



Teaching and Learning Policy

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POLICY FOR TEACHING AND LEARNING.

‘Striving to provide a world-class education to create world-class citizens’

Introduction

The Agate Momentum Trust aspires to provide its pupils with a world-class education. Senior leaders have researched and implemented the latest most effective practices from around the UK and across the globe in order to provide the children in the trust with a broad, balanced and ambitious curriculum that puts the child at the heart of their curriculum and learning.

We strive for excellence in all areas:

- Excellence based on a commitment to empowering all the children and young people in our care.
- Excellence, whatever the challenges, in developing leaders of the future regardless of age, ethnicity, gender, sexual orientation, background.
- Excellence derived from the riches brought by diverse families and communities living in a vibrant, global city.
- Excellence in achievement for all, resulting from children receiving an education matching world-class outcomes.
- Excellence in the design of a forward thinking, innovative, curriculum.
- Excellence in a pedagogical approach to teaching firmly embedded in and informed by research.

Aims

Teaching and learning lie at the very heart of the school’s vision. This policy puts the aims of the school into classroom effect. The nature and quality of classroom practice is the single most important factor determining pupils’ achievement which lies within our control. This policy aims to:

- To improve the quality of teaching, learning and pupil achievement.
- To create a culture of growth mindsets that encourages openness to self-improvement and reflection for both staff and pupils alike.
- To establish across the school an agreed range of ‘good practices’ in respect of teaching and learning.
- To ensure consistency across the school and progression in classroom provision.
- To share good practice and enable the school to identify aspects of classroom practice and provision which will benefit from further development and support.
- To provide an agreed focus and criteria for monitoring teaching and classroom practice.
- This statement of agreed school practices will provide new staff with a clear indication of the school’s expectations.

This policy is arranged under the following headings:

- 1. Learning Environment**
- 2. Classroom management**
- 3. Routines**
- 4. Expectations**
- 5. Presentation of our work**
- 6. Planning**
- 7. Teaching**
- 8. Feedback and Assessment**
- 9. Target Setting**
- 10. Teaching Assistants**
- 11. Guidelines on exercise books**

Learning Environment

Creating an ethos and environment in which children can enjoy learning, reflect, improve and grow in confidence is fundamental to learning and therefore to our school.

The physical environment, in which children's learning takes place, should be one which supports and enhances learning.

To create such an environment we will ensure that each classroom has the following conditions for learning (either on display or individual copies for children at their desks/chair bags). These conditions should be in place in every class by the end of the first week back:

All subjects:

- Learning walls that display the learning journey for each subject and key vocabulary
- A tidy classroom which is free from clutter
- History Timeline
- School Values
- An 'Over and Above' board
- Maths vocabulary – at the front of the classroom
- Classrooms must reflect cultural diversity (photos, books, languages and maps, self-portraits and one display must be cultural)
- Children's accessibility to interactive whiteboards.
- Class timetable/duties/assembly rota.
- E-safety expectations/Pupils have signed AUP.
- Behaviour/Reflection area/Scott Wilkie code of conduct.
- Zones of regulation
- Celebrate and Educate poster
- Misconceptions board
- Next Steps board
- Voice box
- Childline poster
- Visual timetable
- All RWI adults are wearing aprons with resources in pockets: cards, pens etc.

In each year group, there needs to be one:

- RE learning wall.
- History/geography learning wall

Talk for Writing

- Literacy working wall which should be updated for each genre. The following should be on display: current text, text maps, exemplars, toolkits, key vocabulary, photos, story plots etc.
- Washing line displaying teachers' modelled texts.
- RWI-Alphabet Frieze*/RWI-sounds charts*/ RWI-blue word wallet*where applicable.
- Spellings – jumping orange words.
- Vocabulary area to display key vocabulary

Reading

- A Reading learning wall – link texts, key vocabulary, pictures, props, reading gems
- An inviting book area that promotes a love of reading
- The books should be well-organised and labelled e.g. themes/genres/authors

- Well-stocked – books appropriate for year group but also including books at reading levels appropriate to the needs of the children in the class , appropriate authors. Books facing out (showing front cover)
- 12 books to read – displayed and a visual system for tracking who has read each book.
- Area for children to recommend/review books.
- Library cards/system to track books taken home.

Mathematics Display

- A maths working wall which supports the unit of work and display methods being used.
- Key vocabulary.

EYFS

In EYFS learning environments, there are conditions for learning for both the indoor and outdoor spaces.

Indoor Conditions for Learning

- Clearly labelled, tidy, and well-resourced classroom that enables child-initiated learning.
- Resources labelled with pictures
- Writing opportunities throughout the setting
- An 'Over and Above' board
- Child-level washing line that children can self display work of their choice
- Classrooms must reflect cultural diversity i.e. photos, languages and maps, self portraits, books
- Photos of child with family/parents/carers
- Visual timetable
- Days of the week
- ICT area/accessibility to the interactive whiteboard
- RWI-Alphabet Frieze*/RWI-sounds charts*/ RWI-blue word wallet.
- Key sight/red words/spellings.
- Next steps – photos of children with post-it next steps.
- Stock cupboards are organised neatly.
- Parent notice boards are maintained to a high standard.
- Colourful semantics (lanyards and cue cards).
- Zones of regulation
- Powers of learning

Talk for Writing

- Literacy working wall which should be updated for each genre and used as a learning wall during the writing process. The following should be on display: current text, text-maps, exemplars, toolkits, key vocabulary, photos, story plots, box plans etc
- Washing line displaying teachers' modelled texts.
- Weekly rhyme displayed and celebrated

Reading

- An inviting book area that promotes a love of reading
- The books should be well-organised and labelled e.g. themes/genres/authors
- Books should face out, showing the front cover
- 12 books to read – displayed and a system for tracking who has read each book.
- Area for children to recommend/review books.
- Appropriate books/authors for the year group
- Well stocked books
- Book bag books

- RWI books
- RWI-Alphabet Frieze*/RWI-sounds charts*/ RWI-blue word wallet*where applicable.

Maths

- A maths working wall which supports the unit of work be taught with methods and key vocabulary.
- Maths should be visible in all areas.

Outdoor Conditions for Learning

- Clearly labelled, tidy, and well -resourced outdoor area where child-initiated play is embedded.
- Resources should be well-looked after and organised.
- Shadowing should be used to support children to independently put away resources
- The **Talk for Writing** text should be visible throughout the outdoor area
- **Mark making throughout setting** - chinks, pens, pencils, large brushes, easels, paper, card this should cater to differing stages of development of the children in the setting
- **Creative area/ artistic/ musical** - Rolls of paper, rollers, paint, foam, ribbons, clay, sponges, string, wool, pasta, materials for weaving, various musical instruments.
- **Physical development area** - Various balls, bats, bean bags, hoops, quoits, cones, skittles.
- **Growing area** - A place for digging. Areas to grow plants. Wellies, spades, watering cans, wheelbarrows, rakes, pots.
- **Investigation area** - Sand, water, buckets, bug pots, tweezers, magnifiers logs, stones, shells, binoculars, sieves, pipes, funnels, pulleys, wheels, ramps, chimes, windsocks, ribbons, fabrics, kites, bubbles, cameras, clipboards.
- **Constructing area** - Large blocks, crates, woodwork bench, tools, cones, planks, large cardboard boxes, large construction kits.
- **Imaginative play area** - Space and provision for role play. Dressing up/props
- **Quiet area** - An area for children to be quiet, rest and reflect- Seats, cushions, mats, fabrics, picnic table, books, puzzles, clip boards, mark-makers, story tapes, headphones.
- **Wheeled toys area** - Various wheeled toys.
- Parent notice boards are maintained to a high standard.

2. Classroom Management

Children should be trained in classroom routines relating to tidiness and orderliness.

- They should be trained to collect and replace resources.
- Agree a class code of conduct linked to school's values (see Behaviour Policy).
- Use higher achieving children as leaders to support the learning of others in the classroom.
- Take children through the step-by-step behaviour policy (see behaviour policy).
- Explain the 'Over and Above' board and reflection
- Set up class monitors to tidy and care for the room and equipment e.g. pencil pots/books/library.
- Practise lining up
- Use 1,2, and 3 (silent signals) for moving around the room e.g. travelling from the carpet to chairs in an orderly manner.
- Use of hand signals for quiet and talk to your partner. At all times teachers should use non-verbal cues for transitions.
- Show children how you expect them to sit on the carpet/sit in their chairs.
- Teach children how you want them to stop and listen.
- Trained on seating plans/lining-up order

- Ensure expect understand the expectation that all children should have an answer to any question asked
- Teach children to raise their hand if they wish to speak to an adult (not to answer questions as cold calling is used but for example to ask a question)
- Groupings of children must be varied throughout the day. For example: mixed ability based, individual, pairs, small groups or larger groups. Higher attainers should be used to support lower attaining children.
- Children should be trained to not wander around the classroom.
- Children should be trained to use break times to go to the toilet and **not** learning time.
- After registration, a child (under the supervision of an adult) should complete the fire-drill head count and add names of absent children onto the board with a final head count number. Notify the office of any absent children.

Be consistent and continually remind children of your expectations.

3. Routines

Reception classroom doors open from 8:55.

In Year 1 and 2, children should arrive at 8:45.

Year 3 and 4, children should arrive at 8:40.

In Year 5 and 6, children should arrive at 8:30.

All teachers should greet their children individually.

Registration in all classes should be completed by 9:00am. Classes should follow the timetable set for the morning before registration.

At play and lunchtimes, a bell signifies the end of play. The bell will be rung twice - initially to indicate time to tidy up and the second time to line up. Children will be collected from the playground by their class teacher/TA at the end of every playtime. Teachers and TAs need to ensure their class is lining up following expectations.

At the end of the school day:

- Nursery, Reception and KS1 children will be collected from their classroom by a parent or carer.
- In Years 3 and 4, children are picked up from the playground door by parents/carers.
- In Years 5 and 6, parents can choose to allow their child to walk home on their own or arrange to collect them from their classroom door.

In the Foundation Stage or Key Stage 1, if parents are late to collect their children then they are taken to the main foyer where they will be supervised by a teaching assistant.

In Key Stage 2, if parents are late to collect their child, pupils must take themselves to the main foyer and wait for their parents.

4. Expectations

Maintain high expectations of both yourself and all pupils at all times. The adults are the role models for children. Have high expectations of and insist upon the very best of all pupils in relation to:

- **Behaviour and following routines.** Expect children to follow routines and the behaviour policy. Speak to children in a calm firm manner. Remember we are a **no shouting** school.

- **Dress.** All adults should be smartly dressed. During **PE lessons**, all adults must be dressed in PE kits. Children always participate in PE lessons by wearing a school PE kit if they forget theirs.
- **School Uniform.** It is school policy that children wear a school uniform. If a child does not wear a school uniform, they should be spoken to by the class teacher. If the child continues to not wear a uniform, the class teacher should inform their phase leader and speak to parents. Head scarves should be school colours as should any bows or headbands. On days when children have PE, they should come to school in a school PE kit. If they are not wearing a school PE kit, this should be addressed by the class teacher.
- **Jewellery.** For health and safety reasons, jewellery/false nails should not be worn at school (small sleepers and studs are allowed). If a child wears jewellery at school, the class teacher needs to ask the child to remove the jewellery and put the jewellery in the school safe. Phone calls home should be made if a child has false nails.
- Make sure **presentation** in books is of a high standard and that children take pride in their work. If not, ensure the child does it again.
- **Time keeping.** If children arrive late in the morning, they should be spoken to (in KS2) and if it continues to happen parents/carers will need to be spoken to (KS1 and KS2).
- **Possessions.** Children are not allowed to bring mobile phones to school or other valuable possessions. If they do, they must be taken to the office and locked in the safe.
- **Quality and amount of work achieved.** Make it clear to children how much they need to do in a certain amount of time. Insist that all pupils complete set work. If they don't, they must stay in at playtime/lunchtime until the work is completed. Also presentations should be of a high standard (see presentation rules below).

5. Layout and Presentation

Presentation of our work

- A sharp pencil must always be used to write with.
- When a child can write with a neat joined script and accurately they will become a pen writer.
- Once a child becomes a pen writer, they must stay a pen writer unless instructed by an adult.
- All maths work will be completed in pencil.
- All charts and diagrams will be completed in pencil.
- A ruler must be used to underline titles, rule off and draw charts and tables.
- The date goes on the top line.
- The date and the title are to be underlined with 1 line only.
- The teacher will be the only person to write on the cover of books.
- Colouring pencils only will be used in exercise books.
- Cross out any mistakes with 1 neat line using a ruler.
- Leave a line and an indent for every new paragraph.
- Rubbers are not to be used unless directed by the teacher.
- All worksheets need to be dated, marked and carefully trimmed before being stuck into books (do not fold worksheets).

In all subjects, please ensure that every opportunity is taken for children to work in books rather than using activity sheets.

6. Planning

Teachers are well supported with planning. Each year group plans as a team and an SLT member is available to support. We also offer sessions with consultants for specific subjects.

The school uses the following programmes/associations to support teachers' pedagogy and planning:

- Talk for Writing
- Maths No Problem
- RWI (EYFS/KS1)
- Take One Book (Just Imagine)
- RE Newham Agreed Syllabus
- PHSCE Jigsaw
- History – Historical Association
- Geography – Geographical Association
- Projects on a Page – D&T association
- NPW - Computing

1) Long term planning.

- The programmes above provide detailed guidance on: expectations, learning objectives, possible teaching activities, resources, approximate time and progression for all year groups.
- The school has a **curriculum map** that breaks up the curriculum areas into manageable termly themes. This ensures breadth and balance in curriculum provision and progression from term-to-term and year-to-year. These can be found on Google Drive (AMT Curriculum).
- Knowledge and understanding and thinking skills are woven throughout the curriculum and made explicit on the curriculum maps for each year group. Each subject has a progression document that teachers should look at when planning in any year group to inform them of children's prior learning.

2) Medium term planning

Teachers need to map out the learning journeys for all subjects. The aim of this is to have a clear view of the learning journey the pupils will be taken on and to ensure that key knowledge and understanding is taught along with the thinking skills. The learning journey document is a good place to start for brainstorming ideas and ensuring all parts of the learning journey are covered.

Teachers must map out the objectives for each half term. This should be done week by week in order for the intentions on the curriculum map to be achieved. Consideration should be given to creative cross-curricular links and the following:

- Formal assessment in the core areas will be planned for 3 x a year (see calendar).
- Non-core assessments will be planned for at the end of each unit.
- Planned educational visits
- Focus weeks/days – see calendar

3) Short term planning

This includes weekly plans and can be produced straight onto flip charts.

The **weekly plans/flipchart** should take into account/include:

- The purpose of the lesson.
- Scaffolding is indicated for children who need it to access the learning.
- A page with a differentiated activity for any SEN/EAL children who cannot access the whole class activity even with scaffolding.
- If a child is working well below the rest of the cohort, teachers may go to a different year group for planning maths/literacy.

- SMSC. Encourage a sense of awe, wonder and curiosity around learning. Provide reflection time, to be still, think about core values and beliefs. Develop a clear moral sense- an understanding of right and wrong. Foster creativity, imagination, appreciation for the arts. Draw upon the richness and variety of spiritual resources and religious beliefs. Develop an understanding and respect for diversity, equality, inclusion and difference. Appreciate and understand the different cultures, particularly those represented within the school and community. Develop empathy and compassion, and consideration of what it means to be a human.
- SEMH/SEL - strategies used to manage emotions to support learning
- Assessment for Learning strategies-peer/self-assessment.
- Identify the teacher input needed.
- Questioning should be planned.
- Include the role of any additional adults.
- Record any changes that have occurred and whether what was planned was actually covered.
- Plan how teacher's time will be used e.g. to work with a particular group. **Teachers should not simply circulate the class in an unplanned way.**
- Save plans/flip charts on Google Drive
- Back-to-back teaching can be used in the afternoons between teachers.

All resources for planning are on the school's Google Drive.

The following subjects are to be taught:

- Every day - Reading, Writing, SPAG, Maths
- Every week - Science, Computing, PE, RE, Music,
- Every week on rotation - History Geography,
- Art and DT may be blocked

Philosophy for Children will be used as a tool to teach R.E and PHSCE units. There is an expectation that one P4C lesson will be taught for every unit in RE and PHSCE.

Collective Worship takes place during assemblies.

7. Teaching

Teachers should be up to date with current research into teaching and learning. We use Rosenshine's Principles in Action (Tom Sherrington) to inform our practice. Teaching and learning at Scott Wilkie should reflect this. Below is a brief summary of the principles that should be used to inform planning and classroom practice. **The ten principles are in bold.**

1. Sequencing concepts and modelling

Effective teachers recognise the need to deal with the limitations of working memory and succeed in breaking down concepts and procedures into small steps.

- **Present new material in small steps with student practice after each step. (2)**
- **Provide models (4)**
- **Provide scaffolds for difficult tasks (8)**
- Limit the amount of material students receive at one time.
- Give clear and detailed instructions and explanations.
- Think aloud and model steps.
- Use more time to provide explanations.
- Provide many examples.
- Re-teach material when necessary.

2. Questioning

Effective questioning lies at the heart of great instructional teaching. This needs to be a highly interactive, dynamic, responsive process.

- **Ask questions (3)**
- **Check for student understanding (6)**
- Ask students to explain what they have learned.
- Check the responses of **all** students.
- Provide systematic feedback and corrections.

Questioning Techniques- (use signal/ pause/insist)	
Cold Call	No hands up or calling out. Ask everyone select who answers.
No Opt Out	If students get an answer wrong or don't know, go back to them to check that they now know the answer.
Check for Understanding	Ask a selection of students to relay back what they have understood about the question under discussion.
Probing Questioning	Make each question and answer exchange a mini dialogue, probing to explore the student's understanding.
Think Pair Share	Allocate talk partners, set a question with a time limit , ask students to think, then discuss, then report back.
Say it again better	Accept students' first half-formed responses but then help them to reframe a better, more complete response.
Whole Class Response	Use techniques like mini whiteboards or ABCD fingers to provide simultaneous responses from a whole class.

3. Reviewing Material

A major issue in learning is the inevitable process of forgetting. Unless we review what we have learned, our memory of that information diminishes. Retrieval practice supports building long-term memory and a level of fluency in recall.

- **Daily review (1)**
- **Weekly and monthly review (10)**
- Begin a lesson with a short review of previous learning.
- Re-teach material when necessary.

4. Stages of practice

Lots of practice is necessary to excel. There is a distinction between guided and independent practice.

- **Guide student practice. (5)**
- **Obtain a high success rate. (7)**
- **Independent practice. (9)**
- Provide a high level of practice for all students.
- Guide students as they begin to practice.
- Prepare students for independent practice.
- Monitor students when they begin independent practice.

Teachers are responsible for ensuring the following:

- Confident **teacher knowledge and understanding** of the subject matter to be taught.

- **Pre-planning** of tasks, activities, pupil grouping arrangements and resources.
- A clear statement to pupils of the intentions of the session – LO/SC
- Use of Assessment for Learning.
- Effective teacher input which ensures pupils understand and takes into consideration the different needs of children (use visual images and practical activities to support understanding, ensure that **key ideas and words** are visible and added to learning walls).
- Thorough **resourcing** of activities-with additional resources to support some pupils and stretch others.
- Consideration needs to have been given to the needs of **different** pupils e.g. to ensuring more able are stretched, less confident are supported although sustained independence should be encouraged at all times.
- **Time targets** need to be set to ensure pace. Children should be reminded of this at appropriate moments.
- **Expectations** of pupil's work needs to be made clear e.g. quantity of work, presentation, and other qualities pupils should be maintaining in their work. Use of the visualiser.
- **Feedback and assessment** which inform both pupils and the teacher of what has been achieved and what needs to happen next. (assessment for learning)

The teacher needs to have planned how they will use **their time** whilst pupils are at work:

- Circulate the room providing immediate feedback on learning with highlighters to address misconceptions.
- Work with particular pupils to support and stretch them on the carpet.
- Assess pupils' progress.

Long-Term Memory

Teachers must take into account how pupils learn and connect new knowledge with existing knowledge. Research shows that there are certain strategies that help to store new learning in the long-term memory. It is expected that teachers will take into account prior learning and help pupils make links with what they already know. Pupils will not retain new information if they can not make links with prior knowledge.

Below are some of the strategies that can be used to aid new information being stored into the long-term memory:

- **Retrieval** – self-quizzing, low stakes tests, use of knowledge organisers, mind maps.
- **Spaced practice** – studying information more than once but leaving considerable time in between so it is harder to recall.
- **Interleave** the study of different problem types – alternating between different problem types improves ability to discriminate between problems
- **Elaboration** – expressing new material in your own words. Helps relate it to prior knowledge.
- **Generation** - Attempt to answer a question or solve a problem before being shown the answer.
- **Reflection** – Taking a few minutes to review what has been learned and making connections to life outside the classroom.
- **Calibration** – objective feedback to reveal what you know and don't know. Use of low stakes tests and quizzes. Help to avoid the illusion of mastery.

Growth Mindset

We work hard to encourage growth mindsets in our children by creating a classroom culture where children have self-belief and know how to learn. We embed the concept of growth mindset and praise the process children have taken rather than the outcome.

Teachers need to also have a growth mindset and be open to self-improvement through reflection on their own practice.

Teacher Development

We value developing our teachers to be the best that they can be and will support them on this journey. There are many development opportunities and training days available to all staff. Teachers are also given lots of support from SLT. An SLT member/subject leaders will be available for all PPA sessions to discuss lessons and will often be in lessons with teachers to give feedback and model good practice.

We use coaching with weekly/fortnightly 15 minute observations to identify the highest lever which will make the biggest difference to children's learning. We use StepLab as a tool to record and share the process. Staff are given a clear model of what effective practice might look like and an opportunity to practice it away from the class and will receive feedback while practising so they are confident to implement the change back in class.

We also use the lesson study approach to support the development of teachers. Each term there will be a different subject to focus on and teachers work in groups of three. They observe each other teaching and reflect on the lesson afterwards. The teachers then all agree on targets to move the teacher forward. An SLT member is also part of the process but where possible will take a back seat.

Assessment for Learning strategies

Our aim is to create independent learners who can self-assess, make improvements and know how to learn. Teachers must insist on active learning and use assessment for learning strategies to prevent any pupils from becoming passive learners. Teachers must believe that **all** pupils can succeed. We aim to do this by using the following key elements:

The key elements:

- Create a learning culture, where pupils have self-belief and know how to learn and teachers have high expectations and belief that all pupils can succeed
- Pupil involvement at the planning stage
- Pupils knowing learning objectives and co-constructing success criteria
- Discussion about what excellence looks like
- Effective questioning
- Talk partners and classroom discussion
- Effective self, peer and teacher feedback

Other strategies:

- Use of cold tasks to enable the teacher to set targets for pupils that can be measured in the hot task.
- In all subjects, children are asked to explain and reason about their work. We encourage dialogue and create a safe environment in which children can and should question and challenge each other.
- Use of white boards to instantly assess understanding.
- Use of mini-plenaries to address misconceptions/challenge children/ensure all children are on task.
- Use the language of growth mindset
- Pair talk to assess understanding of all children.
- No hands-up. This ensures that all children have to focus on the task and cannot sit back and disengage themselves from the lesson.
- Sentence openers: (I liked it when... I never knew that...) enable children to start to explain where they are with their learning and achievements.
- Learning leaders should be used to explain their thinking to their peers during lessons (ask the learning leader before the teacher).

8. Feedback on Learning

Feedback in the moment

At Scott Wilkie, we believe that live feedback during the lesson, when learning is taking place, has the most impact on children's learning. **Feedback in the moment** is when children are given immediate feedback on their learning by the teacher, TA or peer and can instantly act upon the feedback. In all lessons, adults should help pupils to seek, receive and use feedback, teaching them to check their efforts against success criteria and consider exemplars analysed at the beginning of the lesson. Adults should circulate and give immediate feedback to children. This can also be done through the teacher stopping for a mini-plenary e.g. work is shown under the visualiser and discussed. Improvement recommendations are given then the class use this learning to improve their own work.

In all books, **green highlights** should be used to show success and **pink highlights** to suggest where improvements can be made.

Fundamental principles for in the moment feedback:

- Encourage challenge and struggle as the norm when in the learning process.
- Make learning purposeful where possible.
- Point out misconceptions and use them as opportunities for self-correction.
- Provide feedback opportunities between students.
- Make all feedback task related (LO and SC) rather than ego related (how smart they are).
- Don't give feedback too quickly, too often or at the expense of cognitive demand...allow more struggle, climbing out of the pit, and less reliance on it...but know the student.
- Give and encourage feedback which is just right for each student (not too easy, not too challenging).

Post lesson feedback

Anything which happens after the lesson has questionable value compared to what happens in the moment. It is our intention to attempt to ease teachers' workload by emphasising that often *less is more* when it comes to post lesson feedback. If '**in the moment feedback**' has taken place in the lesson and pupils have been provided with opportunities to review and improve their work, then a written comment after the lesson is tokenistic and possibly a waste of time. However, if in the moment feedback did not take place then a comment may be necessary. Only leave a comment if it will move learning forward. Teachers should consider the impact of everything they do and decide its value. Where comments are made, they should focus on moving the learning forward.

It is important that the pupils know that their work has been looked at and that the teachers know the learning that has taken place and any misconceptions that have arisen but this can be done in many ways.

Strategies that can be used:

- Checking books for planning purposes and to inform the next lesson
- Tick to show work has been looked at/highlights
- Whole class feedback at the beginning of a lesson – overview of what went well and how they could improve.
- Misconceptions board – to be worked on until misconception has been addressed
- Conferencing with students about their work

Feedback at Scott Wilkie Primary School

Scott Wilkie Primary School identifies feedback as one of the most powerful tools a teacher has with research suggesting it can add +8 months to a child's learning.

In the moment feedback is recognised as most powerful. Highlighting and corrections in books indicates a learning dialogue has taken place.

Successes are highlighted in **green** and areas where improvements can be made are highlighted in **pink**.

Clear **models of excellence** are shared with learners, left on display and referenced when providing feedback.

Whole class feedback is given at the beginning of a lesson in light of the teacher's findings from looking at work in books.

Visualiser stops are used when needed and a child's learning is chosen at random to be discussed against LO/SC

Effective Feedback

Pupils are **given time** to respond to feedback. They use a green pen to make changes.

Misconceptions in books are always addressed this could be through comments, lesson starters, individual feedback, or adapting lesson plans

1:1 conferencing is used to move children forward.

The **misconceptions board** is used to address whole class misconceptions. Teachers will revisit these misconceptions regularly until they are addressed.

Feedback in daily writing

- Each unit starts with a cold task. This piece will be marked by the teacher to: inform planning, identify class needs and set individual targets for pupils. The cold task should be done in advance of the planning of the writing unit so that it can feed into the planning.
- Teachers and teaching assistants will aim to provide feedback through conferencing to pupils on the first 2-3 sentences (less for early writers). These sentences should be checked to ensure they make sense. The feedback should identify the key lever. The child should then have a chance to apply this lever.
- Teachers and TAs will use highlighter pens to indicate where improvements need to be made and the child's success on a daily basis and wherever possible with the child during the lesson.
- Prior to the child editing, the teacher will teach to address any issues that have arisen across the class. The child will then edit their work. They will use the green pen to show their improvements.
- Self-assessment and peer assessment can be used to provide feedback to pupils.

Hot Task

- Children will independently write.
- Pupils can self-assess hot tasks by referring back to targets set in the cold task to see if they have progressed.
- While children are writing their hot task, teachers can teach in the moment (use pink and green to indicate this) but should not use the changes as part of the assessment.
- If conferencing takes place which does not explicitly state the errors (e.g. check your punctuation in this paragraph) then this can be used as part of the assessment.
- Once the hot task writing is complete, the teacher will teach to address common errors and then children will edit to improve their work. This piece is then used to assess writing progress on the assessment sheets at the back of pupil books.

Maths

- All questions that have a set answer will be marked by the teacher/TA, pupil or peer marked within the lesson.
- A highlighter pen will be used to show children where an error has been made during the lesson or before the start of the new lesson.
- Pupils should correct any errors they have made to their work using a green pen.
- Feedback will inform pupils what they have done well and what they need to do next to improve
- Teachers must refer back to subsequent marking to measure the impact their marking is having on the pupils.
- Work must be marked before the next lesson by the child, peer or adult, and where possible, in the presence of the child.
- If children are answering lots of questions incorrectly, they must be identified and receive intervention.

9. Target Setting and mentoring

Target setting is a meaningful process at our school. Children work with the teacher to develop their own targets to work towards every term. Cold tasks are used in most subjects to inform planning and in some cases they are used to create targets for children.

Writing targets

- Targets are set following cold/hot tasks that are child friendly for writing. These targets are placed in the front of pupils' books on a post stick note/slip so they can be accessed easily.

- Teachers need to mark the cold/hot tasks and set targets from these using the assessment criteria.
- Children assess themselves against their own targets. They underline where they feel they have achieved the target set.
- These targets are shared with parents at parents' evenings.
- The assessment key indicators at the back of books must be completed after every hot task.

Evaluating our learning

Each term, children complete an evaluation of their learning. Each child will identify their successes/achievements and targets. This will then be used for children to refer to during parents' evening. For any children on a care plan, teachers will need to discuss their behaviour using the 'Identifying strengths and targets' sheet.

10. Teaching Assistants

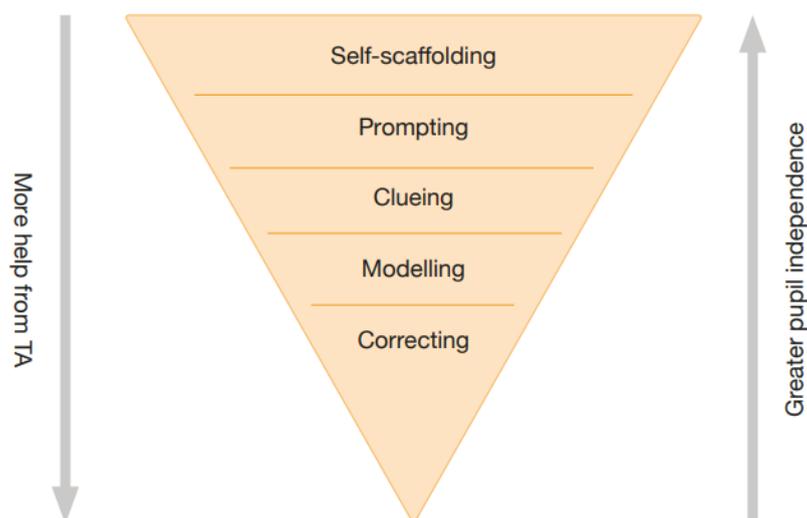
Preparation

It is the responsibility of the teacher to ensure that all teaching assistants are informed about every lesson prior to it. Teaching assistants should be clear on the learning objective and the concepts being modelled. They should also know which pupils to support and how to do this. Lesson talk throughs take place every morning (or in some cases after school) with TAs and teachers who will be present in the lesson.

During Lessons

Teaching assistants should be fully involved with children's learning whether it is on the carpet; monitoring behaviour during lessons or whilst work at tables is being completed. It is not acceptable for a teaching assistant to be simply sitting and watching the delivery of the lesson.

It is important that the tasks set by teachers, and supported by TAs, provide pupils with the right level of challenge. TAs should scaffold pupils' learning and encourage independent learning. This support should follow the EEF model *Making Best Use of Teaching Assistants*. Before intervening and supporting, TAs should observe to see if the child can self-scaffold. TAs should intervene when pupils are unable to do so. They should move down the layers in turn to support them to access any task.



From EEF Guidance Report Making Best Use of Teaching Assistants - Scaffolding framework for teaching assistant-pupil interactions

Teachers and teaching assistants must have to hand: a pen for marking what has been achieved, a highlighter pen for immediate improvements and a set of post it notes for recording pupil's comments or next steps. All staff are provided with an apron to store equipment and it is the adult's responsibility to ensure that they have these resources in every lesson.

Teaching assistants should:

- Know who all the target children are in the class and they should target them both on the carpet and at tables. Pupil progress forms should be visible in all classrooms to support this.
- Use role play (where appropriate) to pretend not to understand concepts to model learning behaviours, draw out misconceptions and encourage children to explain what they know.
- Use practical resources and visuals to support children's learning effectively.
- Spot misconceptions on the carpet on whiteboards/in talk partner discussions and feed them back to the teacher or address them immediately.
- Use questioning to move learning forward instead of telling children the answers.
- Provide feedback for target mastery children.
- Inform the teacher if many children are misunderstanding a concept so that it can be addressed.
- Live mark effectively in all lessons using highlighter pens and verbal feedback.
- Update the next steps boards during lessons from information gathered when live marking.
- Address misconceptions during the afternoon (where directed).

RWI

If a teaching assistant takes a reading group, they will be provided with supportive planning time. RWI training takes place fortnightly after school on a Wednesday. All staff who teach an RWI group must attend. All TAs will receive regular coaching from the RWI leader during weekly RWI walks.

Transition between classes.

Teaching assistants must make sure that behaviour in corridors and in lines is the best it can be. This must be done through positive praise and consistent reminders about walking sensibly and lining up quietly. Children must be supervised during transition at all times.

In the playground.

All teaching assistants in the playground are expected to join in and play games with children. They should pre-empt misbehaviour.

In the afternoon.

TA's should be involved in RWI 1:1/ reading interventions/addressing the Next Step needs from the morning. In some cases there will be exceptions, where a teaching assistant will need to be in class.

11. Minimum Expectations for Pupil's Books at Scott Wilkie

- Prepared task sheets/models for writing that are stuck in pupils' books must be aesthetically pleasing (e.g. appropriate border)
- Handwriting must follow the school's policy and children must use the tramlines properly.
- Photos of workshops must be accompanied by a written piece from the child explaining what they have learnt/experienced.
- Learning journeys must be evident in books e.g. cold task through to hot task. In science/humanities learning journeys should show children working scientifically/historically/geographically, raising questions and exploring ideas in order to draw conclusions in line with the curriculum.

- Spellings – RWI red words, age related compulsory spellings and spelling rules that have been covered in the spelling programme must be spelt correctly in books. Teachers should highlight, within reason, if spelt wrong (appropriately for each child).
- Writing assessment key indicators at the back of books must be completed after every hot task.
- Maths journals should demonstrate depth of learning. Each journal entry should be individual to each child and reveal their thinking. There should also be a variety of journaling types.
- Live marking/feedback must be evident in books to move learning forwards.
- The feedback policy should be visible in books.
- Phase leaders will monitor books and discuss with teachers w/w/ebi in weekly planning meetings. Phase leaders will look at books regularly in PPA to ensure expectations are being met and for consistency across the year group. SLT will monitor books with an agreed focus and provide feedback to teachers. Subject leaders in collaboration with relevant subject leader from Hallsville and a consultant will monitor books termly and provide feedback to SLT.