Teaching and Learning Policy

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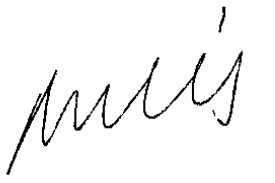
Signed

Chair of Governors:

Headteacher:



CHASE BRIDGE PRIMARY SCHOOL

Introduction, aims, purpose of policy

The aim of this policy is to describe the key features of outstanding teaching that we aim to provide in all our lessons. Outstanding teaching is a combination of having excellent subject knowledge, a high quality of relationships within the class and through an understanding of how children learn. The two processes of learning and teaching are intimately related to one another.

The purpose of the policy is to describe what we want teaching and learning to 'look like' at Chase Bridge and achieve an appropriate level of consistency of excellent practice across the school. The policy is central to the core purpose of the school and as such is the cornerstone of many other school policies.

The intention of the policy is to provide staff with an immediate reference point when considering their practice: a benchmark for high standards in teaching which, if achieved, will result in children making outstanding progress in their learning.

Policy summary

An understanding of how children learn is fundamental to effective teaching as well as recognising that all children are different and bring their own experiences to the classroom. Creating the right conditions for learning is key to helping children make progress. Teachers are expected to develop excellent relationships with the children that are characterised by appropriately high levels of expectation that recognises and nurtures the talents and abilities that each child brings to school. In addition outstanding teachers know their children well through on-going marking and assessment and have excellent subject knowledge. Classrooms should be well organised, free of clutter and support the children's learning and celebrate their achievements. Lessons should be well organised and structured with clear learning intentions that are understood by the children and plenaries that effectively summarise learning in the lesson and linked to a broader programme of work. Classroom and behaviour management ensure that all children remain on task and have activities that enthuse and engage them. Where relevant, learning should be extended to the home. The school is committed to support all teachers to develop the professional skills to become excellent practioners.

Please also refer to the following policies and documents

- Whole school vision statement
- Equality of Opportunity Policy
- Inclusion Policy
- Assessment, Recording and Reporting Policy
- Homework Policy
- Behaviour Policy

Contents

Effective learning

Effective learning takes place when children are motivated, engaged, feel comfortable in their surroundings, are challenged in their thinking and learn something new. Children learn most effectively when their physiological and emotional needs are met, when the learning in class is interactive, multi-sensory, fun and relevant and broken up into related bite-sized chunks.

When children are fully engaged in their own learning they understand what they need to do to improve and are able to reflect on targets set for improvement. They learn about learning and become increasingly independent in their ability to reflect on what they have done.

Children learn in different ways: some are able to absorb information more effectively visually, some through being physically active and others through listening. In addition children bring their own experiences, background and cultural heritage to the classroom. This also impacts on their pre-disposition to learning. Recognising these differences is fundamental to successful high quality teaching.

The learning environment

Classrooms must be well organised. They should be tidy and free of unnecessary clutter. Displays should reflect, celebrate and support learning. Key vocabulary should be highlighted and clearly displayed.

The atmosphere in the classroom should be purposeful and focused on the task with all children engaged in their work. There will often be a quiet working 'buzz' in the best lessons that enables children to concentrate, but also ask questions and discuss ideas and work with other children when necessary. In whole class phases to lessons all children should feel confident enough to be able to share their ideas and thoughts without feeling they will be put down by others.

The children, alongside the staff should take a shared responsibility for the classroom and corridor areas, making sure the spaces are kept clean, tidy and in good order at the beginning, during and at the end of the school day.

Structuring the lesson, structuring learning

Lessons and learning should clearly structured in a way that is clear to the teacher and also explicit to the learners. Not only should there be an internal coherence to the lesson but it should be clear how what is being taught relates to a broader sequence of work.

Many lessons will have a three part structure (although other structures can also be highly effective). All outstanding lessons are characterised by clear lesson objectives that are understood by the children. In addition all the children also know what they need to do to be successful in the lesson – sometimes this is known as 'success criteria' or WILF 'What I'm Looking For'.

In addition to a clear purpose to the lesson the introduction should also link to previous learning, establish key vocabulary, model activities and direct children to what they need to do.

The best lessons quickly engage the children actively and take account of the range of learning styles. Work should be differentiated to meet the range of learning needs in the class and additional adults should be deployed to support individuals or groups of children as necessary. The timing and pace of the lesson should be managed carefully to ensure it instils in the children a desire to complete work

on time and to a high standard. As such it is important that the children understand from the outset what the shape of the lesson will be like and the direction their learning will take.

The main part of the lesson should usually take up at least half of the available time. The children should be active, working independently or in small groups. The work provided should be pitched at an appropriately challenging level and meet the children's learning needs. Sometimes it is helpful to re-direct or re-focus the lesson by use of a 'mini-plenary'. This is where the lesson is paused and through use of good questioning it is possible to evaluate the progress made by the children, or further model for the children what they need to do by showing them an example perhaps from another child. Similarly the use of praise is another effective strategy for structuring the children's learning: in addition to being intrinsically positive, it can be useful to underline expectations of work, behaviour and where the children should be in a sequence of activities. Another use of the 'mini-plenary' might be to reinforce key vocabulary and remind children of the time they have to complete an activity.

The end of the lesson, or plenary has a variety of functions – however the key purpose should be to focus on what has been learnt. The plenary should summarise learning; review the extent to which children have been successful in the task they have been set; praise children for what they have achieved; reflect on their learning and consider what they have done well and what could be improved. In the best lessons children are often actively involved in this process – self and peer assessment strategies can be powerful techniques for promoting this. This can be achieved through the skilful use of open and closed questions that encourages reflective and evaluative thinking.

Knowing your children

A common characteristic of the most successful schools is that teachers know their children well. The tracking of academic progress through day-to-day observation, discussion with children, marking, assessments and testing is an important element of outstanding teachers' practice.

Marking should be made against success criteria and contribute to children's workbooks and form and on-going record of achievement. Marking should highlight any significant achievement, particularly that linked to the child's targets for improvement.

Ongoing formative assessments are made using levelled 'I Can' statements that link to APP criteria. The APP criteria are used in year groups to moderate teacher's understanding of National Curriculum levels. All children have more formal summative assessments and tests twice yearly. The tests are used as part of broader Teacher Assessment to track children's progress against NC levels. The Assessment, Records and Reporting Policy has further details.

Classroom and behaviour management

Effective learning can only take place in well organised classrooms and where there are high and consistent expectations of: behaviour; how resources are used; how we talk and listen to each other; how books and belongings are treated; how we move about the classroom; how we respect each others' right to learn.

In addition to the whole school rules and behaviour policy all classes at the beginning of the year should consider together some special rules for their class.

Children should enter classrooms ready to learn. For young children in particular, making the distinction between moving from the outside into the classroom and making it clear how their behaviour changes so they are ready to learn needs to be made explicit. To do staff should be out on

the playground when the whistle blows. We then line the children up in the playground and walk them quietly into the class so that they are ready to start the lesson.

Managing behaviour by referring to and rewarding models of good behaviour exhibited by children in the classroom is always a preferred strategy. However, where children do misbehave this should be addressed in a manner that is as least disruptive to the lesson and the other children's learning as possible. Sometimes this can be achieved outside the lesson.

Extended learning into the home

At Chase Bridge we value opportunities to extend learning beyond the school day. The Homework Policy sets out the detail of how we extend learning into the home, however, in summary, homework is set on regularly according to our policy and recorded in homework diaries. Homework can be something where children are expected to work independently or on other occasions where it can be reasonably expected that a parent or other adult will help and work with them.

The termly planning that is shared with parents should also highlight opportunities for parents to extend their children's learning by, for example, suggesting visits to go on, websites to explore (including the on-line resources that the school has purchased for the children's benefit) and books to borrow from libraries.

Where other opportunities occur to extend learning into the home that occur naturally, but perhaps unexpectedly from the course of a lesson then these should be taken and when appropriate shared across the year group to ensure consistency of opportunity for the children. However, there are some occasions where the opportunity to extend work is appropriate to only a particular individual or group of children. This more personalised approach should also be taken when considered beneficial to the children.

We demonstrate that homework is valued by making sure that it is meaningful (not simply copying a worksheet to all children) and marked.

Monitoring, evaluating and developing the quality of teaching

The purpose of monitoring teaching and learning is to evaluate strengths, identify areas for development and further improve the quality of what we do. Some of this might be through the Performance Management process and at other times it might be as part of our ongoing cycle of self-evaluation linked to the SDP.

The quality of teaching and learning is monitored in a number of different ways. This may be through lesson observations or by a scrutiny of planning or children's work.

We use OfSTED criteria as a benchmark to evaluate standards of teaching and learning.

The quality of teaching and assessment

Outstanding	All the criteria for 'good' are met and teaching is at least good in all respects and is exemplary in significant elements. The teaching engenders an infectious enthusiasm and enjoyment of learning among the pupils. A range of teaching methodologies and resources are used to stimulate interest, promote creativity and encourage pupils to think and learn independently. Planning is based upon a thorough knowledge of pupils' attainments and their strengths and weaknesses. Excellent subject knowledge and understanding of the demands of public examinations, where appropriate, ensures that pupils are very well prepared to take these and any entrance requirements for their next phase of education. As a

	result, pupils thrive and make exceptionally good progress. Assessment records and reports are focused, detailed and clearly indicate the amount of progress made.
Good	Pupils make good progress and show good attitudes to their work, as a result of effective teaching. Planning for lessons is derived from longer term planning which demonstrates clearly how pupils are expected to progress in their knowledge, skills and understanding. The teachers' good subject knowledge lends confidence to their teaching styles and resources, which engage pupils and encourage them to work well independently. Any unsatisfactory behaviour is managed effectively. The level of challenge stretches without inhibiting. Based upon accurate assessment that informs pupils how to improve, work is tailored to the range of pupils' needs, so that all can succeed. Teaching assistants and other classroom helpers, and resources, are well deployed to support learning. Those with additional learning needs have work well matched to their needs based upon a good understanding and identification of them.
Satisfactory	Teaching is inadequate in no major respect, and may be good in some respects, enabling pupils to enjoy their education and make satisfactory progress. Planning results in activities and use of resources which are suitably matched to most pupils' ages, prior attainment and individual needs. Pupils' work is assessed regularly so that their progress can be monitored and their work adapted as necessary. The teaching encourages pupils to behave responsibly.
Inadequate	Pupils generally, or particular groups of them, do not make adequate progress because the teaching is unsatisfactory. Pupils do not enjoy their work. Behaviour is sometimes inappropriate as a direct result of poor classroom management or a lack of stimulating tasks. Teachers' knowledge of the curriculum and the course requirements are inadequate, and the level of challenge is often wrongly pitched. The teaching methods used do not sufficiently engage and encourage the pupils. Not enough independent learning takes place or pupils are excessively passive. Assessment is not frequent or accurate enough to monitor pupils' progress, so teachers do not have a clear enough understanding of pupils' needs. Pupils do not know how to improve. Teaching assistants, resources, and parents/carers are inadequately utilised to support pupils.

How well pupils progress in their learning

Outstanding	Progress is at least good in all or nearly all respects and is exemplary in significant aspects of pupils' work. Each pupil achieves very well against the targets set for them both in the short and long term.
Good	Pupils achieve well against challenging targets which are based on their capability and starting points. Most pupils, including those with learning difficulties and/or disabilities and others who are vulnerable, make at least good progress and some may make very good progress. Pupils are gaining knowledge, skills and understanding at a good rate across all key stages.
Satisfactory	Pupils' progress is inadequate in no major respect, and may be good in some respects. Pupils make satisfactory gains in their learning over time when set against their starting points.
Inadequate	A significant number of pupils do not have targets set for them or those which are set are not adequately challenging. As a result considerable numbers of pupils underachieve, or particular groups of pupils underachieve significantly. The pace of learning is insufficient for pupils to make satisfactory gains in knowledge, skills and understanding, especially in core subjects. Overall, pupils do not achieve well enough when set against their capability and starting points.

The key characteristics of outstanding teaching and learning

To summarise, teaching is outstanding when children make excellent progress in their learning. This is almost always characterised by:

- the conditions for learning in the classroom that are right both physically and in terms of behavioural expectations
- teaching that is well structured with a clear purpose to the lesson
- the high quality of relationships where the teacher knows the children and children can respond to the high level of expectation set
- teachers with excellent subject knowledge

Appendices

Characteristics of inspirational learning and teaching

It is difficult to define a neat formula that produces off-the-peg Outstanding lessons – teaching and learning is not as simple as that. However, outstanding teachers do share some common characteristics: they have the ability to create purposeful relationships with all children; know how children learn; and have excellent subject knowledge.

At Chase Bridge outstanding teachers will also frequently display these other characteristics as part of their broad repertoire of skills:

- Create an emotionally **supportive environment** where you recognise each child for something unique and special to them, perhaps the football team they support or a special interest/talent they have; through praise/ reward for achievement – badges like 'ask me why I'm special' or set a control on the computer to play a burst of 'Simply the Best' at the touch of button.
- An understanding that the **brain is best for about 30/40 minutes following exercise** and the temperature is right. If you need to ensure that the children are 'awake' break the lesson up with a some physical exercise or build it in to part of your teaching
- Building in **total sensory learning experiences** whenever possible – for example, if you are learning about pentagons making them with 5 children and long elastic. Or if you are writing about coconuts, feeling, seeing, hearing, touching, tasting and smelling them
- Consider how to **make learning fun and engaging** in planning. Consider the use of role play; learning outside the classroom; humour; making lessons more interactive. If you are teaching about Victorians, practice being in role all day as a Victorian teacher. What some children find fun however, does of course vary – some might regard computer programming for the day the most engaging and entertaining thing they could be doing.
- Consider in planning how to make what you are **teaching relevant and meaningful** through either anecdotes or by giving certain examples
- Hook the children at the start of the lesson through creative and imaginative **introductions** – using an artefact, DVD, puppets, feely bags, 'what's in the box?'
- **Break up lessons into carefully planned chunks** with perhaps a couple a mini-plenaries incorporating some physical movement. 20 minutes is often a long time to concentrate for many children
- **Interaction, intervention and feedback** – outstanding teachers notice what all the children are doing. They move about the classroom all the time and engage with children, intervening, challenging, praising them and moving children on if necessary. This quality intervention should be a direct reflection of the learning intention and success criteria agreed at the start of the lesson.
- **Plenaries** that not only review and establish learning but actively engage the children. For example, they are clear and to the point; give the teacher a good understanding of how the children have progressed; there are opportunities for 'buddy talk'; leave children on a high where they know they have learned something and how that will help them in the next lesson.

Learning Behaviour: Lessons Learnt
Extracts from appendices in the Steer Report, April 2009

Starters

Subject Specific Examples of Starters

Starters create a purposeful beginning which should engage all students.

Below are some specific examples from different subjects but these techniques could be used across the curriculum.

MODERN FOREIGN LANGUAGES Students play 'word bingo'. Words in English are numbered on the board. Students have a grid of random numbers on paper. The teacher speaks the words in French and the students mark them off on their grids. The winner is the first with a 'full house'.	**GEOGRAPHY** Ready, steady, teach. Provide groups with a shopping bag of ingredients (for example, modelling clay, string, lollypop sticks, etc). Tell them they have five minutes to plan an activity in which they use the ingredients to 'teach' how the coastal features, arches, stacks and stumps are formed.
RELIGIOUS EDUCATION As an introduction to a new topic students are asked to generate words they associate with the concept 'prayer'.	**HISTORY** The class are shown a mystery object. They are asked to write down five questions that, if answered, might help them to suggest what the object is.
SCIENCE Students are studying 'refraction and colour'. Each student sticks an unseen word onto their forehead, for example dispersion, spectrum, dye, filter, optical fibre. They have to ask a partner questions in order to work out what the word is.	**ENGLISH** A bag of objects is given to small groups. Students have to come up with a list of five adjectives, which imaginatively describes each item.
FOOD TECHNOLOGY Students are asked to match up cards carrying the name of a piece of equipment with the card containing its definition.	**PHYSICAL EDUCATION** Following a warm-up, students form two teams. The first member of each group performs a move, on the trampoline. The next person repeats this move, then adds a second. The third student repeats the two moves and links in a third, and so on. Students need an awareness of the capabilities of others in their team who will follow on and types of move that link together. The winners will be the team that creates the longest sequence of moves.

MUSIC Each group of students is given a set of cards with the elements of music printed on them e.g. pitch, tempo, duration, dynamic, timbre, texture, silence, attack and decay. They are asked to sequence them in order of importance to them for composing a short piece of music. Afterwards they have to justify their decisions.	**DESIGN AND TECHNOLOGY** Sheets with signs, logos and everyday lettering (newspapers, adverts, etc) are provided. Students have only 20 seconds to look at them. They then have to write them down in order of impact on their memories. Extend to discussion on why some signs work better than others or who the message is aimed at.
RELIGIOUS EDUCATION In their first lesson on Martin Luther King students are asked, in pairs, to consider the question 'What would you be prepared to die for?' and then share their reasoning with their group and the whole class.	**MODERN FOREIGN LANGUAGES** The teacher speaks simple addition and subtraction calculations in French. Students have to write down their answers in numerical form on whiteboards and then hold them up.
DRAMA In pairs, students are asked to agree on five things they learned during the last lesson, and the whole class agree the priorities.	**SCIENCE** Students complete a word search based on 'plant reproduction'. They have to circle words such as stamen, stigma, ovules, filament, anther.
ENGLISH The class uses whiteboards to identify and consolidate spellings of homophones spoken by the teacher, for example wait/weight, right/ write.	**MATHEMATICS** Each student is given a piece of A4 paper and asked to write down a number between three and four, being as 'creative' as they can (for example, 3 7/12). They then give the number to another student and all students are asked to 'peg' their numbers onto a washing line in the correct sequence.

50 Ideas for Starters

Recap

- **List 3 things** you found out/learnt last lesson (on mini whiteboard).
- **Summarise** what you know about the topic in 5 bullet points – reduce to 5 words – reduce to one word.
- **Put in the words missing from a cloze** summary of learning last lesson.
- **Draw a graphic summary** of knowledge so far – diagram, steps, flowchart, mind/concept map (like a spidergram but shows links).
- **Draw a simple timeline** of events covered so far.
- **Selection of pictures/cartoons/objects** – which relates to last lesson's learning and how might the others tie in later? e.g. Work by artist or example of technique currently being studied.
- **Groups of 3**, numbered 1-3. Put up 3 statements on OHP which individuals must explain to group.
- **Label or annotate a diagram or illustration** – one word in each box. Can be half-complete for less able.
- **Tension chart** – give score out of 5 for tension at various points in a text. Plot on graph and review findings.

- **Drama activity** – freeze frame or 'living photograph' as a summary of learning so far.
- **Just a minute** – pupils talk on a topic without hesitation, repetition etc.
- **Acrostic** – each letter of a term begins a line. Key word begins the line. The 'poem' should reflect the qualities of the concept.

Key words

- **Match** word cards and definition cards. Can be done as card sort or snap.
- **Write dictionary definitions** or mnemonics for new terms learnt last lesson.
- **Identify the key points/terms** to feature in today's lesson from anagrams.
- **Bingo** – as teacher reads, pupils must spot word/symbol and mark card e.g. match numbers in French with digit; match muscle with diagram of stretch in PE; match musical term and symbol.
- **Dominoes** – match symbol/image/definition and key word.
- **Pictionary** – draw the word without speaking or writing.
- **Wordsearch** containing key words or information useful in lesson – can use clues/definitions to activate prior knowledge. Similarly, crossword (www.puzzlemaker.com).
- **Break the code** to identify the 3 mainpoints of today's lesson (a=b, b=c….).
- **Post-it notes** or stickers on foreheads – pupils work out word by asking neighbour questions which receive yes/no answers.
- **Concentration/pelmanism.** Two sets of cards face down on table – one set with words, other set a symbol or definition of same meaning. Pupils take turns to turn up two cards to find pairs and have to memorise position of cards.
- **Give groups sets of 3 words** and ask them to identify the odd one out.
- **Taboo**. Describe a word/concept/character/event to a partner without saying the taboo words.
- **Verbal tennis** – divide class into 2 groups who take turns to say a word related to the current topic. No words can be repeated. Scored as tennis.

New topic

- **60 second challenge** – write down all the terms you can think of to do with a topic.
- **Draw a picture** of current understanding of a process and redraw at end of unit e.g. Biology – digestive system or plant lifecycle.
- **Concept cartoon**. Choose from speech-bubble opinions of different characters e.g. Physics – 4 different opinions about what will happen to a rocket (pictured) that has run out of fuel.
- **In pairs, sequence the 5 factors**/influences/events – justify your choices e.g. recipe or sequence for making an object in D&T.
- **Prediction** – what will happen if we…? Why do you think this? Spend 1minute composing a response before you reply.
- **Objects** – pupils are given a group of objects and asked to sort/imagine/describe/predict/explain/plan an activity e.g. Given 2 tennis balls must invent a warm-up exercise in PE.
- **Key question/statement snowball–** pairs discuss then share ideas with another pair, 4 join another 4, and then 8 join another 8 e.g. 'What would you be prepared to die for?' to introduce unit on Martin Luther King in RS or PSHE.
- **Categorising terms** – sort words into related groups, with a pile for 'not understood yet' e.g. words related to volcanoes in Geography as a 'warm-up' to activate previous knowledge. Could be done on computer by highlighting, cut and paste etc.
- **Video clip**. Class watches very short extract, then consider in pairs: What do I already know? What did I learn from the clip? What do I want to find out?
- **Painting/musical stimulus** – pupils respond to brief exposure and shape an initial response in words, drawing or orally.
- **Vocabulary** to support expression can be given.

Questions

- **Card Loops**. Cards have unrelated question and answer on either side. Pupil reads question and person with answer

responds and then reads theirs e.g. Acids and alkalis in Chemistry, WW1 in History.

- **Answer teacher's questions** without saying yes or no.
- **True or false** – hold up card/whiteboard to show whether statement on OHT is true or false.
- **In role answering** – hot-seating activity.
- **The answer is XYZ** – now write the question. N.B. The question could begin with the words 'What is…'
- **Groups devise multiple choice** questions designed to catch out other groups.
- **'Who wants to be a Millionaire?'** questions answered in pairs. Which pair becomes the richest?
- **Quick-fire oral quiz** to review/revisit learning.
- **Blockbusters** – pupils travel across a grid containing initial letters to answers.

Brain gym

- **Washing Line** – pupils organise themselves or pin up cards in order e.g. Maths: Write down a number containing 3 digits in any combination (decimal, fraction). Class sequences numbers in order.
- **Shades of Meaning** – useful for preparing pupils to use a wider range of vocabulary e.g. in Art, pupils order terms to describe colour, shade or texture according to the 'strength' or effectiveness of the term.
- **Memory Game** – show items for 20 seconds and then dictate an order in which they are recorded e.g. logos in D&T.
- **Sequencing moves** – one pupil performs a move, a second repeats it and adds another move and so on e.g. trampoline in PE, composition in Music, class story-writing in computer room.
- **Spot the difference** – one picture could contain false information e.g. Maps, diagrams of experiments, charts and graphs.
- **Conceal and describe.** Pupils sit back to back. One describes a picture or process and the other must guess what it is – or draw it.

Strategies for Questioning

Strategy	Benefits/Gains
Consciously waiting for a student to think through an answer (before you break the silence).	Prompts depth of thought and increases levels of challenge .
Using a planned mix of 'conscripts' and 'volunteers'.	Enhances engagement and challenge for all.
'Phone a friend'.	Encourages whole class listening.
'Hot-seating'.	Encourages listening for detail and provides challenge.
Previewing a question in advance.	Signals the big concepts and learning of the lesson.
Pair rehearsal (of an answer or a question).	Encourages interaction, engagement and depth.
Eavesdropping and deploying specific targeted questions.	Facilitates informed differentiation.
'You are not allowed to answer this in less than 15 words'.	Develops speaking and reasoning skills.
Deliberately asking a child whom you know will provide only a partly formed answer (when asking difficult whole class questions).	Excellent for building understanding from student-based language.
Staging or sequencing questions with increasing levels of challenge.	The essence of purposeful questioning, moving students from existing knowledge or experience (often unsorted or unordered knowledge) to organised understanding, where patterns and meaning have been established.
Using the 'no hands up' rule.	Improves engagement and challenges all students to think.
Providing signals to students about the kind of answer that would best fit the question being asked.	Helps students to recognise the range of possible responses and to select appropriately.
Snowballing (asking another student to respond to the answer of the previous student).	Checking understanding. Building on previous answer. Promoting active listening skills. Encouraging whole class involvement.
Computer based decision making exercises. Students have to make key decisions about actions all of which have consequences.	This is effectively 50/50 questioning with a chance to reflect if the students select the wrong answer (See History department for further information).

Bloom's Taxonomy

Benjamin Bloom created this taxonomy for categorizing level of abstraction of questions that commonly occur in classrooms. The taxonomy provides a useful structure in which to categorise questions.

Competence	Skills Demonstrated
Knowledge	• observation and recall of information. • knowledge of dates, events, places. • knowledge of major ideas. • mastery of subject matter. • *Question Cues:* list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	• understanding information. • grasp meaning. • translate knowledge into new context. • interpret facts, compare, contrast. • order, group, infer causes. • predict consequences. • *Question Cues:* summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend.
Application	• use information • use methods, concepts, theories in new situations. • solve problems using required skills or knowledge. • *Questions Cues:* apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover.

Analysis	• seeing patterns. • organization of parts. • recognition of hidden meanings. • identification of components. • *Question Cues:* analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer.
Synthesis	• use old ideas to create new ones. • generalize from given facts. • relate knowledge from several areas. • predict, draw conclusions. • *Question Cues:* combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalise, rewrite.
Evaluation	• compare and discriminate between ideas. • assess value of theories, presentations. • make choices based on reasoned argument. • verify value of evidence. • recognize subjectivity. • *Question Cues* assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarise.