




**ST PAUL with ST LUKE**  
CHURCH OF ENGLAND PRIMARY SCHOOL  
Leopold Street, Bow, London E3 4LA

## Policy version Control

### Teaching and Learning Policy September 2023

Review annually

Version no	Amendments	Approval date
2	Added feedback section; updated assessments	Oct 2021  BENJAMIN ROACH
3	At the end of a unit in RE, Science, French and Art and added M3 moderation	Sept 2023 Fanoula Smith

# SPSL Teaching and Learning policy



**Our policy is built upon our mission, vision and school values:**



We aim to provide excellent learning and teaching opportunities in all areas of the curriculum so that our pupils achieve their maximum potential: to serve our community by providing an education of the highest quality within the context of Christian belief and practice; to encourage an understanding of the significance of faith, to promote Christian values through the experiences we offer to all our pupils and to provide a safe and welcoming place to all God's children. Our children work hard, are kind and grateful.



***Jesus said: 'Love one other as I have loved you'. John 15:12***

**We are the branch, our children the blossom,**

**We nurture all in our community,  
We grow with love, learn, and flourish.**



*Caring and respectful  
Lifelong learning  
Spiritual and reflective  
Working together  
Spiritual and reflective  
Celebrating individuality*

**Aims and purposes of this policy**

Any attempts to raise standards in our school must be focused on:

- the development of a high quality **curriculum**;
- our implementation of this curriculum through effective **teaching**;
- ensuring that **children learn more** and **remember more** of what they have learned

We want our children to know and remember more of what they have learned so that they are building effective schemas which enable them to develop more knowledge, skills and, ultimately, understanding.

*“When a child assimilates a new idea, event or information they are adding it to what they already know because it fits with their current understanding. However, when they come across new experiences or ideas that bump up against their prior knowledge, they have to modify their existing schemas or form a completely new one to accommodate the new idea.”*

**Jane Currell 2018**

By adopting a whole school approach to teaching and learning across our school, we aim:

- To provide consistency of teaching and learning across our school.
- To enable teachers to teach as effectively as possible.
- To enable children to learn as efficiently as possible.
- To give children the skills they require to become effective life-long learners
- To provide an inclusive education for all children

# CURRICULUM



## Rationale

We believe a high quality curriculum will enable our children to know and remember more of what they have learned. This will ensure that the children are at next stage in their education. We want our children to be confident in their basic skills of reading, writing and maths.



The curriculum is relevant to, and informed by, the children and helps build their cultural capital.



Key knowledge, concepts and skills are mapped out and planned into well-sequenced INTENT documents and schemes of work.



## What is informing our choices?

The National Curriculum is our starting point – we ensure we are teaching the National Curriculum. Our long term aim is to go beyond this so our curriculum is more ambitious than the NC. We have taken into account the current research into how children learn in terms of cognition and retrieval and how to ensure children are remembering more of what they learn.



Taught knowledge and skills are revisited, rehearsed, recapped on and so goes into children's long-term memory making it accessible later on.



Vocabulary is taught explicitly to make learning accessible.



## Curriculum Structure

The sequencing of units of work and individual lessons are plotted out to ensure there is a clear progression in knowledge and skills in each year group and across the years. Ultimately we are aiming for a more 3-D curriculum where learning is linked so that we are helping to build children's schemas. Prior learning is revisited and built upon year on year, unit on unit where relevant.



High standards of oracy are achieved; children speak in full sentences and in Standard English confidently.



Children are able to make links between their learning across the years and across the different units of work.

# TEACHING



Pedagogy theory...



Teaching is based on clear understanding of cognition and learning.



Teachers have a deep knowledge of the subjects they teach.



Teachers monitor learning and provide feedback – ideally verbally.



The classroom climate created by teachers inspires and motivates all pupils.



Pupil's groupings are flexible and not driven by perceived 'ability' or prior attainment.



We develop a strong partnership with parents and carers that influence learning at home and school.



Pedagogy practice...



Lessons feature: shared purpose, vocabulary, modelling, discussion, questioning, independence, assessment of learning (remembering, questioning)



Lessons feature: recapping, revising and retrieval practice to embed knowledge/skills.



Teaching staff make continuous formative assessment that informs planning; verbal feedback is given.



The development of oracy is capitalised upon through discussion/ talk tasks



There is challenge for all and support where necessary.



There is robust moderation of assessments and judgements.

# ASSESSING LEARNING AND PROGRESS



Progress is knowing and remembering more.



When?



How?



What will we see?

At the beginning of the lesson	'I remember...' Retrieval practice	Children discuss what they remember for last lesson/ session/ unit. KS1 – orally recalling, teacher makes a note for working wall. Children retrieve knowledge/ vocabulary based on their knowledge organisers in History or Geography. Multiple choice quizzes. Learning conversations
In class during teaching	Discussions Questioning Observations	Teacher asking open and closed questions. All children responding. TTYP. Listening in and paraphrasing. Cold calling
At the end of a unit in History or Geography	Essay question Low stakes quiz	Children answer a question essay style – this utilises some of the skills learned. Multiple choice quizzes.
End of units in Music/PSHE/ICT	Learning review	Children record what they have learned on an objective overview of the unit of work. This is because some lessons are not evidenced in the books. JJ assessments in Music/ ICT
At the end of a unit in RE, Science, French and Art	KO linked assessments where they are in place.	AfL. Children complete an assessment that is closely linked in knowledge and format as the KO. Re added to tracker. RE moderation. JJ assessment in French.



When?



How?



What will we see?

At the end of the term in Maths and Reading	NFER standardised tests	Data is entered into Scholar pack at the end of each term for Years 1, 3,4 and 5; and at the end of Autumn and Spring for Year 2 and 6. Termly Mcubed moderation N-Y6.
End of June	Phonics Screening Check	Results from the PSC. Interventions for those who did not make it.
Sometime in Summer term	Y4 multiplication tables check/ Y5 banding	Results from the check. Interventions for those who did not make it.
Half termly RWI	RWI assessments	Children's phonological skills/ knowledge are tracked.
At the end of term in Writing	A teacher assessment is made as to whether the child is WTS/EXS/GDS	Data is entered into Scholar pack at the end of each term for Years 1, 3, 4, and 5 and; at the end of Autumn and spring for Year 2 and 6. Termly Mcubed moderation N-Y6.
In May	KS1 and 2 End of key stage SATS tests	End of Key Stage data is entered into Scholar pack and sent home to parent and carers in Year 6.
Ongoing	PE assessment	Evidence of PE assessments. Ongoing observations.
Ongoing	EAL assessments	Phonics check, basic English. Pre teaching vocabulary

# MONITORING

How do we know our curriculum, teaching and learning intent is being met?



Good teachers can be developed, providing they are working in a supportive and positive environment, where it is ok to try things out, make mistakes, and further refine their ideas. They also need to be able to reflect on the issues that are important to them with an encouraging colleague, who will listen and ask key questions to help them find their solution-not the 'this is the way I do it, so you should do the same' approach. This, in our view, is the essence of coaching.



In the sixteenth century, the English language defined 'coach' as a carriage, a vehicle for conveying valuable people from where they are, to where they want to be. ***The staff are the most valuable resource that a school has. They are the people that make a difference to the young learners that come to our school. We therefore have a duty to help and support each other, to become the best teachers that we can possibly be.*** Coaching is a vehicle to do this.

Each teacher accesses coaching once a half term. Here, targets and goals are discussed using the GROW model. GROW stands for: Goal, Reality, Options, Way forward.

Teaching and learning reviews take place once a term and are supported by a La and LDBS advisor to quality assure our judgements. On an ongoing basis, members of the senior leadership team and curriculum leaders all informally drop into classes to experience the learning that is going on within the classroom. Teachers welcome all stake holders as well as any feedback on their teaching and the children's learning.



To make robust judgements of learning stakeholders hold learning conversations with the children. Here they ask the children what they have learned, remembered, or enjoyed in a unit of work, lesson or over a period of time.

Children talk through their learning using their books as an aide memoir. This really helps stakeholders to make a judgement about what the children have learned and whether the teaching and learning policy is being successful.

# FEEDBACK AND MARKING

## Research into effective feedback

### The Education Endowment Foundation research

The Education Endowment Foundation (EEF) is an independent charity established in 2011 to improve the educational attainment of the poorest pupils in English schools. The EEF aims to support teachers and senior leaders by providing evidence-based resources designed to improve practice and boost learning.

### NCETM (National Centre for Excellence in Teaching Mathematics)

The NCETM is managed by a consortium of Tribal Education and Mathematics in Education and Industry (MEI). It is funded by the Department for Education (DfE).

### DfE

The Department for Education (DfE) is a department of Her Majesty's Government responsible for child protection, education (compulsory, further and higher education), apprenticeships and wider skills in England.

Ofsted

### The Independent Teacher Workload Group:

- Looked at current practice in many schools,
- Looked at educational writing and perspectives
- heard from colleagues in the independent sector
- considered the research available in this area to identify a manageable way forward

### What did they find out?

Marking has evolved into an unhelpful burden for teachers, when the time it takes is not repaid in positive impact on pupils' progress. This is frequently because it is serving a different purpose such as demonstrating teacher performance or to satisfy the requirements of other, mainly adult, audiences. Too often, it is the marking itself which is being monitored and commented on by leaders rather than pupil outcomes and progress as a result of quality feedback.

The analysis of the workload challenge survey showed that 53% of sample respondents thought that, whilst marking pupils' work is necessary and productive, the excessive nature, depth and frequency of marking was burdensome. We took this view as our starting point, recognising that too much value is currently placed on written feedback. We wanted to send some clear messages about its place and purpose in order to **eliminate unnecessary teacher workload**.



### EFF

The EFF found that feedback has

**'high impact for a very low cost'**

Feedback

High impact for very low cost, based on moderate evidence.





## NCMET'S VIEW ON MARKING AND FEEDBACK

Teachers' marking of this work can provide extra feedback to support pupils' learning. However, the **most important activity for teachers is the teaching itself**, supported by the design and preparation of lessons.

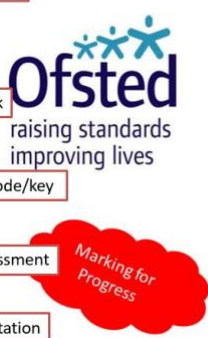
Marking and evidence-recording strategies should be efficient, so that they do not steal time that would be better spent on lesson design and preparation. Neither should they result in an excessive workload for teachers.

## OFSTED'S VIEW ON MARKING AND FEEDBACK

- Ofsted does not expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils.
- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, **Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy**, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- **While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.**
- If it is necessary for inspectors to identify marking as an area for improvement for a school, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.

### What have Ofsted identified as 'ineffective' marking?

- ✓ When marking varies too much in between different teachers. consistency
- ✓ When teachers tell pupils where they went wrong...but do not tell them how to better it next time. Verbal feedback
- ✓ When schools do not have a clear policy on correcting errors in pupils work. Agreed code/key
- ✓ Pupils were weaker in schools visited when they are not involved in assessment on their own work. Peer/self assessment
- ✓ When teachers ignore scruffy work. Presentation



## The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

## OUR KEY PRINCIPLES

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback should be to further children's learning;
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;

- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking for the pupil.
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or it in the next appropriate lesson.
- The 'next step' is usually the next lesson.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

#### Four ways to feedback

- Immediate feedback – at the point of teaching
- Summary feedback - at the end of a lesson/task
- Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished
- Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study (for example a quiz or low stakes test)

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> <li>Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork etc.</li> <li>Takes place in lessons with individuals or small groups</li> <li>Often given verbally to pupils for immediate action</li> <li>May involve use of a teaching assistant to provide support or further challenge</li> <li>May re-direct the focus of teaching or task</li> </ul>	Learning walks/ observations
Summary	<ul style="list-style-type: none"> <li>Take place at the end of a lesson or activity</li> <li>Often involves groups of classes</li> <li>Provide an opportunity for evaluation of learning in the lesson may take form of self or peer assessment against an agreed set or criteria</li> <li>May take the form of a quiz, test or score on a game</li> <li>In some cases, may guide a teacher's further use of review feedback, focusing on areas of need.</li> </ul>	Learning walks/ observations Some evidence of self and peer assessment Quiz and tests results may be recorded in books and logged by the teacher
Feedforward - the next lesson is the next step	<ul style="list-style-type: none"> <li>For writing in particular, often a large part of the next lesson will be spent giving feedback to the class about strengths and area for development, and giving time for development areas to be worked on and improved through proof reading and editing their work.</li> <li>'Do Now's' are analysed daily and errors and misconceptions addressed in subsequent lessons, and in particular maths meetings.</li> </ul>	Learning walks/ observations Evidence in books of children's editing and redrafting work in green pen 'Do Now' activities in books
Summative	<ul style="list-style-type: none"> <li>'Check It' activities</li> <li>End of unit or term tests and quizzes</li> </ul>	'Check It' activities in books Quiz and test results

**Hidden Feedback – Michael Tidd Headteacher**

Have another look at question 4

Check your answers to the first 3 questions before moving on

Does that make sense?

Is there a better word you could use...?

Can you use mathematical / scientific / geographical language to explain that in more detail?

Everybody stop!

Let's look at this again...

Read that sentence back to me... exactly as you've written it.

A better word for 'strange'?  
If only there were a book that listed such things..

And every time you tap a dictionary, or point to an error, or even raise an eyebrow!

## And so what does this all look like in practice?

### In books

- No highlighting
- Read the children's work within the lesson if possible – give them 'hidden feedback' as you go, this means children are progressing as they improve their work there and then.
- You can celebrate successes there and then by telling the child and/or ticking in blue pen.
- In Maths (mainly in the fluency part of the lesson), and some grammar style lessons there is often a right and wrong answer in this case, have the answers ready so children, who are able to, can mark their own work. Or go through the answers with them at the end and get them to mark their own work.
- You could implement an AfL strategy at the end of the lesson by asking children who have got all or most of their questions correct to stand up – then you know vaguely how many books you need to hone in on and check and whose you can leave until the end, or just before school the next day. You must check all books though because you cannot always trust children's own marking!
- Voila! Hopefully you have made an impact with your feedback within the lesson and the children have 'progressed'.
- If you don't manage to get around all children's work, take the children's books at the end of the day and read their work.
- Tick success in blue pen.
- In Maths, check children's own marking – some children like to think they are correct when in fact they are not!
- If you need to give feedback to a child/ group/ class, do this the next day as a start to your lesson if appropriate – this [whole class feedback](#) allows children to improve work with their green pens themselves.
- Writing should be read, [whole class feedback](#) recorded and given the next day at the start of the lesson. Children will then proof read, either in pairs or alone, and edit. Again making the children work hard to improve their work themselves but with your guidance.
- Ideally there should be much more green pen in the books than blue! This shows the children are working harder than you. This also allows you to make the error into a whole class teaching point – all children can benefit from this- even if it consolidates what they already know!
- If common words that they should know how to spell are spelt incorrectly, underline in blue. Children can then action in green pen spelling the work correctly. If more appropriate, write the spelling for them and they copy it in green pen. Do this sparingly.
- With errors that are particular to the child you may feel it appropriate to write in their book – do so as long as it is not too time-consuming and doesn't need to feature as a misconception with the majority of the class.
- Acknowledgement marking = ticking a piece of work at the end doesn't 'show' them which bits in particular are the successes. Rather, tick the successes.

## Whole Class Feedback

<u>Strengths</u>	<u>Things to improve</u>
Children who used the model text well have written a strong opening paragraph Using other synonyms: lashed – whipped (Riyan) Using words other than black – inky shadows (Shuana)  Next Steps: Raeef – let's look at your in class and improve/edit.	creeped – crept it – them Where could? not Where can? Lee – story sounds nothing like Zelda – rewrite beginning Yusuf <b>SPELLINGS</b> overhead tapping shiny vague rain road powerful
<b>HALL OF FAME:</b> Naima – show this on screen/ Nasra (wind flung its anger all around the forest)/ Riyan/ Mariam	

Example slide


## Progress

Giving verbal feedback in the lesson ensures progress within a lesson.

To ensure progress over a period of time, we would need to see the child now spelling those words correctly, or giving more of an informed answer or making less grammatical errors or now punctuating their sentences with a full stop and capital letter.

The proof of long-term learning (progress) will be in the pudding so to speak.

# Feedback

	In your books you will see:
Assessing your learning	Modal Verbs ✓✓ (You have made progress)
	Modal verbs ✓ (Partly met)
Self-assessing your learning	Modal Verbs ✓✓ (Fully met)
	Modal verbs ✓ (Partly met)
Words or sentences that I am happy with or questions correctly answered	The hideous, bloodthirsty monster threw his heavy, bulky body at the hero with a terrible force. ✓
Words or sentences I think could be improved or incorrect answers	I <u>wented</u> to the local shop to <u>buyed</u> some crisps with my pocket money.
You have an opportunity to correct this work after some guidance from me	After whole class feedback you will correct and write: <b>went bought</b>
House team points for effort	
Spelling mistakes	<i>should</i> I <del>shuld</del> finish my work. <i>should should should</i>
I aim to give you feedback/ mark during the lesson whenever I can. When you write longer pieces of writing, I will not mark in your book; instead, I will read all your books and make notes on the things I need to tell you all the next day. Then you will have a chance to proof read and edit your work with a partner.	

Please remember to do these things in each lesson:

- ✓ Use a pen, if you have a license.
- ✓ Use capital letters at the beginning of sentences.
- ✓ Use full stops at the end of sentences.
- ✓ Make sure your presentation is of a high standard.
- ✓ Join your writing, if possible.
- ✓ Don't join from a capital letter.
- ✓ Make sure the days of the week, and the months of the year, are spelt correctly.

