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## **TEACHING AND LEARNING POLICY 2020: COVID 19 Context and Response - Appendix p16**

### **VISION [what we want to see]**

At St Mary's, inspired by Christian values, we are excited by our learning, proud of our achievements, determined to be the best we can be and caring for all of God's creation.

### **VISION IN CHILD SPEAK [what I will be able to do]**

I am excited about my learning, proud of my achievements, determined to be the best I can be, caring for all of God's creation, and inspired by Christian values.

### **MISSION [what we will do]**

- Through excellent teaching we will deliver an inspirational curriculum
- We will enable every child to make the very best progress
- We will work in partnership with children and families to further promote confidence and self esteem
- We will prepare children to confidently face the challenges of growing up in the 21<sup>st</sup> Century
- We will provide children with an understanding of local, national and global communities and faiths.
- With St Mary's Church, Brookside Methodist, and other local churches, we will further develop understanding of gospel values in action through worship and across the curriculum

## **1.LEARNING AND TEACHING**

St Mary's Vision and Mission statement encapsulates our intention for every individual child who attends the school, whoever they are, whatever their background, ability, disability, religion, culture or gender. We believe that the vision can be achieved through the dedication and commitment of all staff working together with each other, with children and with their families. The Learning and teaching policy indicates how this is achieved.

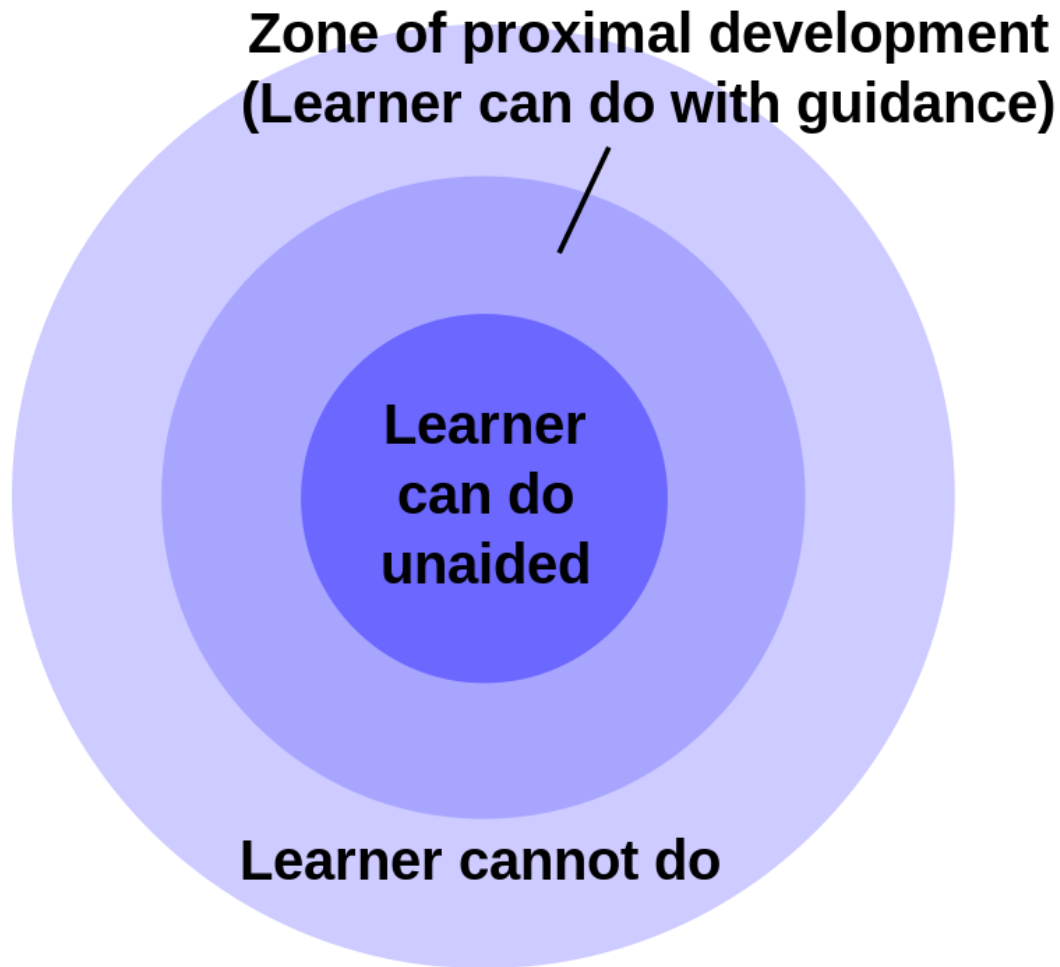
Margaret Berry Wilson in 'Responsive Classroom' [2014] says : 'Students enter our school doors with a vision of themselves as learners, filled with hopes and dreams for learning...With them, they bring an innate curiosity and a thirst to discover words, numbers, music, and art; to hear, tell, and make meaning of stories from the past and stories that are yet unfolding; to explore the wonders of faraway planets and uncover the marvels of the one named Earth—and most importantly, to learn all the nitty-gritty details of whatever captures their own interests and helps to manifest their hidden gifts and talents.'

## 1.1 NURTURING CURIOSITY

At St Mary's this natural curiosity is developed through ensuring that curriculum provision and teaching engage and inspire each child to learn and develop and be the best that they can be. Essential to nurturing curiosity is asking and answering questions, or indeed sometimes not being able to answer them, fostering a spirit of curiosity and enquiry.

### 1.2 The role of adults: Understanding learning:

Children learn in many different ways. The role of the adult is explained by the psychologist, Vygotsky:



Vygotsky stated that a child follows an adult's example and gradually develops the ability to do certain tasks without help.

Vygotsky's often-quoted definition of ZONE OF PROXIMAL DEVELOPMENT explains this as:

'the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers'.

For example, two 8-year old children may be able to complete a task that an average 8 yr. old cannot do. Next, more difficult tasks are presented with very little assistance from an adult. In the end, both children were able to complete the task. However, the styles methods the children chose depended on how far they were willing to stretch their thinking process.

**The presence of an adult or a peer in the 'zone' is known as 'scaffolding' learning.**

**Well planned and organised learning, whatever the age of the children, provides this scaffolding for collaborative learning between adults and children and between children. The power of collaborative learning between**

### **1.3 WAYS IN WHICH THE 'SCAFFOLD' WORKS:**

- The presence of an adult **or a peer** in the 'zone' is known as 'scaffolding' learning.
- Questioning at all levels scaffolds learning, taking the child from current to new understanding
- Well planned learning tasks scaffold learning, enabling the child to practice newly acquired skills or investigate beyond current levels of understanding.
- Verbal feedback provides affirmation and/or challenge
- Written feedback provides opportunity for the child to reflect on learning, and respond to the teacher through their own written response

Well planned and organised learning, whatever the age of the children, provides this scaffolding for collaborative learning between adults and children and between children. The power of collaborative learning between children should not be underestimated, and must be taken into account when planning for learning.

The role of adult is summed up by John Hattie [Visible Learning for Teachers]

1. My fundamental task is to evaluate the effect of my teaching on students' learning and achievement.
2. The success and failure of my students' learning is about what I do or don't do. I am a change agent.
3. I want to talk more about learning than teaching.
4. Assessment is about my impact.
5. I teach through dialogue not monologue.
6. I enjoy the challenge and never retreat to "doing my best".
7. It's my role to develop positive relationships in class and staffrooms.
8. I inform all about the language of learning.

### **1.4 This links to the vital importance of 'Talk for Learning'**

In order to talk we need thought. In order to think we need talk. Talk is an immediate route into cognition. 'Through talking, children can formulate ideas for the first time, crystallising inner thoughts into substance and shaping their ideas into existence; they can reformulate their ideas so that their thinking and understanding is clarified, focused or modified; they can communicate their ideas with other people through interaction and feedback; and they can reflect upon their learning through talk'. (Howe 1992)

## **2. PROTOCOLS FOR EFFECTIVE LEARNING AND TEACHING**

To facilitate the most effective learning, the following protocols are to be followed by teachers and teaching assistants:

### **2.1 PRACTICE AND PEDAGOGY**

#### **Learning Environment**

The learning environment is an inspirational place to learn. It is to be created to be used as a resource to enhance learning, build collaboration and promote the school's values.

#### **Expectations Across Curriculum**

The highest expectations for all curriculum areas must be set to enable all pupil groups to make the best possible progress. Pupils should be involved in making choices about their learning which is personalised to meet specific needs. Pupils should increasingly co-construct learning experiences and use the curriculum to make a positive impact beyond school.

#### **Feedback, Marking, Assessment for learning**

Pupils must benefit from consistently high quality assessment and constructive feedback leading to excellent progress in lessons. Checking for understanding must be an embedded feature of learning. Pupils should be fully involved in evaluating their own and each other's learning and using a common language for assessment for learning to excellent effect.

#### **Adult Modelling**

Modelling should precisely meet the needs of learners and bridge the gap between what already know and can do with support. Modelling should be co-constructed with pupils to enable rich dialogue about learning and metacognition. Pupil modelling and modelling by other adults should be a common feature of lesson structure.

#### **Questioning for Understanding**

Questioning should be embedded and be a core feature of teaching sequences. Pupils and adults should use questioning to co-construct learning which promotes high quality experiences. Pupil books and the learning environment will provide excellent evidence of questioning enabling accelerated progress. Questioning strategies should be used equally well amongst all pupil groups and learning needs. [Blooms taxonomy app1]

#### **Collaborative Learning**

Planning must identify opportunities for collaboration in learning, evidenced in the use of talk partners and group discussion in lessons. Evidence in books for all pupils will provide evidence that planning is ambitious and deeply connected over time and across subjects. Pupils have multiple opportunities to apply skills in new and exciting ways.

#### **Problem Solving**

Pupils must have regular opportunities for problem solving, enabling them to become skilled in solving problems as a result of which they will independently seek opportunities to link problem solving to real life. Curriculum opportunities must be provided to use a range of skills in new contexts.

### **Challenge in Lessons**

Expectations must be consistently high. In each class there must be a shared culture and expectation that learning is engaging and challenging. Pupils should respond positively to high quality teaching with evidence that this leads to pupils' engaging in a range of investigation opportunities.

### **Support and Intervention**

Lessons must have embedded systems to encourage debate and discussion amongst pupils. Expectations amongst adults should be consistently high for all pupils. Within the classroom, there must be a shared responsibility that all pupils will make excellent progress. Relationships amongst adults, team teaching, delivery of specialist interventions and planned support is organised to lead to all pupils making excellent progress.

### **Metacognition and Self-Regulated Learning (2018 Education Endowment Foundation, EEF)**

Metacognition and self-regulated approaches aim to help pupils think about their own learning more explicitly, by teaching them specific strategies for planning, monitoring and evaluating their learning. It is broken down into these seven recommendations:

1. Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge of how they learn and how they can improve.
2. Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning knowledge. A series of steps - beginning with activating prior knowledge, which leads to independent practice before ending in structured reflection - can be applied to different subjects, ages and contents.
3. Model your own thinking to help pupils develop their metacognitive and cognitive skills. E.g. *What do I know about problems like this? What ways of solving them have I used before?*
4. Set an appropriate level of challenge to develop pupils' self-regulation and metacognition.
5. Promote and develop metacognitive talk in the classroom in order to build knowledge and understanding of cognitive and metacognitive strategies. Dialogue needs to be purposeful with teachers guiding and supporting the conversation to ensure it is challenging and builds on prior subject knowledge.
6. Explicitly teach pupils how to organise and effectively manage their learning independently.
7. Schools should support teachers to develop knowledge of these approaches and expect them to be applied appropriately.

## **2.2 IMPACT ON LEARNING**

### **Pupil Progress (data)**

All pupils are expected to make excellent progress with no significant gaps between groups of pupils or between subjects. Weekly planning, intervention mapping, use of additional resources must show high levels of ambition relating to pupil progress expectations.

### **Pupil Progress (books)**

Pupil books across subjects and pupil groups should provide evidence of application to learning and progress over time. This is typified by high expectations, learning which challenges pupils and a pride taken in learning. From pupil responses to feedback and progress made over time, it will be clear that all pupils are making excellent progress.

### **Pupil Progress (Pupil Voice)**

All pupils should be able to speak with enthusiasm and confidence about enjoyment of learning and the progress made. They should describe systematically how they know next steps and the impact on learning. Pupils should be able to find numerous examples in books to support their views across a range of subjects.

### **Groups and SEN Progress**

Excellent planning and leadership of teaching must ensure all pupil groups make better than expected progress. Disadvantaged or vulnerable pupils should make accelerated progress which narrows gaps rapidly.

### **Skills and Knowledge (evidence in books)**

Pupils across each class should demonstrate good subject knowledge and basic skills. Planning and feedback must be challenging and ambitious for all pupil groups resulting in a shared expectation for learning. Misconceptions in learning must inform planning and pupils learning from gaps in knowledge.

### **Impact of Learning Journey**

Evidence in books for all pupils should indicate that planning is ambitious and deeply connected over time and across subjects. Pupils must have multiple opportunities to apply skills in new and exciting ways resulting in pupils making excellent progress.

## **2.3 BEHAVIOUR AND SAFETY**

### **Developing Attitudes to Learning**

All pupils should participate enthusiastically in all learning tasks and contribute well to the design and construction of learning tasks. Pupils should be confident at directing their own learning and are skilled at organising themselves and groups. They should be comfortable in taking on different roles within learning tasks and understand how collaboration enhances learning experiences. Pupil books must be well cared for and respected across subjects and ability ranges, demonstrating good standards of handwriting and presentation, modelled well by any teacher comments. All handwriting, adult and child must be in accordance with the school scheme.

### **Leadership of Learning**

All adults working with a class, group or individual, are leading learning. Pupils from a wide range of groups should also be actively encouraged to lead. They should develop leadership skills, valued by both class and school. Pupils should develop a strong voice in decisions relating to their learning and well being

### **Communication with Parents**

Excellent communication with parents is essential to learning and well-being. Parents are themselves partners in learning. Parents should be involved in problem solving and finding solutions with staff that lead to quality relationships across all groups. This is particularly significant for pupils with special educational needs and disabilities, whose parents are encouraged to contribute specifically to decisions about support and provision with specific outcomes for pupils in mind (SEND Code of Practice 2014).

## **Promotion of Values**

Pupils must be able to talk confidently about the school's moral purpose and core, gospel values which are deeply embedded in every day relationships, actions and learning, forming a framework for decision making. The whole class and school community should be committed to these values. Pupil books should be exemplary in demonstrating these values.

## **Building Resilience**

Pupils should develop an understanding of metacognition, evident in the ways in which they learn collaboratively, challenge each other and respond positively to critical feedback. Pupils should take pride in organising their own learning and sustain concentration and focus until excellence is achieved. They should self-organise learning when re-drafting and will draw on experiences outside school to support learning.

## **Behaviour Leadership**

Teaching, involving teachers and teaching assistants, must communicate the highest expectations of pupils in everything we do. Pupils should take pride in learning and have a strong voice in promoting positive relationships and excellent behaviour for learning. All pupils should listen well and treat each other with respect. Disruptions to learning must be rare.

## **3. CURRICULUM**

The natural curiosity of children is developed through the curriculum which supports children to developing thinking, creativity and independence, inspiring them to find out things for themselves and develop their learning beyond the classroom. Motivation to learn is essential and aspirations to achieve in the present and in the future are inspired and nurtured by adults working with the children. This helps to develop self-confidence and important learning skills including attitudes and application to learning, how they individually learn, thinking logically and analytically, and how to learn from adults, each other and a range of technologies.

The curriculum is built on the statutory requirements of the National Curriculum 2014, the Agreed Syllabus for RE [ London Borough Barnet] and the RE and Collective worship guidance from the Diocese of St Albans. A cross curricular approach, linking subjects together where possible, supports effective learning and this should be taken into account by teachers when planning for learning.

A range of resources are provided to support planning including:

- Values education which underpins the ethos and culture of the school, and informs collective worship, SMSC and learning across the curriculum.
- Maths: Abacus Scheme and White Rose Hub
- English: Reading and Writing Objectives and School's English Framework including quality texts
- Science: Collins Snap Science (online resource)
- History and Geography: Voyagers (Rising Stars), Oddizzi (Geog.), Hamilton Trust Resources and The Historical Association
- Computing: Barnet ICT Framework
- Design and Technology: Objectives set out by school
- Art: Suffolk Scheme of Work
- Music: Charranga
- PSHE: Jigsaw
- Discovery RE, Understanding Christianity
- Weekly PE lesson for classes from a sports coach [ to be followed up by staff in second session]

- French lessons for children from years 3-6 and where possible R-2, taught by French teacher

### **3.1 TOPIC FOCUS**

Each class has an over-arching topic focus for 4-6 weeks, based on a History, Geography, Science or RE. Topic cover pages are created by the class teachers, which include key vocabulary and objectives linked to the topic. These are stuck in the children's books and they are encouraged to refer to these throughout the topic.

To provide first hand experiences, learning should be further supported by planning for each topic focus:

- Visits to galleries, concerts, museums or other relevant place of interest
- Visiting speakers, theatre groups
- Residential visits [years 4-6] to support learning in environmental sciences, outdoor pursuits and history
- Whole school focus days or weeks and open evenings to celebrate learning.

### **3.2 SUPPORTING EVERY CHILD'S LEARNING**

Every child is at a different stage in their learning journey. All staff who work with them must have a clear understanding of their attainment and plan for progress. This is essential as it is not unusual for there to be up to a 6 year ability range in a class. This can be due to learning needs, social/ behavioural needs, those for whom their home language is other than English. To meet the learning needs of all:

- All children and staff work together to create a positive learning environment steered by our aims and values and the Golden Rules
- Learning tasks should be differentiated as necessary to support the needs of the class
- Tasks for children with significant learning needs should be planned in accordance with their SEND Support Plan and/or EHCP
- Teaching assistants and teachers should plan to target their support and feedback in lessons, circulating during independent learning time and differentiating questioning and explanations during teaching session
- Professionals beyond the school work with us to support named children
- Displays of learning should celebrate learning from children across the ability range
- Whole school displays in the corridors and the hall are to a high standard and celebrate achievement.
- Achievements, academic, personal and sporting are celebrated by the whole school community in Friday worship

### **3.3 Excellence for all**

Opportunities are sought beyond the school for all children to experience excellence, supporting those with exceptional abilities or talents, such as:

- Specialist instrumental music teaching from year 1 for those wishing to have lessons.
- Partnership with Compton Teaching School Alliance to support attainment in Maths and English
- Partnership with local schools (Osidge and St. Joseph's) to provide English and Maths workshops
- Barnet Music Services providing performance opportunities in professional venues [Arts Depot. O2 Arena, Royal Albert Hall]
- University projects to develop sciences [ Kings College]
- Link with Queen Elizabeth's School [Primary Challenge Day for Year 5]
- Visits to school by experts [ Science : Dr Mark, Art Picasso]



- Annual Shakespeare workshops in school and theatre visits. All children cover 4 Shakespeare plays in KS2

## **4 .PLANNING FOR LEARNING**

### **4.1 MEDIUM TERM PLANNING**

- Topics are planned on a 2 yearly cycle to enable classes to plan together where it is possible to have the same or a similar focus.
- History, Geography and Science are taught across the year in 4-6 week modules to enable greater in depth focus.
- Each half term a Curriculum and Planning meeting is given over to planning to enable teachers to work together and draw on the expertise of curriculum leaders.
- Medium term plans are handed in to the Head on the first day of each half term along with a curriculum letter for the parents of each class.
- Teachers then create weekly subject plans from these. Plans are monitored half-termly by the SLT. Planning is discussed (ahead of time) thoroughly with teaching assistants during timetabled liaison time to ensure clear communication of how they are to be deployed within lessons.
- Learning tasks: MUST be devised to allow the children to practise the learning targets and progress to the learning objective.

### **4.2 WEEKLY PLANNING**

- A timetable for the week including a brief note of the learning objective should be written to steer learning for the week. A copy should be emailed or handed in to the head teacher before school each Monday.
- Detailed lesson plans should be prepared for each lesson, or where appropriate, series of lessons across the week. It is expected that for some lessons, including Maths and English these may be changed as the week progresses in response to assessment outcomes.

### **4.3 LESSON PLANS**

Lesson plans are prepared to steer both teaching and learning. They are a guide to ensure that learning is brought to life, and include learning objectives, learning targets, key questions, organisation of seating [i.e. mixed ability, ability groups], differentiation OR access for all abilities, roles of teaching assistants, SMSC, practical resources/tasks.

### **4.4 LEARNING OBJECTIVES/KEY QUESTIONS**

- These are essential for EVERY lesson and they can be new, at the start of a series of lessons, or should be built on assessment from the previous lesson. They state in language understood by the child what they are aiming to achieve e.g.: To learn how to use a capital letter and a full stop when writing a sentence. They can take the form of a question e.g. what do I need to start a sentence?

- Teachers need to be clear about what they are aiming for the children to achieve through their learning objective. Knowledge harvest is used to ascertain prior knowledge and raise further questions to pursue. To engage children and draw them into enquiry, posing the learning objective as a question will open up discussion, and enable rapid assessment of what some of the children already know, as well as gaps in understanding and misconceptions. These can be used immediately in the lesson, and also noted by teaching assistants to be referred to of planning the next stages of learning. E.g. Learning objective: to understand the properties of a triangle. Instead of telling the children the learning objective, show triangle, preferably a shape they can handle, and ask them to talk in pairs about everything they know about the object. Where possible, lessons should begin with a key question.
- Learning targets [sometimes called success criteria] are the steps the child needs to take in order to achieve the learning objective or answer the key question e.g.: 1. I can organise my writing into sentences which make sense 2. I can use a capital letter at the beginning of a sentence 3. I can use a full stop at the end of a sentence.
- Peer and self- assessment: children can assess their own and others learning against these steps.

#### 4.5 LEARNING TASKS

- Learning tasks: **MUST** be challenging and devised to allow the children to work with and practice the learning targets making progress to the learning objective.
- Labels with the learning objective or key questions, along with the learning targets, should be attached to the children's work so that they are clear about what to do and to enable self, peer and teacher assessment. This is further detailed in the Feedback policy.

#### 5. STRATEGIES FOR QUALITY FIRST TEACHING

Teachers must plan to use strategies matched to the learning of the subject area[s] being covered, the objectives for learning and the learning needs of the children. These will include:

- whole class direct teaching which should be not more than 10-15 minutes routinely although occasionally this may be longer
- ability group direct teaching
- direct teaching should be a balance between teacher and pupil talk with enquiry and questioning a major feature. It is not necessary for these sessions to be on the carpet, particularly for older children
- modelling
- ability group work: usually in maths and English and should change regularly, including day to day according to assessment outcomes
- mixed ability work [ directed by the teacher for particular reasons or chosen by the children
- practical tasks
- paired, group and individual work
- learning inside the classroom
- learning around the school

- Outdoors in the school grounds and in the park
- Metacognitive approaches [such as self-reflection]
- Directing children and reminding them to use the learning environment and each other to scaffold learning

## 5.1 QUESTIONING

Using the notion of Vygotsky's "zone of proximal development" questioning will be aimed at a point just ahead of what the children can do to facilitate processing and problem solving [see 3.3.1]

- Questioning should assess understanding of facts, usually beginning with 'What'.
- Questioning should also challenge thinking and understanding, beginning with , ' Why, I wonder, what if? [Blooms taxonomy]
- **CHILDREN MUST ASK THEIR OWN QUESTIONS**

Opportunities for questioning should be intrinsic to every lesson at every age, and should also come from the children. Other opportunities include:

- 'Entry points' and 'Exit points' for new topics to ascertain children's levels of knowledge and understanding before and after learning. This can be through class, group discussion and making mind maps.
- Hot seating
- Freeze frames
- Allowing the children to pose 'big' or apparently unanswerable questions
- Using works of Art to raise questions
- Listening to music or reading poetry
- Children asking each other questions about their learning tasks
- Using plenaries, which should be brief, to extend learning and leave children with unanswered questions
- Giving children a question to answer in written feedback to further assess understanding and to challenge

## 6. ASSESSMENT FOR LEARNING

**Formative assessment** [ongoing day to day assessment.]

Teachers and teaching assistants assess learning throughout lessons, talking to children, listening, extending thinking and looking at work. All staff should be circulating throughout lessons to scan the class, keep children focussed and extend learning, teaching throughout the session. The exception may be for a child who is unable to access learning without considerable support in which case a member of staff may be with them for a longer period. However, it is important to move away from the child to develop independence appropriate to their needs.

Formative assessment during lessons must be used to inform planning for the next lesson. Where there are misconceptions, either in the lesson or in work it is essential that these are addressed before moving on to the next stage of learning. THIS IS ASSESSMENT FOR LEARNING.

**Effective feedback should:**

- Provide clear communication about the strengths and areas for development in pupils' work
- Recognise, encourage and reward pupils' effort and progress

- Feed into future teaching and learning
- Encourage pupils to strive to improve and motivate them to become better learners
- Direct pupils to what they need to do to improve their work
- Help parents and carers understand the strengths and areas for development in their children's work
- Be honest and constructive in order to move learning on
- Relate to existing personal targets for individuals

### Whole School Feedback Procedures:

- Feedback will be given in the following forms:
  - Verbal feedback to individual pupils during a lesson.
  - Verbal feedback to groups of pupils or the whole class.
  - Comments and prompt questions that are written in the pupil's presence and related to them immediately.
  - Comments and prompt questions which are written after a lesson and related to the pupil at a later date.
- All **teachers' written feedback** will be done in **green pen**. Any **pupil response** to this feedback, either to answer the teacher's written question or to edit the work prompted by the feedback should be done in **red pen**. Pupils should also use red pen when writing self assessment comments about their learning.
- As far as possible, feedback will be given daily or when a piece of work is completed
- Feedback will be based on the learning objectives and learning targets for individual lessons across the curriculum. There will be an expectation that handwriting is neat and legible and that appropriate Literacy skills will be accurately applied.
- Children's work will be assessed appropriately against the lesson's objectives. Learning objectives will be provided and stuck into books as required. Assessment against the learning objective be fed back to the children using a tick system:
  - One tick – Beginning to work towards the objective
  - Two ticks – Partially achieved the objective
  - Three ticks – Achieved the objective
- Feedback will relate to the learning targets for the lesson e.g. next time, you 'could'... to help to challenge the child to challenge themselves.
- Feedback will celebrate success whenever possible in order to raise self esteem and encourage all children to work to their full potential
- Sometimes a piece of work will be marked with a single tick that shows that it has been completed successfully. This is particularly appropriate for pieces of work which are designed to allow children to practise and consolidate learning. Correct responses in a piece of work will be demarcated with a **tick** and incorrect responses with a **dot** to indicate that it has been noticed. For particular tasks, such as in maths, errors in calculation will be **circled** to direct the children to identify and correct.
- By Key Stage Two, some work may be assessed against National Curriculum assessment criteria, which will feed into the school's ongoing tracking system.
- Detailed feedback will be given on some pieces of work. This should consist of a comment celebrating the child's effort/achievement in the lesson and a constructive comment suggesting how they can move themselves on in their own learning.
  - A **green highlighter** pen should be used to indicate where within the piece of work the child has successfully demonstrated their learning against the learning objective. Similarly, a celebration comment will be highlighted at the end of the work. e.g. --- *'Well done, you have used the first person well.'*

- A **blue highlighter** pen should be used to indicate an aspect of the work that could be improved. Any constructive comments will be highlighted at the end of the work.  
e.g. – ‘*Look at punctuation.*’
- Appropriate comments or prompt questions will be written in language the child understands – this may assume having comments read to them for non readers.
- Wherever possible, allow time for pupils to read feedback and respond appropriately either by correcting errors, or addressing advice.
- When verbal feedback is given in place of written comments the code **VF** will appear on the child’s work.
- Where a child has been supported by an adult in order to complete a task it will be clearly noted as **SW** (supported work) and will be initialed to identify who has given the support.
- A particularly successful piece of work may be awarded with a house point, a mention in ‘Specials Worship’ or may be celebrated with another member of staff or parents.
- Where appropriate, the digital camera will be used to photograph children’s work in P.E/Drama/Art etc. These photos can be used for self/peer assessment purposes.
- During P.E lessons, opportunities will be provided for children to constructively evaluate their own and others’ performance, encouraging them to consider further improvements.

### Self and Peer Assessment Procedures

- Self and peer assessment enables children to take ownership of their own learning and is crucial element of the feedback process.
- Opportunities for children to reflect and feedback on their learning and that of their peers are planned through a variety of activities including.
  - Group and whole class discussions in which samples of work are evaluated.
  - Writing comments both on their own work and that of their peers.
  - Using agreed symbols to assess achievements or indicate how challenging they have found a task.
- When children are asked to carry out this form of assessment they will always be reminded to relate their comments to learning objectives ~~success criteria~~ and learning targets. Teachers may provide the children with a framework for completing self or peer assessment in the form of a sticker of bullet points or questions to consider.

### Feedback on Spelling and Punctuation

Appropriate attention will be given to errors in the spelling of high frequency words and in the incorrect use of punctuation. There will be an expectation that key topic words and any other vocabulary displayed in the learning environment will be correctly spelled.

From Year Two onwards, the following codes should be used in the margin to indicate such errors;

#### **P – Punctuation**

#### **Sp – Spelling to be looked up and corrected**

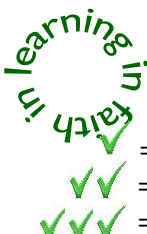
Staff will endeavour to make no more than **5** spelling corrections and **3** punctuation corrections per written task.

It is to the discretion of the class teacher to decide if such codes are suitable to use with individual pupils.


### Communicating Our Feedback Systems to the Children


In order to achieve a consistent and effective way of working with the children **from year two onwards**, a bookplate will be placed at the start of every writing exercise book. This will detail what our systems are for feeding back to the children and what their responsibility is in order to make the feedback meaningful. Additional information will be displayed separately to outline what the basic expectation is in any written piece of work.


The information about or feedback systems must be displayed in the classroom for staff to refer to at any time, this will also help to expose the children to our policy and also to embed the systems with the children. In Years 2 to Year 6





**When my teacher looks at my work, I might see...**

 = I am beginning to work towards my learning objective

 = I have achieved part of my learning objective

 = I have fully achieved my learning objective

 = green highlighter used to show where I've shown good learning

 = blue highlighter used to show something I need to think about in my work

**VF** = an adult has spoken to me about my work – **V**erbal **F**eedback

**SW** = an adult has helped me with my work – **S**upported **W**ork

**Sp** = I need to look at the spelling of a specific word

**P** = I need to think about my use of punctuation

My teacher will always write their comments about my work in green pen.  
If my teacher expects me to comment on my work, I will use a red pen.

***My teacher's comments about my work are there to help me see what I've done well and what I need to do to improve. I must always take time to read this!***

## 6.1 PROGRESS

**Summative assessments** of learning, at the end of a module of learning or half-termly are carried out to assess progress over time against national expectations.

The assessment focus is against key concepts for each year group, which will measure both attainment and progress, as well as informing day to planning for learning. The key concepts are represented in the National Curriculum subjects and schemes of work. Finely graded learning steps are on the excel spreadsheets for English and maths and on the MLE for other subjects.

Summative progress in maths and English is measured and reported half termly, through Pupil Progress meetings, to the SLT. Outcomes from this include support and challenge strategies for children as necessary. All other subjects are recorded on subject specific grids available on the MLE. Subject leaders use these to monitor standards and CPD needs in their area of responsibility.

Progress is reported to parents in consultations in November, March and June, with a full written report in March, including targets of how to progress to the end of year expectations. EYFS reports go home in the Summer term instead of March.

### **Supporting progress in learning:**

- The most recent summative assessment data should be at the front of teacher planning files to steer planning for learning
- ALL lessons should begin with reference to the marking from the previous lesson and time allowed for children to respond. Children will need to be taught how to evaluate their learning, 'I have met my LO is' is not a response. Adults should promote metacognitive thinking for self-evaluation by using question prompts e.g. 'what is it that you can do now that you couldn't do before' / 'what changed in the course of the lesson to help you to understand?' Children are encouraged to use subject specific vocabulary and to write to a high standard in their own feedback.
- Learning tasks can be marked, where possible, during the lesson. This will not be possible for all marking and the remainder MUST be done by the next day for maths and English and BEFORE the next lesson for other subjects.
- Feedback, both verbal and written, should discuss what is happening in the learning and what needs to happen next to improve
- Children respond to written feedback with 'red pen' comments

### **7. DEVELOPING TEACHING AND LEARNING.**

Teachers and teaching assistants are supported to develop excellent practice through:

- Performance management
- Self-assessment [against teaching, learning, teaching and leadership rubrics]
- Peer to peer review
- SLT and middle leader monitoring of learning in lessons, looking at books and talking with children
- Tailored whole school CPD
- Individual CPD through external training courses
- Working with staff in partner schools e.g. moderation
- Coaching by senior staff [this could be against the teaching and leadership rubrics]

## Appendix: Teaching and Learning in Light of COVID 19

### **In School:**

Since our return to school in September '20, some aspects of teaching and learning within classrooms is approached differently compared to before COVID 19, due to the need to follow our return to school risk assessment in order to keep everyone as safe as possible. For example, children can no longer collaborate within mixed groups; there is less movement around the classroom; there is restricted independent accessibility to some classroom resources; children are sat in rows at tables.

Even though there are these unavoidable restrictions in school, in order to keep everyone as safe as possible, there are still many wonderful teaching and learning opportunities for the children, meaning progress can be made and children are still excited about their learning. Staff have approached learning opportunities creatively to ensure the quality of experiences despite Covid restrictions.

Metacognition strategies are embedded in classes, which aim to increase children's independence and resilience, when engaging in challenges across the curriculum. These metacognition strategies include:

- activating children's prior knowledge, e.g. referring to curriculum chronologies and completing KWL grids;
- teacher modelling, including modelling of teacher thinking when solving problems;
- purposeful discussion, including talk for writing;
- opportunities for children to self-reflect on their learning, with children being encouraged to think carefully about *how* they can improve;
- emphasis on teaching children how to organise and effectively manage their learning independently and be resilient learners.
- providing opportunities for challenge so that every child can think deeply and be the best that they can be.

### **Home Learning:**

Since September '20, all of the children's home learning has been set, completed and submitted via the platform, Google Classroom. This follows our 'return to school' risk assessment, which aims to minimise any opportunity for transmission of COVID 19 between home and school.

The content of the home learning is the same as before, with teachers setting weekly tasks related to the children's current learning in English (including spellings), Maths and/or Topic. As previously, the teacher provides feedback on submitted pieces of home learning, however, this is done via a private comment on Google Classroom.

#### ➤ Reading Records:

In line with our risk assessment, children are no longer given paper reading diaries for home and school. In place of these, teachers have created an online reading record on Google Classroom, which parents are expected to comment on (on a weekly basis) if their child is in EYFS, KS1 or reading a book from the Oxford Reading Tree scheme. The class teacher or TA will also comment on the child's reading on a weekly basis, which the parent can see. This creates a running reading record and provides a form of communication between home and school.



## **Online Curriculum [in the event of pupil self-isolation or bubble/school closure]:**

In the event of a bubble closure (due to a positive case of COVID 19 or staff shortage) or school closure (due to government request for a full lockdown or staff shortage), we will provide an online curriculum for the children.

This will include the following:

- the class teacher will send the class a message at the start of each week day with an overview of their learning for the day. This will include words of encouragement and will be phrased in a friendly and supportive way;
  - each day, a Maths, English and additional Foundation Subject activities will be set and learning will be expected to be submitted by the children;
  - feedback will be provided on submitted pieces of work, often including suggestions for improvement or prompts to self-reflect;
  - the teacher will have high expectations of learning (as in school) and will ask the child to edit and resubmit learning if it has clearly not met expectation;
  - metacognition strategies, such as activation of prior learning (e.g. KWL grids), teacher modelling; encouraging the children to self-reflect on their own learning, will be used;
  - teacher audio narration or screen shares will be included on some PowerPoints, in order to support children with explanations and new concepts and ensure learning is accessible to all;
  - whole class feedback as audio files may be used where this is most efficient way to address common areas of misunderstanding or misconception
  - differentiated PowerPoints/tasks/resources (e.g. word banks/sentence starters) so that learning is accessible for all (as it would be in class)
  - Worship (pre-recorded) will be provided every day by the Head teachers, via Google Classroom
  - opportunities for groups of children to meet up on 'Google Meets' in order to see each other and take part in a fun activity;
- Role of the Teaching Assistant (TA) (if self-isolating due to bubble closure):
- support the class teacher with the management of home learning on Google Classroom. This may involve the TA providing comments on home learning; the teacher will submit these comments so that they have the opportunity to see the child's learning too;
  - support the class teacher with preparation of resources and differentiated tasks;
  - attend any Google Meets sessions
- Self-Isolation of Individual Children:

In the event of a child needing to self-isolate at home (but are well themselves), the class teacher will provide an overview of the learning (via Google Classroom) that will take place in class that week. This ensures the child is not missing out on the learning that is happening in school and will mean they are at a similar point in their learning as the rest of the class, upon their return to school.