



Community † Compassion † Wisdom

# Teaching, Learning and Feedback Policy

**Written by:**

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**Approved by governors:**

Delegated to HT

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## **Purpose**

The purpose of this policy is to put in place all necessary actions and processes that lead to a consistently high level of pupil attainment and progress. The School strongly believes that quality teaching means effective learning and commits all its resources to achieve these aims in every lesson. The purpose of the policy is to set out clear expectations and provide a consistent and coherent approach that can be easily monitored and ensure equal opportunity for all pupils and staff.

## **Key Aims**

- To provide children with a high-quality education, while embedding Christian values and ethos which are at the heart of the school
- To provide a safe, welcoming environment where everyone feels valued.
- To nurture the personal, social and spiritual development of children into caring and responsible young people
- To encourage good behaviour within a framework of mutual trust and respect
- To promote independence, encouraging children to take responsibility for their learning and behaviour
- To ensure consistency and good progress across all stages
- 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 agreed focus and criteria for monitoring the teaching and classroom practice
- To strive to improve standards in all areas of school life

This statement of agreed school practice will provide new staff with a clear indication of the school's expectations.

## **School Vision**

We aim to help individuals develop a lifelong love of learning in a fun, ambitious and creative environment.

We believe

- The physical environment, in which children's learning takes place, should be one, which supports and enhances their learning.
- As a school we will have classroom environments and displays that support the child, teaching assistant and teacher in the learning process.
- Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term
- Children learn best when the teaching and learning activities are engaging, motivating and foster the children's curiosity for learning

- The use of skilful questioning, high expectations and rigorous assessment informs teaching and planning for the children's next steps
- Parental involvement in children's learning is important and should be encouraged and valued.

## **Planning**

Children learn best through a well-planned vibrant curriculum that provides opportunities for working cooperatively and independently. There are three kinds of planning in each classroom; long-term planning, medium-term and short-term planning.

In the classroom there will be:

- Explicit, focussed learning activities with clear objectives and outcomes.
- A clear understanding by the children of the method and purpose of the activity they are asked to carry out.
- Progress of the children's learning journey through their books, displays, working walls, their explanations and learning behaviour.

In planning files and folders there will be

- Long term plans which highlight the skills and knowledge to be taught. Subject progress is mapped out throughout the school by year groups and records are kept electronically of our shared staff drive.
- Medium plans set out the work to be covered in one half term and have been developed through a number of sources including:
  - Mathematics- White Rose Maths
  - English- National Curriculum/Hamilton Trust/Love to Read
  - Phonics- Letters and Sounds
  - Science, Music, History, Geography, Art, DT- National Curriculum Programme of Study/Bespoke CCCC Curriculum
  - PSHE-
  - Computing- Switched On Computing
  - RE-Understanding Christianity
  - PE- National Curriculum and REAL PE

Subject specific plans are adapted and annotated to reflect pupils' needs.

## **Weekly Planning**

Teachers will use a format or approach of choice that supports their practice. It will consider the following requirements:

- Objectives are taken from the half term plans and matched with personalised learning activities which will include differentiation to meet the needs of all learners.
- Alongside the objectives will be appropriate success criteria outlining how all children will know that they have achieved the learning objective.
- Teachers will ensure that their time will be used to support learning e.g. to work with a target group on focussed teaching.

- Key questions will be included in the learning and teaching opportunities to promote thinking and learning.
- Time will be allocated to reflect, evaluate and amend the plan at the end of each day

### Teaching and Learning

Children learn best when they are inspired, motivated and challenged. In lessons the teachers will ensure that:

- Each topic begins with a knowledge harvest and a ‘hook’ to begin the children’s learning journey.
- The pace of learning is appropriate to ensure that at least good progress is made resulting in high quality outcomes.
- Children enjoy their learning and have opportunities to work collaboratively on projects.
- Children can work independently and in groups.
- Children see the relevance of skills-based teaching and the teaching of knowledge through their explanation and books.
- Skilled open-ended questions are part of every lesson.
- Appropriate home-learning is set to nurture children’s enthusiasm and curiosity and develop their understanding in areas under study.
- A range of teaching strategies is used to ensure engagement and understanding while meeting the learning styles of the children.

### Marking and Assessment

Children learn best and will take responsibility for their own learning when teachers have an insight into what they understand and use this to plan further learning while providing helpful feedback.

Teachers will make sure that:

- All exercise books are looked at daily and stamped to show this
- The emphasis is on verbal feedback, rather than written feedback
- When written feedback is given, the following codes are written in blue pen

v	Tick	Correct
•	Dot	Incorrect
○	Ring	Incorrect

- Tracker sheet (appendix 1) is completed after each Maths, English (Reading and Writing) and Science lesson
- Tracker sheets are completed at appropriate intervals throughout the topic for foundation subjects
- The information gathered from daily formative and end of term/unit summative assessments are used to secure pupils progress in planning
- Assessments and daily tracking data are used to monitor progress, identify gaps in learning, set targets, plan booster sessions/interventions and plan subsequent lessons
- Agreed assessment records are kept up to date including:
  - CORE AND FOUNDATION TRACKING SHEETS
  - INTEGRIS

- Pupil Progress meeting sheets
- Summative Tests

The Assessment Policy will ensure that there is continuity and consistency of practice using:

- INTERGIS
- Pupil progress meetings
- Review and monitoring of intervention work/groups
- Pupil review meeting
- Data analysis with a focus on gaps in learning

A monitoring cycle is in place to support the progress of individuals and groups of learners. Pupil progress meetings, lesson observations, planning and book looks, pupil conversations learning walks will be built into the cycle.

### **Learning Environment**

Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.

In our school there will be:

- An atmosphere of mutual respect between adults and children
- Children who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability
- Children's high self-esteem, with all children feeling valued and secure
- Children taking risks in their learning, and learning from their mistakes
- Children's learning outcomes displayed around the classroom and the school for others to appreciate and admire
- Organisation of classroom routines and resources to optimise learning

In the classroom teachers will ensure

- They employ positive strategies for managing children's behaviour that help pupils understand the school's expectations and that these strategies are underpinned by the clear range of rewards and sanctions as set out in the school's behaviour policy
- All rewards and sanctions are applied fairly and consistently
- Good behaviour is always modelled in their interaction with children and other adults with any conflict dealt with in a calm and fair manner – they will not shout or lose their temper.
- Children are encouraged in their learning and their efforts will be praised both in the classroom and in assemblies
- Any criticism will be constructive, and children's self-esteem will always be maintained

Around our school we will ensure that:

- A clear behaviour policy is in place and all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently across the whole school.
- High expectations of behaviour, (including children's attendance and punctuality at school), are communicated to, and shared by, all children, parents and staff
- Safeguarding procedures are in place and are adhered to

## **Home/School Learning**

Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

Teachers will ensure that:

- Useful feedback about their children's learning is given regularly to parents, both informally, (when appropriate), and formally, through parent, teacher meetings and an annual written report
- Parents know how they can support their child's learning at home or in school through curriculum meetings and letters
- They are approachable and available to parents after school or by appointment
- Information about class trips, class and school events, and other relevant topics are communicated efficiently to parents via class dojo, letter or email
- Parents are welcomed to help in their classrooms and/or around school
- Appropriate home-learning activities are set to develop children's understanding of topics covered in class. Activities sent home will be for preparation to practice or consolidate learning. We do not expect parents to be the teachers.
- Parents are informed about school events and relevant topics through regular newsletters, letters, dojo messaging, notice boards and the school website.

## **Layout and presentation in children's books**

1. Always use a sharp pencil and pen when appropriate
2. Always write the date.
3. Write the title on the next line.
4. A ruler must be used to underline and draw tables and charts.
5. Leave one line under the title before starting work.
6. Always use neat legible writing.
7. If you make a mistake put one line through it.
8. Do not make any marks or write on the covers of your exercise book.

Teachers should also make sure that the following happen to help the children with their presentation:

- Pupils will be awarded a pen licence when they have developed a neat joined handwriting style should be expected to use a pen.
- All maths work will be completed in pencil
- Colouring pencils will only be used in exercise books.
- Teacher's handwriting should be neat and legible.
- All necessary worksheets need to be dated, marked and trimmed before stuck into books.

**Appendix 1**

<b>Class:</b>	<b>Date</b>
<b>LO:</b>	
<b>Work to Praise and Share</b>	<b>Need Further Support</b>
<b>Presentation</b>	<b>Basic Skills Errors</b>
<b>Misconceptions and Next Lesson Notes</b>	