teacher demonstrates basic knowledge of the curriculum and best practices for teaching and learning. There is a general focus on being inclusive and pupil learning .	The teacher is insecure in their knowledge of their subject and/or how pupils learn them. The teacher lacks basic knowledge of the curriculum and best practices in teaching and learning. The teacher is not effectively inclusive or focused on pupils' learning .	The teacher has inadequate knowledge of their subject and/or how pupils learn them. The teacher lacks basic knowledge of the curriculum and best practices in teaching and learning. The teacher is not focused on pupils' learning .
	1.2 Planning to maximise learning	Lesson planning is exemplary. Planning enables learners to effectively direct their own learning in an inspiring pupil led environment and enables pupils to be highly successful.	The lesson is exceptionally well-planned to inspire learning . Planning clearly identifies learning from the previous lesson and the development stages for the next lesson. Resources are embedded and used highly effectively. Planning is individualised for all learners to succeed. Health and safety has been effectively considered.	The lesson is very well-planned to inspire learning . Planning identifies learning from the previous lesson and the development stages for the next lesson. Resources are used highly effectively. Planning is individualised to enable almost all learners to succeed. Health and safety has been considered.	The lesson is well-planned to inspire learning . Planning clearly identifies learning from the previous lesson. Resources are embedded and used effectively. Planning is individualised to enable the large majority of learners to succeed. Health and safety has been considered.	Teachers plan lessons, manage time and use resources appropriately to provide environments where pupils can meet learning expectations. Planning gives adequate information regarding the previous lesson. Health and safety has been adequately considered.	The lesson is planned but lacks detail. It is unclear how the teacher has planned so that pupils can meet their learning expectations. Health and safety consideration needs improvement.	It is evident that the lesson lacks planning. The lesson is incoherent and unorganised and therefore does not support learning . There is no consideration for health and safety.
	1.3 Learning Intentions (Shift FFL)	Learning intentions and multiple success criteria that use Blooms are developed by the learner and determined by their individual pathway and learning goals.	Learning intentions are discussed at the beginning of the lesson, serve as a point of reference and feedback throughout the lesson, and are reflected upon at the end. Learners build multiple success criteria that use Blooms.	The learning intention, multiple success criteria that use Blooms and purpose are visible. They are discussed at the beginning of, referenced during, and reflected on at the end of a lesson.	The learning intention and multiple success criteria that use Blooms are visible. They are discussed at the beginning of the lesson and reflected on at the end.	The learning intention and multiple success criteria are visible. They are discussed at the beginning of the lesson.	The learning intention is visible and is explained by the teacher.	The learning intention is visible and recited by the teacher.
	1.4 Learning progress	All pupils make better than expected progress in relation to the learning intentions, success criteria and their target.	Most pupils make better than expected progress in relation to the learning intentions, success criteria and their target.	A large majority of pupils make better than expected progress in relation to the learning intentions, success criteria and their target.	The majority of pupils make expected progress in relation to the learning intentions, success criteria and their target.	Most pupils make sufficient progress in relation to the learning intentions, success criteria and their target.	The majority of pupils make no progress in relation to the learning intentions, success criteria and their target.	Most pupils make no progress in relation to the learning intentions, success criteria and their target.
	1.5 Individualisation to support learning	Individual learning needs for pupils are fully met through exemplary strategies provided by the teacher. Pupils are fully supported in creating their own learning intentions and success criteria that provide challenge and support to meet or exceed their individual goals.	The teacher uses strategies that very successfully meet the individual learning needs of pupils. The teacher has high expectations of all groups of pupils. They provide very challenging work and excellent support to ensure pupils are working towards their individual goals.	Teachers use strategies that are highly effective in meeting the individual learning needs of the pupils. They consistently provide specific levels of challenge and support to ensure pupils are working towards their individual goals.	Teachers use strategies that are effective in meeting the individual learning needs of the pupils. They provide appropriate levels of challenge and support to enable pupils to work towards their individual goals.	Teachers use strategies that adequately meet the learning needs of groups of pupils. They provide challenge and support generally but this is not always sufficiently linked to their individual goals.	Teachers do not use strategies that meet the learning needs of groups of pupils. They do not provide challenge and support linked to their individual goals.	Teachers have low expectations. They lack the knowledge and understanding of how to meet the learning needs of pupils. They do not provide any challenge or support and there is no reference to learning goals.
	1.6 Teacher interaction and questioning to promote learning	Teachers' interactions with pupils enable a pupil-led learning environment to be successfully created. Questioning challenges pupils who are able to question themselves and others to promote dialogue linked to the learning intentions and success criteria.	Teachers' interactions with pupils ensure that they are always active and focused learners . Questioning challenges pupils' thinking and promotes insightful responses. Dialogue engages in insightful discussions and reflection.	Teachers' interactions with pupils ensure that they are keen and active learners . Questioning promotes higher level thinking and critical responses. Dialogue engages pupils in meaningful discussions and reflection.	Teachers' interactions with pupils ensure they are engaged learners . Questioning promotes thought and considered responses. Dialogue engages pupils in meaningful discussions and reflection.	Teachers' interactions with pupils ensure that they are willing learners . Questioning and dialogue engages pupils in meaningful discussions.	Teachers' interaction with pupils result in a disinterest to learning . Questioning is not sufficiently challenging and dialogue does not engage pupils effectively.	Teachers' interactions with pupils result in demotivation and disengagement to learning . Questioning and dialogue are ineffective.
	1.7 Teacher assessment of learning	Assessment of learning is exemplary and thorough. There are explicit links made to the learning intentions and success criteria throughout the lesson.	Assessment of learning is an integral part of the lesson. The teacher uses a variety of highly effective and accurate methods to assess the pupils. Assessment of learning is strongly linked to the learning intentions and success criteria.	Assessment of learning is planned for and used throughout the lesson. The teacher uses a variety of effective and accurate methods to assess the pupils. Assessment of learning is closely linked to the learning intentions and success criteria.	Assessment of learning is used in the lesson. The teacher uses a variety of accurate methods to assess the pupils. Assessment of learning is well-linked to the learning intentions and success criteria.	Assessment of learning is used in the lesson. Pupils are assessed through limited assessment methods. Accuracy is at times inaccurate. Assessment of learning is linked to the learning intention only.	Assessment of learning is limited to one or two methods and is not always linked to the objectives. Assessment of learning displays inaccuracies and does not link to the learning intention.	Assessment of learning is not evident within the lesson. Learning is not related to learning intentions at any stage. Assessment of learning is not accurate.

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	1.8 Learning through collaboration, communication, creativity, critical thinking and innovation	Collaboration and the way that pupils interact in the classroom is exemplary. Critical thinking and problem solving are intrinsic features of learning . Pupils are exceptionally confident, creative and innovative with their learning .	Pupils interact and collaborate highly effectively. They communicate their learning very clearly with their peers and teacher. Pupils are highly creative and critical thinking is the norm and pupils are exceptionally confident with this way of enhancing their learning .	Pupils interact and collaborate purposefully. They communicate their learning clearly with their peers and staff. Pupils are creative in their approaches. Pupils are confident when thinking critically to enhance their learning .	Pupils interact and collaborate well. They communicate their learning with their peers and staff. Pupils are able to think critically to enhance their learning with some teacher support.	Pupils interact and collaborate in the lesson. Pupils are encouraged to think critically to support their learning with support from the teacher.	Pupils work in groups with an unclear purpose. Creativity and critical thinking to support learning is very limited.	Pupils have no opportunities to collaborate or communicate. Creativity is restricted with no evidence of critical thinking to support learning .
	1.9 Innovation and creative teaching methods to promote learning	Innovation is exemplary and fosters an inspirational pupil-led learning environment. Connections to deepen pupils' understanding of the world are intrinsic and it is evident that it is a habitual way of learning .	Teachers are highly innovative and take calculated risks in the classroom to enhance learning . An excellent range of opportunities are provided to motivate and inspire all pupils. It is evident that teaching is consistently of this nature during almost all lessons.	Teachers are very innovative and take risks in the classroom to enhance learning . A very wide range of opportunities are provided to motivate almost all pupils. It is evident that teaching is regularly of this nature during most lessons.	Teachers are innovative and plan varied methods of delivery. These methods enhance learning . A range of opportunities are provided to motivate most pupils	Teachers are innovative and plan to enhance learning . A limited or inconsistent range of opportunities are provided that engages the majority of pupils.	Teaching is structured but lacks innovation and creativity to enhance learning . There are few opportunities for innovation and a minority of pupils are disengaged.	Teaching comprises of no innovative techniques to support learning . There are no opportunities for innovation.
	1.10 Climate for learning	The climate for learning is exceptional and wholly conducive to learning . All learning areas are used seamlessly to promote learning and pupil achievement. The teacher uses an extensive range of very high quality resources, well matched to the curriculum requirements, teachers' and pupils' needs and promotes exemplary learning .	The climate for learning is highly conducive to learning . All learning areas are used continuously to promote learning and pupil achievement. The teacher uses an extensive range of high quality resources, well matched to the curriculum requirements, teachers' and pupils' needs and promotes excellent learning .	The climate for learning is conducive to learning . Almost all learning areas are used frequently to promote learning and pupil achievement. The teacher uses a wide range of very good quality resources, well matched to the curriculum requirements, teachers' and pupils' needs and promotes very effective learning .	The climate for learning promotes learning . Most learning areas are used regularly to promote learning and pupil achievement. The teacher uses a range of good quality resources, well matched to the curriculum requirements, teachers' and pupils' needs and promotes learning .	The climate for learning is adequate. Most learning areas are of adequate quality and resources are sufficient to support learning .	The climate for learning needs development and is limited to support learning . Resources are limited in quantity, quality and/or relevance.	The climate for learning is inadequate. Resources are inadequate in quantity, quality and/or relevance, or they are ineffectively allocated.
2. Family first, happy inquisitive learners	2.1 Relationships to promote learning	Relationships with other pupils and with staff are exemplary. The environment exudes respect and is one where all views are considered. Learners are outstanding role models with their interactions.	Relationships with other pupils and with staff are highly respectful and considerate. Learners are sensitive to the needs of others and lead by example.	Relationships with other pupils and staff are very respectful. Learners are sensitive to the needs of others and help them readily.	Relationships with other pupils and staff are respectful. Learners are considerate towards others and are willing to help them.	Relationships with other pupils and staff are respectful. Learners are considerate towards others.	Relationships with other pupils and staff are often inconsistent. Learners are not aware enough of the needs of others.	Relationships with other pupils and staff are poor. Learners show minimal respect towards the teacher or their peers.
	2.2 Inclusivity to support learning	Support for all learners is exemplary and intrinsically enables all pupils to consistently maximise their learning in the lesson.	Support for all learners is highly effective and enables all pupils to consistently maximise their learning in the lesson.	Support for almost all learners is effective and enables almost all pupils to maximise their learning in the lesson.	Support for most learners is effective and enables most pupils to maximise their learning in the lesson.	Support for a large majority of learners is effective and enables the large majority of pupils to maximise their learning in the lesson.	Support for learners is inconsistent and therefore learning is not always maximised for most pupils.	Support for learners is weak and therefore learning is not always maximised for almost all pupils.
	2.3 Pupil behaviour to support learning	Learners are always self-disciplined and they respond to others in an exemplary manner. Any difficulties are resolved with high level maturity and ease. Pupils behave in an outstanding manner and are role models for the school. Systems and procedures for managing pupils' behaviour are wholly effective.	Learners are consistently self-disciplined and respond very well to others. They resolve difficulties in age appropriate mature ways. Their behaviour is exemplary behaviour and it is evident that pupils behave in this manner within all lessons. Systems and procedures for managing pupils' behaviour are highly effective.	Learners are frequently self-disciplined and respond well to others. They work together to resolve differences. Pupils' behaviour is very good and contributes to a harmonious learning environment. It is evident that pupils regularly behave this way. Systems and procedures for managing pupils' behaviour are effective.	Learners demonstrate self-discipline and respond well to others. Pupils' behaviour is good and it is evident that pupils behave this way for the majority of lessons. Systems and procedures for managing pupils' behaviour are effective.	Learners respect and follow school rules. Pupils' behaviour generally contributes to a safe and orderly learning environment. Systems and procedures for managing pupils' behaviour are highly adequate.	Learners inconsistently follow school rules and their behaviour needs constant reminder. The lesson is not orderly. Systems and procedures for managing pupils' behaviour are an area of development.	The majority of learners do not follow school rules and there is an evident lack of respect between peers and the teacher. The lesson is not orderly and the environment is not safe. Systems and procedures for managing pupils' behaviour are poor.
	2.4 Pupil engagement and attitude to learning	Pupils are very enthusiastic and take full responsibility for their own learning in sustained ways. They focus exceptionally well and reflect on their learning to evaluate their strengths and weaknesses accurately. They have a sound knowledge of where they are in their learning and consistently take target steps to improve this.	Pupils are enthusiastic and take responsibility for their own learning in sustained ways. They focus well and reflect on their learning to evaluate their strengths and weaknesses accurately. They take targeted actions to improve.	Pupils are keen to learn and take responsibility for their own learning . They know their strengths and weaknesses and act purposefully to improve their learning .	Pupils enjoy learning and take increasing responsibility for their own learning . They know their strengths and weaknesses and take steps to improve their learning .	Pupils generally have positive attitudes to learning and can work for short periods without teacher intervention. Pupils know what they have learned and how to improve their work.	Pupils' attitudes to learning are inconsistent and they are off task regularly during the lesson. Pupils have limited understanding of what they have learnt.	Pupils' attitudes to learning are poor and they are off task regularly during the lesson. Pupils have very limited understanding of what they have learnt.
	2.5 FPS core values	The FPS values are fully embedded within the lesson and pupils model these to an exemplary standard.	The FPS values are effectively embedded within the lesson and pupils model these to an exceptional standard.	The FPS values are embedded within the lesson and pupils model these to a good standard.	The FPS values are embedded within the lesson and pupils can identify where they are and utilise them when required.	The FPS values are used within the lesson and pupils can identify when they are used.	The FPS values are inconsistently used within the lesson and pupils are unable to identify them.	The FPS values are very poorly used and pupils are unable to identify them.

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	2.6 Links with Emirati culture and UAE society	Exemplary learning experiences are embedded to enable pupils to develop an exceptional understanding of the UAE's culture and society.	Innovative and coherent learning experiences are embedded. Pupils to develop an excellent understanding of UAE culture and society.	Coherent learning experiences are embedded to enable pupils to develop a broad understanding of the UAE's culture and society.	Appropriate learning experiences are integrated to enable pupils to develop clear understanding of the UAE's values, culture and society.	Some appropriate learning experiences are provided to develop pupils' understanding of the UAE's culture and society.	There are limited learning opportunities for pupils to develop their understanding of the UAE's culture and society.	There is little acknowledgement of Emirati culture and little is done to promote pupils' understanding of it.
3. Cutting edge digital innovation	3.1 Pupil use of digital technology	Pupils' use of digital technology is exceptional. Pupils are leading the use of the technology to support their own learning .	Pupils use digital technologies independently and highly effectively. It is evident that pupils are used to working well with the technology to support their learning .	Pupils use digital technologies independently and effectively. It is evident that pupils are used to working with the technology to support their learning .	Pupils use digital technologies effectively. Pupils rely on peers for the technology to be effective to support learning .	Pupils are able to use digital technology with teacher support to support learning .	Pupils are uncertain with the digital technology. The uncertainty takes time and therefore is detrimental to learning .	Pupils are unable to use digital technologies.
	3.2 Teacher use of digital technology	Teachers are exceptionally confident in the use of digital technology. It is evident that they are utilising digital technologies to enhance learning consistently.	Teachers are highly confident in the use of digital technology. It is evident that they are utilising digital technologies to enhance learning regularly.	Teachers are confident in the use of digital technology. It is evident that they are utilising digital technologies to enhance learning frequently.	Teachers display a good level of understanding in relation to delivering digital technologies to support learning .	Teachers can utilise digital technologies to an acceptable standard to support learning .	Teachers are not confident with delivering digital technologies.	Teachers' knowledge of digital technologies is weak and requires significant improvement.
	3.3 How digital technology is being used to enhance learning	Digital technology enhances the learning in the classroom to an exceptional standard. All pupils understand the purpose of its use and can explain with ease and detail how this links to their learning .	Digital technology fully enhances the learning in the classroom. Almost all pupils understand the purpose of its use and can explain with ease how this links to their learning .	Digital technology enhances the learning in the classroom. Most pupils understand the purpose of its use and can explain how this links to their learning .	Digital technology enhances the learning in the classroom. A large majority of pupils understand the purpose of its use and can explain how this links to their learning .	Digital technology is used with an aim to enhance the learning in the classroom.	Digital technology is used but is not directly linked to enhance the learning .	The use of digital technology is poor and does not relate to the learning .
4. Infinite Opportunities	4.1 Pupil opportunities to support learning	Within the lesson, pupils have exceptional opportunities that securely align with their learning and aspirational target level. Pupils take leadership for their style of learning and know exactly how to reach their learning goals.	Within the lesson, pupils have a breadth of opportunities to explore that securely aligns with their learning and target level. Pupils are encouraged to learn in a variety of ways (e.g. VAK) but fully understand that they can still achieve their learning goals.	Within the lesson, pupils have many opportunities to explore that aligns with their learning and target level. Pupils are encouraged to learn in a variety of ways (e.g. VAK) but understand that they can still achieve their learning goals.	Within the lesson, pupils have opportunities to explore that links with their learning and target level. Pupils are encouraged to learn in a variety of ways (e.g. VAK) but understand that they can still achieve their learning goals.	Within the lesson, pupils have opportunities to explore that links with their learning and target level.	Within the lesson, opportunities are limited for pupils to further their learning .	Within the lesson, there are very few opportunities for pupils to further their learning .
	4.2 Pupils' understanding of assessment to support learning	Pupils are immersed in their own learning development and have a clear plan of how to improve. Students have a holistic view of themselves from a variety of sources that informs their choices and enhances their learning . They are role models in their pro-active and ambitious approach.	Pupils are fully aware of the stage of their learning . Pupils feel empowered and design their own path to accelerate their learning . Pupils utilise information from the teacher and a variety of sources to make informed choices about their next learning steps.	Pupils are aware of the stage of their learning . Pupils design their own path to accelerate their learning . Pupils utilise information from the teacher and a variety of sources to make choices about their next learning steps.	Pupils can easily identify where they are up to in their learning . Pupils can determine what their next steps for learning are.	Pupils can identify where they are up to in their learning . Pupils can identify the next step for learning .	Pupils need to ask for teacher support to identify their stage of learning and what their next steps are.	Pupils have limited understanding of their current learning level or what to do to be able to make progress.
	4.3 Teacher support for pupils' learning	Teachers have a thorough knowledge of individual pupils' learning strengths and weaknesses. Challenge and support for all learners is exemplary. Pupils are able to develop learning intentions and success criteria and determine their individual pathway and learning goals. The teacher continuously strives to optimise learning and pupil progress.	Teachers have an in depth knowledge of individual pupils' learning strengths and weaknesses. They provide excellent personalised challenge and support for learners . Feedback to pupils is comprehensive and constructive. Pupils are routinely involved in assessing their own learning .	Teachers have very good knowledge of individual pupils' learning strengths and weaknesses. They provide personalised challenge and support for learners . Feedback to pupils is constructive. Pupils are regularly involved in assessing their own learning .	Teachers have good knowledge of individual pupils' learning strengths and weaknesses. They provide well-focused challenge and support for learners and provide generalised feedback and follow-up. Pupils are frequently involved in assessing their own learning .	Teachers have a reasonable knowledge of individual pupils' learning strengths and weaknesses. They provide some challenge, support, feedback and follow up for learners . Pupils are sometimes involved in assessing their own learning .	Teachers have limited knowledge of pupils' learning strengths and weaknesses. Challenge, support, feedback and follow-up for learners is poor.	Teachers have a very limited knowledge of their pupils. There is no evidence of any challenge, support, feedback or follow-up for learners .
	4.4 Use of other adults to support learning	Additional adults take a lead in the classroom and there is a clear ethos of collective responsibility. Morale is exceptional. They are deployed to optimise pupils' learning to the highest standard. The relationship and communication between all adults is exemplary.	Additional adults are empowered and there is an ethos of collective responsibility. Morale is highly positive. They are very well deployed to optimise pupils' learning . The relationship and communication between all adults is consistently professional and highly effective.	Additional adults are competent and skilled and there is a shared accountability for ensuring good quality outcomes. Morale is very positive. They are well deployed to promote pupils' learning . The relationship and communication between all adults is consistently professional and effective.	Additional adults ensure good quality outcomes. Morale is positive. They are deployed to promote pupils' learning . The relationship and communication between all adults is professional and effective.	Additional adults have clear roles and responsibilities and with most staff knowing what is required with them. Morale is generally positive. They are deployed to support pupils' learning . Relationships and communication between all adults are professional, although they may not always be fully effective.	Additional adults have been given some delegation and there is some uncertainty as to what is required of them. Morale is not very positive. There is little learning support for pupils and the relationships and communication between the adults is restricted and/or unclear.	Additional adults have been given little delegation and there is uncertainty as to what is required of them. Morale is low. There is very little learning support for pupils and the relationships and communication between the adults is very restricted and/or unclear.

Terminology DSIB

Almost all Greater than 90%	Most 75%-90%	Large majority 61%-74%	Majority 50% - 60%	Large minority 31%-49%	Minority 16%-30%	Few Up to 15%
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Teacher lesson observation 1 feedback form:

Teacher	Date	Subject	Year Group	Key Stage	Period

Observation 1 feedback regarding pupil **learning** (with evidence):

Observation 1 feedback regarding teaching for effective **learning** (with evidence):

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Key strengths from observation 1:

Target	Reference	Current level	Observer comments
1			
2			
3			

Key targets from observation 1:

Target	Reference	Current level	Target level	Observer comments
1				
2				
3				

Observation grading for each section: (Please copy and paste this into observation form 2 AND 3 below)

Reference	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	4.1	4.2	4.3	4.4	Overall	Category	
Grading obs 1																										

Any other comments regarding observation 1

Teacher lesson observation 2 feedback form (part of departmental review):

Teacher	Date	Subject	Year Group	Key Stage	Period

Observation 2 feedback regarding pupil **learning** (with evidence):

Observation 2 feedback regarding teaching for effective **learning** (with evidence):

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Observation 2 feedback regarding key targets from observation 1 (with evidence):

Key strengths from observation 2:

Target	Reference	Current level	Observer comments
1			
2			
3			

Key targets from observation 2:

Target	Reference	Current level	Target level	Observer comments
1				
2				
3				

Observation grading for each section: (Please copy and paste this into observation form 3 below)

Reference	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	4.1	4.2	4.3	4.4	Overall	Category	
Grading obs 1																										
Grading obs 2																										

Any other comments regarding observation 2:

Teacher lesson observation 3 feedback form:

Teacher	Date	Subject	Year Group	Key Stage	Period

Observation 3 feedback regarding pupil **learning** (with evidence):

Observation 3 feedback regarding teaching for effective **learning** (with evidence):

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Observation 3 feedback regarding key targets from observation 1/2 (with evidence):

Key strengths from observation 3:

Target	Reference	Current level	Observer comments
1			
2			
3			

Key targets from observation 3:

Target	Reference	Current level	Target level	Observer comments
1				
2				
3				

Observation grading for each section:

Reference	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	4.1	4.2	4.3	4.4	Overall	Category	
Grading obs 1																										
Grading obs 2																										
Grading obs 3																										

Any other comments regarding observation 3:

FPS LANGUAGE OF BLOOMS

BLOOM'S REVISED TAXONOMY					
REMEMBERING Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	UNDERSTANDING Demonstrate understanding of facts and ideas by organizing, comparing, interpreting, giving descriptions, and stating main ideas.	APPLYING Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	ANALYSING Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalisations.	EVALUATING Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	CREATING Compile information together in a different way by combining elements in a new pattern or proposing new solutions.
KEY WORDS RELATED TO BLOOM'S TAXONOMY					
Define describe duplicate examine identify label list locate match memorise name observe omit quote read recall recite recognise record remember repeat reproduce retell select state tabulate tell visualise.	Ask associate cite classify compare contrast convert describe differentiate discover discuss distinguish estimate explain express extend generalise give examples group identify illustrate indicate infer interpret judge observe order paraphrase predict relate report represent research restate review rewrite select show summarise trace transform translate understand	Administer apply articulate calculate change chart choose collect complete compute construct determine develop discover dramatize employ establish examine interpret judge manipulate modify operate practice predict prepare record relate report schedule simulate sketch solve teach transfer write	Analyse appraise calculate categorise classify connect contrast correlate deduce devise diagram differentiate dissect distinguish divide estimate evaluate experiment focus illustrate infer order organise plan prioritise select separate subdivide survey	Appraise Argue Assess Choose Compare Conclude Consider convince criticizes critique debate decide defend discriminate distinguish editorialise estimate evaluate judge justify measure persuade predict rank rate recommend reframe score summarize support	Adapt anticipate assemble collaborate combine compile compose construct create design develop devise express facilitate formulate hypothesise integrate intervene invent manage modify negotiate originate prepare produce propose rearrange reorganise revise rewrite simulate speculate structure validate

